**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.

   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 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. The program has a current total enrollment of approximately 94 students (including non-degree seeking students). 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.

In addition to the MAT programs, we offer a Certificate of Advanced Study in Teaching English to Speakers of Other Languages (16 credits), a Middle Childhood (5th/6th grade) extension (6 credits), a Languages other than English (Pre K-6th grade) extension (3 credits), a General Science extension (integrated into the secondary MAT), and a Career Internship Education Program Extension (6 credits).

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. Our most recent five years of alumni have a 95% industry retention rate. We have launched a study to determine the retention rate among alumni who have been in the field between five and 10 years. We anticipate having preliminary data for the 2023 annual report.

The secondary-focused 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. Students then pursue the degree on a 12-month, 18-month, or 24-month timeline. All of the cohorts coalesce during the summer intensive. 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.

The TESOL MAT program operates similarly to the secondary MAT programs except that their coursework is all online. Their residency placement is also one year, but includes two placements: one at the elementary level and one at the secondary level.

The Education Department is located at Clarkson’s Capital Region Campus in Schenectady, NY. Schenectady is a city of over 65,000 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, 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.

**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.clarkson.edu/department-education/education-department-information](https://www.clarkson.edu/department-education/education-department-information)
# 2. 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 2021-2022**

<table>
<thead>
<tr>
<th>Degree or Certificate granted by the institution or organization</th>
<th>State Certificate, License, Endorsement, or Other Credential</th>
<th>Number of Candidates enrolled in most recently completed academic year (12 months ending 8/31/22)</th>
<th>Number of Completers in most recently completed academic year (12 months ending 8/31/22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs that lead to initial teaching credentials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters of Arts in Teaching</td>
<td>NYS Initial and Professional Certificate</td>
<td>64</td>
<td>31</td>
</tr>
<tr>
<td>Total for programs that lead to initial credentials</td>
<td></td>
<td>64</td>
<td>31</td>
</tr>
<tr>
<td>Programs that lead to additional or advanced credentials for already-licensed educators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate of Advanced Study - TESOL</td>
<td>NYS Initial and Professional Certificate</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Languages Other Than English Extension (grades 1-6)</td>
<td>NYS Initial and Professional Certificate</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Middle Childhood Extension (grades 5-6)</td>
<td>NYS Initial and Professional Certificate</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Coordinator of Work-Based Learning Programs for Career Awareness and Coordinator of Work-Based Learning Programs for Career Development</td>
<td>NYS Initial and Professional Certificate</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total for programs that lead to additional/advanced credentials</td>
<td></td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Programs that lead to credentials for other school professionals or to no specific credential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total for additional programs</td>
<td></td>
<td>18</td>
<td>12</td>
</tr>
</tbody>
</table>

TOTAL enrollment and productivity for all programs: 82, 43

Unduplicated total of all program candidates and completers: 75, 36
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 extension programs were approved by New York State in 21-22, however, as of this writing, they are not yet launched. They are the Bilingual Education Extension Program (15 credits) and the Adolescent Special Education Extension Program 15 credits).

The Bilingual Education Extension Program is designed for already-certified New York State teachers who are fluent in Spanish. This extension program will prepare them to meet the needs of Spanish-speaking students in their specific content area. For example, a Spanish speaking social studies or chemistry teacher may apply for this certificate. Many schools across New York are out of compliance in their service to bilingual students. This extension program will help meet those needs.

The Adolescent Special Education Extension Program is designed for already-certified New York State teachers who hold a 7-12 certificate in a secondary discipline. This extension program allows those teachers to become the special education teacher of record within their original certification area. For example, an English or math teacher can be the special education teacher of record for the students in their classes receiving special education services. This certification will help schools across New York meet the high need for additional teachers trained in special education.

