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 encompassed in its AAQEP review.

The mission of the Clarkson Education Department is to elevate the teaching profession by educating the next generation of teachers. We achieve this mission through:

- Rigor: alignment with the National Board for Professional Teaching Standards
- Residency: full-year, mentored induction into the profession
• Modeling: scaffolded professional teaching interactions and practices
• Teamwork: deliberate, cohort-based, collaborative experiences
• Growth Mindset: a purposeful commitment to fostering growth and reflection

The Clarkson Education Department believes that we are stronger together. We believe that diversity enlivens our learning community in ways that make us, as teachers, reflect deeply on the impact of our professional practice. We believe that in order to teach the next generation to embrace diversity, we must teach our future teachers how to fight racism and inequity from the classroom. We believe that as we work continuously toward this goal, we bring worth and dignity to all people.

The vision of the Clarkson Department of Education is to grow into a School of Education that is a global leader committed to promoting teaching as a vital and valued profession, advancing scholarship, and preparing future-ready teachers who inspire all learners.

Built on the standards of National Board Certification, the Clarkson Master of Arts in Teaching programs teach its graduate candidates to put their students first in all their decision making. Mirroring that tenet, the program faculty, most of whom are National Board Certified, also put their students first in all curricular and programmatic decision-making. In 2020-2021 the program had a total enrollment of 112 students across all programs. The MAT program certifies teachers in most secondary disciplines including the sciences, math, English, social studies, and seven languages. The MAT also
certifies teachers in P-12 disciplines including English to speakers of other languages, technology, business, and computer science. The program boasts a one hundred percent job placement rate since 2016, with the demand for new hires outstripping the department’s ability to recruit and retain qualified teacher candidates. The alumni have a ninety-five percent, five-year industry persistence rate (2017-2021), regular news of national, state, and local awards, and industry-leading program advancements.

The MAT programs operate on a cohort model and typically recruit candidates with content-specific bachelor’s (and in some cases, master’s or doctoral) degrees. Most candidates enter the program with little education coursework or teaching experience. The goal each year is to accept a cohort of diverse students representing a wide range of disciplines who have strong content-knowledge in their respective fields. In the secondary programs, the summer intensive is followed by an academic year during which students are in their residencies at P-12 schools during the day, and in classes in the evening. Students can graduate in twelve months with their master’s degree and initial New York State certification. The MAT ESOL program coursework is completely online. Students may enter the program in any semester, and complete two one semester residencies (one semester of elementary and one semester of secondary).

Increasingly, and perhaps due to increased pressures on families and individuals due to the pandemic, more applicants are opting for the two-year program instead of the one year program. Two year candidates complete all the same programming, except they begin with coursework only in the first year. Candidates then come together during the
summer semester, and proceed as a cohort into their residency year. This shift has required the addition of mini-orientations in the fall and spring semester with increased attention to integrating students into the program by the faculty.

The Education Department is located at Clarkson’s Capital Region Campus in Schenectady, NY. Schenectady is a city of over 66,000 people, in which 80% of the P-12 students are people of color. Roughly 20% of the population of Schenectady is foreign born, and just over 77% are economically disadvantaged. In addition to the school district, the MAT programs have multiple partnerships and initiatives with the district as well as the Schenectady Museum of Innovation and Science, Rise High, the Schenectady Foundation, and other organizations in the city. Between 5-20% of our candidates complete their residencies at Schenectady CSD annually, with the remaining candidates spread across the greater Capital Region and New York State. Ten percent of our candidates were placed in Schenectady CSD in 2020-2021.

Public Posting URL

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

https://www.clarkson.edu/department-education/education-department-information Note: the 2020-2021 updated information was submitted to Clarkson’s IT department on May 5, 2022.
2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021

<table>
<thead>
<tr>
<th>Degree or Certificate granted by the institution/organization</th>
<th>State Certificate, License, Endorsement, or Other Credential</th>
<th>Number of Candidates currently enrolled</th>
<th>Number of Completers in 2020-21 (9/1 to 8/31)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts in Teaching</td>
<td>NYS Initial and Professional Certificate</td>
<td>90</td>
<td>36</td>
</tr>
<tr>
<td>Certificate of Advanced Study - TESOL</td>
<td>NYS Initial and Professional Certificate</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Languages Other Than English Extension (grades 1-6)</td>
<td>NYS Initial and Professional Certificate</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Middle Childhood Extension (grades 5-6)</td>
<td>NYS Initial and Professional Certificate</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td><strong>122</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

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.)

