



AAQEP Annual Report for 2023

Provider/Program Name	Empire State University (SUNY Empire)
End Date of Current AAQEP Accreditation Term	December 31, 2026

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Empire State University (SUNY Empire) serves students who, due to work, family or other obligations, need alternatives to the fixed schedule, place, program, and/or structure of traditional institutions. SUNY Empire serves more than 16,000 students online and in blended courses at locations across New York State, offering undergraduate and graduate programs in a variety of formats, including online, hybrid, and independent study. At the college's founding in 1971, then Governor Nelson Rockefeller and Chancellor of the State University of New York (SUNY) Ernest Boyer endowed the institution with the mission to develop innovative approaches for persons who need or choose alternative educational opportunities.

Our teacher preparation programs are housed within the School for Graduate Studies' Education Division. The School for Graduate Studies consists of three academic divisions (Education; Business, Management, and Leadership; and Graduate Liberal Arts and Sciences) and three administrative offices (Dean's Office, Graduate Services, and Clinical Services and Licensure Office). The Education Division is comprised of one Doctoral Program and Master's-level education programs, of which the following lead to Initial/Professional Certification in content areas: Agricultural Education, Biology, Chemistry, Earth Science, English, Mathematics, Physics, Social Studies Physics, Spanish and Students with Disabilities for grades 1-6 and 7-16. Additionally, the Transitional B certification option became available to current and incoming MAT Special Ed 7-12 students during the 2021-22 academic year. In the 2023-2024 academic year, we have launched a TESOL Advanced Graduate Certificate that will lead to professional certification.

The original Transitional B MAT programs were designed to meet the needs of qualified teacher candidates who have the skills, knowledge, tools, and dispositions to help children in diverse, high-needs, urban schools. By serving as certified teachers of record while completing their degree, MAT teacher candidates have access to flexible professional education relevant to their lives and goals. In subsequent years, we have expanded the scope of our teacher preparation programs to include preparing teachers to serve the needs of diverse students in a variety of contexts (urban, rural, private, and public); we also added a year-long Clinically Rich Residency option, including a pathway specifically for Teacher Assistants (TAs); a Classroom Academy two-year residency in the Capital Region, a combined BA/BS-MAT pathways, and expanded into initial and professional certification in Special Education. Our MEd in Special Education and MAT in Special Education programs were launched in the Fall of 2017. The programs' philosophy, courses, and clinical experiences are based on a model that prepares teacher candidates for collaboration and co-teaching in the inclusion classroom. Since the launch of the MAT Special Education program, enrollments have increased from 9 to 90 students. Similarly, the enrollment in the MEd in Special Education Program has increased from 5 to 90 students. As we continue to grow, we are ensuring quality through the continued semi-annual Education Committee data retreats and monthly program meetings. We have also proposed hiring a new full-time equivalent faculty for the SpEd program.

With increased enrollments, we have begun the process of centralizing data collection by utilizing software programs, including our Spring 2024 move to Watermark. This will enable us to triangulate candidate information better and streamline our assessment practices. In addition, this new tool will provide additional reporting capabilities through data disaggregation. These new reporting abilities will work on our goal of continuous improvement throughout the semester since all faculty and staff will have access to these reports in real-time.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.sunyempire.edu/graduate-studies/graduate-degrees/education-programs/mat/teacher-education-accreditation/>

Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/23)	Number of Completers in most recently completed academic year (12 months ending 08/23)
<i>Programs that lead to initial teaching credentials</i>			
Master of Arts in Teaching (MAT), Adolescence Education, Transitional B (Trans B)	Trans B/Initial/Professional (Middle Childhood and Adolescent Education):		
	• Biology	22	5
	• Chemistry	3	0
	• Earth science	8	3
	• Physics	2	0
	• Mathematics	16	2
	• Social Studies	22	7
	• English Language Arts	29	6
	• Spanish	6	3
	Trans B/Initial/Professional (All Grades):		
• Agriculture Education	1	1	