Two new programs were launched in 2020-2021. They are the Master of Arts in Teaching in Adolescent Education and Teaching English to Speakers of Other Languages; and the Master of Arts in Teaching World Languages.
and Teaching English to Speakers of Other Languages. There were no students enrolled in these programs in 2020-2021.

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

1. **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.
   - 112

2. **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.
   - 50

3. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
   - 58

4. **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.
   - 95.00% of completers (57 of 60) finished their program within the expected timeframe. 3.33% of completers (2 of 60) finished their program in 1.5 times the expected timeframe.

5. **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%.
There are three New York State Teacher Certification Exams candidates complete in order to qualify for certification. Those exams are the Educating All Students exam (EAS), the Education Teacher Performance Assessment (edTPA), and the Content Specialty Test (CST). The edTPA and the CST are discipline specific. Because of the size of our program, the candidates’ scores are aggregated. As can be seen by the data below, Clarkson students continue to perform well. The faculty work to keep the curriculum up to date and backward design NYS teaching standards into the coursework to provide a scaffolded and modeled experience in the program. This intentional design contributes to our high and consistent pass rates, graduate rates, and job placement rates. Due to the pandemic, New York State substituted the Assessment of Teaching Skills - Written exam (elementary or secondary) in lieu of the edTPA.

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

**Alumni Teaching Effectiveness:** Shortly after our 2019 accreditation, an ad hoc committee was formed to devise a system to collect data from program completers. Over several meetings in 2019, the committee identified the goals with regard to program completers: It was determined that data should be collected from the previous five years of completers and measure their classroom teaching effectiveness. After reviewing several models, the committee devised a format through which volunteer alumni could submit a lesson plan and video recording for evaluation. A committee of faculty and adjuncts would then rate the lesson using specific edTPA rubrics and compare those scores to the scores the candidates received on their pre-service edTPA. Given our enrollment, it was determined that reliable data could be gathered over the course of three years if twelve alumni in each cohort
participated. That data would then be accumulated to reinforce the trustworthiness of the findings. A pilot was planned for spring, 2020 which was put on hold due to the COVID-19 pandemic.

The committee last met in September, 2020 and determined that it would be unkind to ask our alumni to participate in this pilot during the 2020-2021 academic year. The committee has not met again for two reasons. First, the strain on alumni and schools has made us reluctant to ask for participation in this project. Second, the New York State Education Department (NYSED) has temporarily replaced the edTPA with an older written test, the Assessment of Teaching Skills - Written for any students who wish to take it. As a result, we have no alumni from the class of 2021 and few from the class of 2020 who actually completed the edTPA. Since the data we would collect would be prior to 2020, and since so much has happened in the field since then, we have temporarily suspended the project until NYSED reinstates the edTPA.

In a recent meeting with NYSED, it was shared that NYS may decide not to reinstate the edTPA as a pre-service requirement, but rather as an in-service requirement. If this turns out to be the decision, the committee will regroup and review this new circumstance as an option for measuring alumni teaching effectiveness. We may need to backward design a component of the edTPA into the MAT program in order to have a baseline or pre-test of their abilities compared to their success in the field. Stay tuned!
No other formal data was collected on alumni teaching effectiveness in 2020-2021. This was a conscious decision to ask as little of our district partners as we could due to the enormous pressure they were under. Instead, we sought ways to support them and our students. For example, near the end of spring, 2020 the program created a new course, *ED 573 P-12 Learning in the Virtual Classroom*. The course was offered in summer 2020 and summer 2021. Alumni were encouraged to take the course so they might be better equipped to teach their students during the pandemic. The course was offered to the class of 2020 and 2021 at no cost. More than 40 alumni completed the course, most were 2020 and 2021 graduates. (We have since integrated much of the content of that course into our MAT classes to ensure that all graduates are prepared for both in-person and virtual teaching moving forward.)