MAT, Adolescence Education, Residency	Initial/Professional (Adolescent Education): <ul style="list-style-type: none"> • Biology • Social Studies • English Language Arts 	1 1 4	0 1 2
Combined, Bachelor's/Masters (B/MAT)	Initial/Professional (Middle Childhood and Adolescent Education): <ul style="list-style-type: none"> • Biology • Mathematics • Social Studies • English Language Arts 	2 2 1 4	0 0 1 1
MAT, Special Education, Transitional B	Trans B/Initial/Professional (Grades 1-6 or Grades 7-12): <ul style="list-style-type: none"> • Students with Disabilities (SWD), Generalist (Gr 1-6) • SWD, Generalist (Gr 7-12) 	22 42	0 11
MAT, Special Education, Residency	Initial/Professional (Grades 7-12); <ul style="list-style-type: none"> • SWD, Generalist (Gr 7-12) 	4	1
Total for programs that lead to initial credentials		192	44
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Education (MEd), Special Education, Additional Certificate	Initial/Professional (Grades 7-12): <ul style="list-style-type: none"> • Students with Disabilities, Generalist (Gr 7-12) 	19	1
Total for programs that lead to additional/advanced credentials		19	1
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
n/a			
Total for additional programs			
TOTAL enrollment and productivity for all programs		211	45

Unduplicated total of all program candidates and completers	211	45
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Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

- Advanced Certificate, Post-Masters, Teaching English to Speakers of Others Languages (TESOL) (Leads to *Additional Certificate: Initial/Professional (All Grades) English to Speakers of Other Languages (ESOL) certification*)
- Advanced Certificate, Post-Baccalaureate, TESOL (Leads to *Additional Certificate: Initial (All Grades) ESOL certification*)

2. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.	
211	
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.	
45	
C. Number of recommendations for certificate, license, or endorsement included in Table 1.	
43	

D. **Cohort completion rates** for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe.

Standard completion of our programs is three years.

MAT (Trans B and Residency): standard completion =50.0%; completion in 5 years= 72.9% (based on Fall 2018 cohort, n = 48)

MAT (Trans B and Residency): standard completion (most recent data available) =55.6%; (based on Fall 2020 cohort, n = 45)

*Students in this program begin as one cohort, splitting into the Trans B or Residency pathway later in the program, so cohort completion is calculated for them as one group.

MAT Sp Ed: standard completion= 60.0%; completion in 5 years = 60.0% (based on Fall 2018 cohort, n = 5)

MAT Sp Ed: standard completion (most recent data available) = 81.8%; (based on Fall 2020 cohort, n = 11)

MEd Sp Ed: standard completion= 100%; completion in 5 years n/a (program launched Fall 2017); (based on Fall 2018 cohort, n = 2)

MEd Sp Ed: standard completion (most recent data available) = 100%; (based on Fall 2020 cohort, n = 7)

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

2022-23 Teacher Education Exam Results* and Pass Rates**

Educating All Students (n=103), 94% pass rate

MAT

Agriculture (N=0)

Biology CST (N=9)

Chemistry CST (N=0)

Earth Science CST; (N=3)

English CST (N=13); 92% pass rate

Mathematics CST (N=8)

Physics CST (N=1)

9/1/2022 through 8/31/2023 NYSTCE Exam Pass Rates

(All MAT Programs)

(Includes available results from Title II reports for students who were enrolled and/or completed during the reporting period;

Does not include test-takers who completed programs prior to the current reporting period.)

Educating All Students (EAS)

of Total Exam Takers during the reporting period: **140**

Passing Scores reported during reporting period: **139**

Passing Rate for EAS: 99.28%

Social Studies CST (N=19); 95% pass rate

MAT & M.Ed in Special Education

Multisubject 7-12 CST Part One (Lit/ELA) (N=14), 93% pass rate

Multisubject 7-12 CST Part Two (Math) (N=13), 92% pass rate

Multisubject 7-12 CST Part Three (N=14), 86% pass rate

Students with Disabilities CST (N=14), 100% pass rate

This year, we decided to present the best attempt passing rates in order to better capture our students' capacity to persevere and be successful on the exams prior to graduation. Overall, we are very pleased with these results and will continue to add resources and opportunities to support our students with preparing for success on these exams.

*Pass rates reflect students' best attempts.

**Exams with N<10 are too low to calculate meaningful pass rates.

Content Specialty Tests (CSTs)

Due to low #s of test-takers in some of the following content areas, we are reporting the following CSTs as a single group of test-takers:

- Spanish CST
- Agriculture CST
- Biology CST
- Chemistry CST
- Earth Science CST
- Physics CST

of Total Above CST-Takers: 31; # Passing: 31 (100%)

of English CST Takers: 27; # Passing: 25 (92.59%)

of Math CST Takers: 14; # Passing: 11 (78.57%)

of Soc Studies CST Takers: 20; # Passing: 19 (95%)

of Stdnts w-Disab CST Takers: 19; # Passing: 19 (100%)

of MST Gr 7-12 CST Takers: 24; # Passing: 20 (83.33%)

of MST Gr 1-6 CST Takers: 15; # Passing: 14 (93.33%)

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

MAT and SpEd MAT/MEd

The 2022-2023 Completer Survey had 9 respondents.*

Some highlights included completers' responses that the SUNY Empire MAT/SpEd MAT/MEd programs prepared them to...

-Be an effective teacher (8/9 strongly agree or agree)

-Be a reflective practitioner (7/9 strongly agree or agree)

-Incorporate feedback into my teaching practice (8/9 strongly agree or agree)

-Engage in self-assessment and reflection on professional learning goals (8/9 strongly agree or agree)

-Incorporate diverse learning styles into my lesson planning and assessment (8/9 strongly agree or agree)

The survey also revealed items for the programs to consider moving forward. Completers responded that the SUNY Empire MAT/SpEd MAT/MEd programs prepared them to...

- Be a leader in school (7/9 strongly agree or agree)
- Collaborate with families (7/9 strongly agree or agree)
- Collaborate with colleagues (8/9 strongly agree or agree)
- Work to establish strong community connections (7/9 strongly agree or agree)

In the free response section of the survey, completers noted that the greatest strengths of the SUNY Empire MAT/SpEd MAT/MEd programs included:

- Working well with second career students.
- Able to complete this program all online.
- Learned a lot for the needs of students.
- Enjoyed the observation feedback.

*one student responded either disagree or strongly disagree to all items.

These responses demonstrate that our programs are preparing candidates to teach effectively for diverse learners and to commit toward ongoing professional growth. They also indicate that we could do better in preparing candidates for school leadership, ideas for maintaining work/life balance, and for cultivating working relationships with families and communities. There are a number of ways to address areas of improvement. In particular, course meetings in pedagogical classes which occur after students have begun teaching can specifically address work/life balance within the context of discussing lesson planning strategies with an emphasis on time management. To enhance students' ability to develop working relationships with families and communities, the various assignments which currently require students to interview parents should include questions which directly relate to discovering parent perspectives and considering ways to make school communication with parents clearer and more welcoming. The issue of development for school leadership is more complex. It may be that students are not recognizing the pre-requisite skills required for leadership. It is of paramount importance that our students be experts in their content areas and have the ability to communicate effectively with colleagues. Multiple opportunities for collaboration on coursework can support our already rigorous emphasis on content and pedagogical expertise. We must be explicit in our communication to students that the work required in these areas are not for random activities, but specifically designed to support their ability to lead effectively as they advance beyond the level of novice teachers after they have graduated from their masters programs at SUNY Empire.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

MAT and SpEd MAT/MEd

14 employers of program completers offered feedback via survey regarding preparedness to teach and observed strengths and weaknesses. Below, we summarize their responses.

Completers' Preparedness to Teach:

- Extremely well to teach
- Constantly learning, progressing, and increasing knowledge.
- Always prepared.
- Taken on a variety of classes successfully.
- Highly qualified, creative, and knowledgeable.
- Very prepared to teach.
- Enthusiastic about what is being taught.
- Lucky to have on our staff.
- Good classroom control.
- Well planned.
- Organized.
- Easily adapts to student needs.
- Reflective and looks for ways to improve teaching and improve student results.
- Grades and student feedback provided in a timely manner.