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

**Advisory Board:** The Advisory Board consists of alumni, community partners, NYS Education Department personnel, faculty, and school partners. Among the school partner representatives are superintendents and assistant superintendents, principles, and chairs and department coordinators. The school partners on the Board provide feedback on our alumni performance both at meetings and throughout the year when asked for feedback through email and surveys. The Board last met in-person in late fall, 2019. The Spring, 2020 meeting was suspended. In lieu of a meeting in Fall, 2020, I sent the Board a written update on the health of the teacher education programs. In Spring, 2021 the Department hosted a Zoom Advisory Board meeting. The meeting didn’t specifically focus on how our alumni were performing, but rather, what we could do to assist our school partners.
Given these unusual times, we are relying on more holistic data to support alumni success. Data such as industry retention and job placement demonstrate that the program is filling vital needs both in the immediate Capital Region and across NYS and the country.

<table>
<thead>
<tr>
<th>8. 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The MAT programs work closely with William Jeffers, the Assistant Director of Alumni and Career Services. Mr. Jeffers conducts six workshops with each cohort focused on the job seeking skills they need to be successful. In addition to the whole-cohorte meetings, he works with each candidate one-on-one to make sure their resume and cover letters are ready for use. In this way, he builds personal relationships with all the soon-to-graduate students. Together, we keep a spreadsheet tracking our alumni job placements. As alumni report back in over the spring, summer, and early fall, we record their new positions and any change in address, etc. In the event that a graduate does not reach back out to us, we ask the graduate’s advisor to reach out to them for updated employment information. In this way, we have been able to keep track of our alumni, at least for the first several years post graduation. Since the majority of our graduates seek positions in the immediate area, it is relatively easy to follow their career paths. The alumni tracking spreadsheet forms the basis for data derived on job placement rates, industry retention rates, and other statistics.</td>
</tr>
</tbody>
</table>
4. 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

<table>
<thead>
<tr>
<th>Provider-Selected Measures</th>
<th>Explanation of Performance Expectation</th>
<th>Level or Extent of Success in Meeting the Expectation</th>
</tr>
</thead>
</table>

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<p>| Candidate Content Knowledge | Admissions standards require all candidates in the MAT secondary program enter with a minimum of 24 credits with an average B or better in their content area. Candidates then complete a minimum of 6 additional credits earning a B or better in their content area while in the MAT. For the secondary candidates, these courses continue their exploration of their discipline through the lens of teaching and learning. Candidates who do not meet the B or better threshold may be accepted based on the admissions committee's overall decision. MAT ESOL candidates must enter with an average B or better in 12 credits of world languages or American Sign Language, along with a comprehensive liberal arts core. For the purpose of comparison, the two content area courses used to determine strength in TESOL content are English linguistics and English grammar. Candidates who do not meet the B or better threshold may be accepted based on the admissions committee's overall decision. | 2020-2021 MAT Secondary candidates earned an average of 3.95 in their content area coursework with a low of 3.3 (one student) and a high of 4.0. The mode was 4.0, and the median was 4.0. (N = 27) The mean cohort content area GPA based on their undergraduate or previous transcript was 3.45 with 89% above the 3.00 threshold. 2020-2021 MAT ESOL candidates earned an average of 4.0 in their content area coursework. The mode was 4.0, and the median was 4.0. The mean cohort content area GPA based on their undergraduate or previous transcript was 3.36 with 81% above the 3.00 threshold. 2020-2021 CAS TESOL candidates earned an average of 3.95 in their content area coursework with a low of 3.7 and a high of 4.0. The mode was 4.0, and the median was 4.0. The mean cohort content area GPA based on their undergraduate or previous transcript was 3.24 with 72% above the 3.00 threshold. |</p>
<table>
<thead>
<tr>
<th>Residency Pre-service Assessment (Validated)</th>
<th>Full-year teaching residency assessment. In a typical year, candidates must meet expectations in 80% of the 21 categories to progress. The RPA is graded on a scale of zero to three. A score of two is required to meet expectations. In a joint meeting of all residency supervisors, those 21 rubric scores are then evaluated and students are assessed a letter grade for each semester. In 2020-2021 the decision was made to still assess individual rubric scores so that candidates could measure their performance and growth. However, a system of Pass/No Credit was implemented for the overall grade each semester due to the variability in student placements due to the pandemic. The faculty felt strongly that the variability, and need for flexibility, made grading at the level that letter grades required unfair. (In 2021-2022 we returned to our conventional grading system.)</th>
<th>100% of the MAT Secondary cohort met the expectation that they earn a 2 or better on 80% of the 21 rubrics with an N = 29. On a scale of 0 to 3, the cohort average score was 2.76 with a high score of 3 and low score of 1. The mode was 3 and the median was 3. 100% of the MAT ESOL cohort met the expectation that they earn a 2 or better on 80% of the 21 rubrics with an N = 6. On a scale of 0 to 3, the cohort average score was 2.52 with a high score of 3 and low score of 1. The mode was 3 and the median was 3. 100% of the 2020-2021 cohort earned a passing score of P.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Specialty Test Results (Validated)</td>
<td>Candidates must pass the Content Specialty Test to obtain NYS certification.</td>
<td>The overall cohort achieved a 93% pass rate on their Content Specialty Tests with an N = 30 and 2 students not achieving. The cohort achieved a 100% pass rate on all exams except the Business exam.</td>
</tr>
</tbody>
</table>
The New York State average pass rate across all Content Specialty Tests ranged from 41% (Business) to 100% (Chinese) with an average of 82%.

Of our 3 MAT Business candidates, only 1 passed the CST. We have since developed a study curriculum for them and continue to support the 2 alumni by paying for their retake exams and providing tutoring. All 3 of the MAT Business graduates are employed in full time, tenure track positions.

<table>
<thead>
<tr>
<th>Content</th>
<th>Pass Rate</th>
<th>No. Scores Reported</th>
<th>NYS Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>100%</td>
<td>2</td>
<td>83%</td>
</tr>
<tr>
<td>Business</td>
<td>33%</td>
<td>3</td>
<td>41%</td>
</tr>
<tr>
<td>Chem</td>
<td>100%</td>
<td>2</td>
<td>94%</td>
</tr>
<tr>
<td>Chinese</td>
<td>100%</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>ESCI</td>
<td>100%</td>
<td>2</td>
<td>89%</td>
</tr>
<tr>
<td>English</td>
<td>100%</td>
<td>1</td>
<td>80%</td>
</tr>
<tr>
<td>Math</td>
<td>100%</td>
<td>6</td>
<td>65%</td>
</tr>
<tr>
<td>Tech</td>
<td>100%</td>
<td>1</td>
<td>90%</td>
</tr>
<tr>
<td>TESOL</td>
<td>100%</td>
<td>10</td>
<td>94%</td>
</tr>
<tr>
<td>Average</td>
<td>93%</td>
<td>30</td>
<td>82%</td>
</tr>
</tbody>
</table>
| Educating All Students Exam Results (Validated) | Candidates must pass the Educating All Students exam to obtain NYS certification. | The MAT Secondary cohort achieved a 99% pass rate on the Educating All Students (EAS) exam (NYS average: 92%). With a N = 20, this means 1 student did not pass the EAS.

We continue to support the alumni who did not achieve by providing vouchers for the EAS exam and tutoring. The alum is employed full time, in a tenure track position.

The MAT ESOL cohort achieved a 100% pass rate on the Educating All Students (EAS) exam (NYS average: 92%). With a N = 6. |
| Education Teacher Performance Assessment Results | Candidates must pass the edTPA to obtain NYS certification in most years. The 2020-2021 cohort were exempt from the edTPA due to the COVID-19 pandemic. In lieu of the edTPA, candidates were asked to take the Assessment of Teaching Skills - Written exam. | Overall, 100% of candidates passed that exam compared to 99% State wide. 2020-2021 MAT Secondary candidates earned an average of 274 on the ATS-W (passing score is 220, high score of 300). The mode was 275, and the median was 276. The high score was 298 and the low score was 228. (N = 21, 6 students didn’t report scores) |
2020-2021 MAT ESOL candidates earned an average of 274 on the ATS-W (passing score is 220, high score of 300). There was no mode, and the median was 273. The high score was 295 and the low score was 256. (N = 5, 6 students didn’t report scores)

2020-2021 CAS TESOL candidates are already certified NYS teachers and do not have to take the ATS-W (or the edTPA).