Completers' Observed Strengths and Weaknesses

Strengths:

- Very motivated to become part of our department and work with us.
- Strengths lie in creativity, ability to relationship build with the students and staff, knowledge of the academic skills students need to master and work ethic.
- Starting a club based on students' interests.
- Fostering strong, appropriate, and meaningful relationship with students.
- Exhibiting a deep passion for helping students meet their individual goals.
- Advocating for students and developing relationships with parents.

Weaknesses:

- Discipline/classroom management.
- Maintaining work-life balance.
- Connecting students to outside opportunities.
- Keeping appointments with administration.
- Can be hard-headed at times when feels is right on a subject. Tone can come across as angry.
- Lack of experience when dealing with difficult students.

These responses indicate that our MAT and Special Education programs are preparing candidates to be reflective practitioners with effective practices and commitment toward professional growth. They also indicate needs for improvement in how our candidates manage discipline issues in the classroom and how they communicate with administrators. We can assess how our courses address these challenges and how we might weave them through more courses, from our first-year courses to our clinical and capstone courses. Our clinical courses have included among required webinars one that focuses on building classroom community. Also, the second of two New Teacher Induction webinars has involved a principal as a guest speaker, giving candidates an opportunity to begin learning perspectives of a school leader. Our capstone portfolio projects address classroom management directly, and they address communications with administrators more implicitly. We can start with curriculum mapping in first-year courses with the goal to make both of these matters more prominent.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

Through the administration of multiple surveys, the Clinical Service and Licensure (CSL) Office monitors the growth and performance of completers of all programs. We developed the *Teacher Education Alumni Employment Survey* to be able to collect valuable information from our alumni, including their employment status and any professional development activities that they have participated in since graduation (i.e., continuing education, additional certificates, research, etc.). Our most recent survey went out to all 2023 and prior program completers. Below is a breakdown of our findings:

MAT: 146 respondents; 90% are teaching

SpEd MAT/MEd: 17 respondents; 100% are teaching

For the MAT alumni who are not currently teaching in a K-12 classroom, 2 mentioned they are working for Sylvan Learning and Duolingo in either a student- or teacher-support role; the other respondents indicated that they were not currently teaching in the K-12 setting, but did not provide explanations as to why they were not currently teaching.

3. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures		Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
<p>SpEd MAT/MEd Classroom Observation Rubric (COR) Fall 2021 - Spring 2023 Items 1a, 1b, 2c, and 2d</p>	<p>SpEd MAT/MEd A score of 3 or higher on a 4-point scale where 1 = ineffective and 4 = highly effective.</p>	<p>SpEd MAT/MEd - Expectation Met Means of 2022-2023 observations of clinical students: 1a (3.9) - <i>Respect and Rapport</i> 1b (3.3) - <i>Managing Student Behavior</i> 2c (3.1) - <i>Instructional Delivery</i> 2d (3.3) - <i>Meeting Individual Student Needs</i></p>	
<p>MAT Classroom Observation Rubric (COR) Fall 2021 - Spring 2023 Items 1a, 1b, 2c, and 2d</p>	<p>MAT A score of 3 or higher on a 4-point scale where 1 = ineffective and 4 = highly effective.</p>	<p>MAT - Expectation Met Means of 2022-2023 observations of clinical students: 1a (3.6) - <i>Respect and Rapport</i> 1b (3.5) - <i>Managing Student Behavior</i> 2c (3.2) - <i>Instructional Delivery</i> 2d (3.3) - <i>Meeting Individual Student Needs</i></p>	
		<p>*Thus year we ran into data access issues, so our item selections above were changes from last year and reflective of the data we have this year. Our data collection process wil change at the start of Spring 2024.</p>	