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

<table>
<thead>
<tr>
<th>Provider-Selected Measures</th>
<th>Explanation of Performance Expectation</th>
<th>Level or Extent of Success in Meeting the Expectation</th>
</tr>
</thead>
</table>
| National Center for Teacher Residencies Annual Stakeholder Survey | Last year selected edTPA rubrics and our community service program were used to evaluate completer professional competence and growth. Because of the COVID-19 pandemic, the edTPA was suspended, and we shifted our community service requirement to a voluntary activity. Lack of previously relied upon data provided an opportunity to review how we measure completer professional competence and growth.  
  
  We are now in our third year of membership in the National Center for Teacher Residencies (NCTR) | This survey data demonstrates that while we are within 2/10 of a percent of NCTR standards overall, the MAT/CAS programs need to attend to curriculum and preparation of students as it relates to English as a new language learners, students with special needs, and issues of diversity.  
  
  To that end, the program faculty have revised the ED 560 Modern Teacher curriculum as well as the ED 503/504 Professionalism in Teaching curriculum. Those classes now focus more heavily on... |
organization. This professional learning community is made up of teacher education programs across the US that host full-year teaching residencies. While we are new to the NCTR, we instantly became their longest running residency program within their membership, with our program graduating its first candidates in 1988-1989.

The annual stakeholder survey provided us with a demanding measure and valuable information that we have used to hone our efforts for program improvement. In particular, and likely fueled not only by the COVID-19 pandemic but also the racial pandemic the nation felt and continues to grapple with, we received data from our recent alumni that has forced us to reevaluate curricular priorities. The survey data represents the perspectives of 26 alumni from the past 5 years, or roughly 15%.

5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.
In keeping with our overriding goal to increase access to the teaching profession, the Education Department focused its efforts during the height of the pandemic on recruitment and our admissions process. We saw an opportunity to align our mission with the needs of the industry and the nation as the teacher shortage entered a crisis stage, and as research exposes startling statistics on how few teachers of color are in the profession. As we have done in the past, we focused on writing grants and building partnerships that would either support historically underrepresented teacher candidates, or support vulnerable student populations.

To that end, we initiated a partnership with the Schenectady City School District as well as SUNY Schenectady and Cazenovia College. SUNY Schenectady offers college in the high school courses to Schenectady students which allows them to graduate with credits toward their associates degree. Many Schenectady students go on to SUNY Schenectady after graduating high school to complete their associates degree. Cazenovia College has a branch on the SUNY Schenectady campus and an articulation agreement that allows students to matriculate into their bachelor’s program in early childhood education and special education. As part of our Grow Your Own initiative, all of the institutions worked together to create a circuit of education whereby graduates of Cazenovia’s program could then matriculate into Clarkson’s Master of Arts in Teaching English to Speakers of Other Languages program. Schenectady City School District pledges to employ the participants as substitute teachers or teaching assistants while they pursue their degree programs, and then to hire the participants as they graduate from either Cazenovia or Clarkson. This complex public/private partnership was negotiated during the 20-21 academic year, and the memorandum of understanding has just been signed by all parties. We have held recruiting events that also welcome current para-professionals from Schenectady into the circuit of programs based on their current levels of education. We look forward to reporting on this exciting initiative in future annual reports.