<p>SpEd MAT/MEd Key course assignments</p> <p>SpEd SPED 6050 (Fall 2022)</p> <p>SPED 6070 (Summer 2023)</p> <p>MAT Capstone Rubric Spring 2023 and Summer 2023 Items 2,4,5</p>	<p>SpEd MAT/MEd A score of 90% or higher on the assignments' rubric.</p> <p>MAT A score of 7 or higher where 1-6 = Does not meet; 7-8 = Meets; 9-10 = Exceeds</p>	<p>SpEd MAT/MEd - Expectation Met SPED 6050 (n= 16) Mean score = 93.6 The assignment involves creating a Strategy File of evidence-based strategies in working with students with disabilities. The candidates did not meet the score benchmark for this course. Additional scaffolds have been included in the course such as a sample strategy description and additional explanation of rubric criteria.</p> <p>SPED 6070 (n= 13) Mean score = 94.08 The Transition Focused Interview requires students to conduct interviews with a middle or secondary student with a disability, the student's parent, and the student's teacher. This interview is conducted using the Future Planning Inventory after which the candidate must develop transition goals related to education, employment and independent living along with a reflective summary of the process and findings. The candidates met the score benchmarks for the course.</p> <p>MAT - Expectation Met N= 34 Rubric item number (mean): 2 (9.2) - <i>Demonstrates advanced level learning in the content area</i> 4 (9.0) - <i>Demonstrates the ability to use a variety of appropriate assessments to inform practice</i> 5 (8.6) - <i>Demonstrates appropriate uses of technologies for teaching and learning</i></p>
<p>SpEd MAT/MEd Content Specialty Test SWD 7-12</p> <p>MAT Content Specialty Test</p>	<p>SpEd MAT/MEd Passing score (520) rate of 80% or higher</p> <p>MAT</p>	<p>SpEd MAT/MEd - Expectation Met N= 14 100% pass rate</p> <p>MAT - Expectation Met* Agriculture (N=0)</p>

	Passing score (520) rate of 80% or higher	<p> Biology CST (N=9) Chemistry CST (N=0) Earth Science CST; (N=3) English CST (N=13); 92% pass rate Mathematics CST (N=8) Physics CST (N=1) Social Studies CST (N=19); 95% pass rate </p> <p> This year, we decided to present the best attempt passing rates in order to better capture our students' capacity to persevere and be successful on the exams prior to graduation. </p> <p> *based upon the two passing rates above. Pass rates reflect students' best attempts. **Exams with N<10 are too low to calculate meaningful pass rates. </p>
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures		Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
SpEd MAT/MEd COR Fall 2021 - Spring 2023 Items 1c, 1d, 2a, 2b	SpEd MAT/MEd A score of 3 or higher on a 4-point scale where 1 = ineffective and 4 = highly effective.	SpEd MAT/MEd - Expectation Met Means: 1c (3.4) - <i>Classroom Procedures</i> 1d (3.3) - <i>Managing Student Behavior</i> 2a (3.4) - <i>Knowledge of Students</i> 2b (3.2) - <i>Instructional Outcomes</i>	
MAT COR	MAT	MAT - Expectation Met Means:	

<p>Fall 2021 - Spring 2023 Items 1c, 1d, 2a, 2b</p>	<p>A score of 3 or higher on a 4-point scale where 1 = ineffective and 4 = highly effective.</p>	<p>1c (3.4) - <i>Classroom Procedures</i> 1d (3.5) - <i>Managing Student Behavior</i> 2a (3.4) - <i>Knowledge of Students</i> 2b (3.2) - <i>Instructional Outcomes</i></p>
<p>SpEd MAT/MEd Fall 2022: US Schools in Social Context: International and Comparative Education Assignment</p> <p>MAT Capstone rubric Spring 2023 and Summer 2023 Items 1 and 3</p>	<p>SpEd MAT/MEd A score of 7 or higher where 1-6 = Does not meet; 7-8 = Meets; 9-10 = Exceeds</p> <p>MAT A score of 7 or higher where 1-6 = Does not meet; 7-8 = Meets; 9-10 = Exceeds.</p>	<p>SpEd MAT/MEd - Expectation Met N; Means N= 58; 9.2</p> <p>MAT - Expectation Met N=33 Means: 1 (8.7) - <i>Articulates an understanding of her/his professional identity as a teacher</i> 3 (8.7) - <i>Demonstrates an understanding of praxis as the integration of educational theory and teaching in the content areas</i></p>
<p>SpEd MAT/MEd SPED Capstone</p>	<p>SpEd MAT/MEd A score of 80% or higher on the rubric.</p>	<p>SpEd MAT/MEd - Expectation Met N= 4 Average = 93.75</p>

<p>Rubric Spring 2023</p> <p>MAT Completer Survey Spring 2023 and Summer 2023 - Items 15.8, 15.16, 15.17, 15.18</p>	<p>MAT A score of 3 or higher on a 4-point scale where 1 = strongly disagree; 4 = strongly agree.</p>	<p>MAT - Expectation Met N= 6*</p> <p>SUNY Empire MAT program prepared students to...</p> <p>15.8 (3.0) - <i>Engage in self-assessment and reflection on professional learning goals</i> 15.16 (3.2) - <i>Use research- based strategies for teaching and assessing all students</i> 15.17 (3.2) - <i>Utilize culturally relevant pedagogy in my teaching</i> 15.18 (3.0) - <i>Support students' growth in international and global perspectives</i></p> <p>*One student put disagree and strongly disagree for all item responses which downwardly skewed the means.</p>
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4. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

SpEd MAT/MEd Programs

We are very proud to say that between September 2022 and 2023, the number of admitted SpEd students increased from 58 to 90. The sharpest increase in enrollment was in the MAT SPED 1-6 program which increased from 21 to 45 students. In response to this increased interest in our program, we increased the number of course instructors by hiring adjuncts with SpEd expertise for the following courses: EDUC 6015, SPED 6005, SPED 6010, and SPED 6025; all of these are first-year courses. In addition, we increased our utilization of our New York State United Teachers (NYSUT) courses (SPED 6060, in particular) to serve students. We have had a long-standing partnership with NYSUT Education Learning Trust (ELT) in which NYSUT creates course content and sends it to us for faculty review, and if we approve, we grant graduate-level credit for the course. Such is the case for SPED 6060, which helped ease the high numbers of enrollments in various sections. We have been fortunate to hire high-quality adjuncts to meet our programs' needs but are hopeful to hire another faculty in special education in the near future. We are also pleased to report that over the past 3 years (Fall 2020, 2021, and 2022), our incoming cohorts are comprised of 19-26% underrepresented teacher candidates; in particular, enrollment of future teachers who self-identify as Asian/Pacific Islander and Black/African American has increased each year and shows an upward trend.

MAT Program

New admissions in the MAT in September 2023 to 86, an increase of three from the prior year. If these higher numbers of admissions persist, we will need to request new hires. We will request a new hire in English/Literacy instruction during the budgeting process. One faculty member, hired in 2022, is the lead developer and sole full-time faculty instructor for English and literacy courses in the MAT and for literacy courses in the M.Ed. in Curriculum and Instruction (our program for certified teachers needing a master's degree for Professional Certification in New York). On a positive note, our efforts to increase enrollment of candidates from underrepresented populations appear to be making a difference. Looking over our admission demographics over the past three years (Fall 2020, 2021, and 2022), we are pleased to report that the percentage of teacher candidates from underrepresented backgrounds represent 13-28% of our incoming cohorts, with the majority being Hispanic/Latino students.

TESOL/Bilingual Advanced Certificate Programs

During the Fall 2023 term, we welcomed our first cohort of students (N=5) in the TESOL Advanced Certificate Program for post-bachelor's and post-master's students. During the 2022-2023 year, we developed and completed the Bilingual Extension Advanced Certificate (AC) program proposal, which is currently under internal review; the anticipated start for this program is Fall 2024. One of the challenges we recently encountered was NYSED's modification of clinical criteria for the AC in TESOL (May 2023), which resulted in us making a program revision that eliminated this component of our approved program. As such, our first cohort may still be required to complete clinical hours as part of their practicum course. Our goal is to support these current teachers during their clinical practicum and provide flexibility as this requirement presents inherent challenges due to their existing

teaching assignments. Regarding promoting student success, we developed a TESOL Student Handbook and Field Experience data forms. In addition, we have extended support to our teacher candidates on TESOL practices to support underrepresented immigrant and refugee students and families. In order to address diversity, equity, and inclusion, we have focused on two initiatives: (1) promoting the use of culturally responsive pedagogy and learning through the SIOP framework in order to facilitate academic language proficiency and content knowledge and (2) integrating social-emotional and social justice framework throughout all five of the TESOL courses.