In 2020-2021 we received our first Black Educators Initiative grant which supported eight Black teacher candidates during that academic year with scholarship, a stipend, and access to emergency funds. The grant also provided us with the opportunity to revise our 12-hour mentor training workshop series to better prepare our predominantly White mentor team to better support candidates from diverse backgrounds. Finally, the grant supported the creation of three pre-courses that candidates would take after acceptance, but before starting the program. It was observed that first generation graduate students and students who did not have opportunities in their undergraduate experiences to immerse themselves in professional settings, needed additional support with skills that were hitherto the pandemic taken for granted. Skills such as basic technology problem solving skills, communication skills such as email etiquette and professional dress, and basic comportment skills. To support our incoming students, we developed 10 hour, zero credit, no-cost self-paced courses on technology, and cultural awareness and professionalism. The third course is an
educational psychology refresher course. Those courses will be launched in spring and summer, 2022 with our incoming students, with a review of their impact in 2022-2023.

The Black Educators Initiative also fully funded our Income Shared Agreement program (see Annual Report 2019-2020). This program supported five Black educators with tuition deferment of $12,000 each. Students in the classes of 2022 and 2023 are now enrolled in this innovative program.

In addition to the Black Educators Initiative, the Education Department applied for the Teacher Opportunity Corps II/My Brother’s Keeper grant (2021-2026) through New York State. We previously had the 2016-2021 grant, which allowed us to support 5 historically underrepresented students annually with a scholarship of $5,400 and a Clarkson match of 200%. In this newer grant funding round, we doubled the number of students we could support from five to ten students annually. We received the grant, and are currently implementing it for the 2021-2022 academic year.

Finally, in 2020-2021 our TESOL MAT program applied for a $2.5 million National Professional Development grant to support teachers pursuing certification in ESOL or Bilingual education. We just learned that we received this grant, which will support 20-30 teachers annually with a $10,000+ scholarship and other benefits. Simultaneous to applying for the grant, we applied to New York State to add Bilingual Education to our list of certifications. We anticipate receiving approval for the new Bilingual program in time to enroll candidates in the Summer or Fall of 2022. Combined with this initiative, we applied for a Directed Faculty Enrichment initiative. This program allows departments to submit requests to add new faculty positions that align with the University’s goal to increase faculty diversity. Given the nature of the work done in the TESOL and soon-to-be Bilingual programs, we anticipate a faculty search focused on diverse candidates. The National Professional Development grant, the new Bilingual program, and the application to add a new faculty member create a constellation of intentional initiatives that drive our goals to create programming that is not only accessible and welcoming to all individuals wishing to become teachers, but also serves some of the most vulnerable P-12 student populations.

As referenced briefly in table 4, our NCTR Stakeholders Survey highlighted the need to revise our curriculum and instruction in special education, teaching English as a new language to teacher candidates pursuing secondary certifications in content areas (French, Chemistry, etc.), and diversity. To that end two courses required of all secondary MAT candidates (ED 503 and ED 504 Professionalism in Teaching), and one course required of all MAT candidates (secondary and TESOL) were completely revised (ED 560 Modern Teacher). In the case of ED 560 Modern Teacher, our faculty member, Patti Rand, collaborated with the Director of Diversity, Equity, and Recruitment at Schenectady City
Schools to revise the spring, 2021 curriculum. The course, previously devoted to a range of topics related to our changing field, is now dedicated to issues of diversity, equity, and inclusion. Students engage in topics such as critical race theory, trauma sensitive teaching, self-identity work, poverty and incarceration. These topics are discussed with a focus on implications for teaching and learning. ED 503 and ED 504 now focus on issues of self-care, social-emotional learning, mindfulness and how these topics may be integrated into our candidates professional lives and teaching.

A review of our coursework related to English language learning (for secondary candidates) and special education was also conducted. We are presently revising our ED 550 Effective Teaching for All Learners course. A preliminary revision was made in Fall, 2021 (at the time of this writing), with more revisions planned. An additional instructor who is an experienced Schenectady City School District special educational teacher and who just completed her PhD in Curriculum and Instruction was brought on board to assist the current faculty member with revisions to the curriculum. More work needs to be done in this area prior to Fall, 2022.

Overall, the need to seek information on program completers from sources other than the edTPA has been revelatory. Our membership in the NCTR has proven helpful on many different occasions, but the stakeholder survey data in particular has provided us with a perspective we were unable to gain independently.