Tony Collins, our former president, retired in July of 2022. The University suspended the launch of all new programs until they could be reviewed by the new president. We anticipate being able to launch the Bilingual Education Extension Program in Fall, 2023.
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**

<table>
<thead>
<tr>
<th>A. Total enrollment</th>
<th>B. Total number of unique completers</th>
<th>C. Number of recommendations</th>
<th>D. Cohort completion rates</th>
<th>E. Summary of state license examination results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td>for certificate, license, or endorsement included in Table 1.</td>
<td>for candidates who completed the various programs within their respective program’s expected timeframe and in 1.5 times the expected timeframe.</td>
<td>including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.</td>
</tr>
<tr>
<td>75</td>
<td>36</td>
<td>43</td>
<td>MAT - 31 completers, 27 in expected timeframe (87%), 4 in 1.5 times the expected timeframe (13%)</td>
<td>There are currently two New York State Teacher Certification Exams which candidates complete in order to qualify for certification. Those exams are the Educating All Students exam (EAS) and the Content Specialty Test (CST). The CST are discipline specific. Because of the size of our program, the candidates’ scores are aggregated. After the pandemic, New York State removed the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CAS - 5 completers, 2 in expected timeframe (40%), 3 in 1.5 times the expected timeframe (60%)</td>
<td>the following exams from the list of required tests.</td>
</tr>
</tbody>
</table>
previous requirement of candidates passing the edTPA. 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.

For the cohort CAS completers:

100% of CAS completers took and passed the CST on the first try (5/5).

For the cohort MAT completers:

EAS: out of 31 completers, 29 took the EAS within the reporting timeframe (93.5%). Of those who took the EAS, 26 passed on the first try and 1 passed on the second try. (89.7% passed in the first try, 93% have passed in total as of this reporting). Two of the three students who did not pass the EAS exam on the first try are non-native English speakers. Of the two students who have not passed as of this writing, one has moved to a different state to teach. We have one remaining alumni in NYS who has not passed. That alum is in a full time teaching position in her field. The pass rate for New York state during this time period was 92%.

CST: out of 31 completers, 27 have taken the CST within the reporting timeframe and 2 (Computer Science MAT graduates) do not have an exam yet available through New York State. (27/29 = 93%). Of those who took the CST, 25 passed on the first try (92.6%) and 2 have not yet passed the exam. The two students who have not yet passed the CST are both Business and Marketing MAT graduates. NYS had a pass rate of only 41% for this cohort of candidates completing the Business and Marketing CST. We are supporting those alumni with test vouchers and offers for tutoring. They are both employed as teachers in their field in NYS. We anticipate they will pass when they sit for the newly created exam in 22-23.
F. Narrative explanation of evidence available from program completers, with a characterization of findings.

As a result of our membership in the National Center for Teacher Residencies, we have survey data from our program completers on the following topics:

- effectiveness of graduate support
- alignment of clinical and coursework experiences with the field
- cultural responsiveness of residency experience
- graduate effectiveness in high priority practices
- overall program satisfaction and preparedness
- preparedness to work with families and community
- preparedness to teach special education students

The survey includes 25 questions; 23 of the questions had an n=23, and 2 questions had an n=16. Overall, our program completers’ responses outperformed the NCTR network average with a rating of 3.47 compared to 3.22. Clarkson program completers outperformed the network on all questions but one: “My residency program prepared me to meet the academic needs of students receiving special education services.” Clarkson program completers’ responses averaged 2.89 compared to the network average of 2.92. This survey response result has appeared in various other instruments in years past, and has been a continual challenge to the faculty.

During the 2021-2022 academic year, several faculty embarked on a detailed study of the readings assigned across the pedagogy courses. Since conducting that analysis, they have made adjustments to the intensive summer program, and held 3-4 meetings with faculty (including adjunct faculty) to discuss revisions and articulation of the topics of literacy and special education across the curriculum. As of this writing, the team has applied for grant money to bring 10-15 faculty to a two-day retreat to focus on this topic.
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 alumni received on their pre-service edTPA as candidates in the program. 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 but 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.

We planned to run a pilot in the 2021-2022 academic year. However, NYSED suspended use of the edTPA. In lieu of the edTPA, programs must develop a new instrument that will be approved by NYSED. The committee decided to suspend its work until that new, internally-built TPA could be created.

As of this writing, AAQEP is hosting a meeting on October, 31, 2022 where area education programs can come together to share their ideas for developing a TPA. We anticipate submitting our internally-created TPA to NYSED in late spring, 2023. Once a TPA is in place, we will resume our committee work with the goal of launching a pilot in 2023-2024.

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

As a result of our membership in the National Center for Teacher Residencies (NCTR), we have survey data from our relevant to this topic:
- graduate effectiveness in high priority practices
- preparedness of completers to work with families and community
- preparedness of completers to teach special education students
- content and pedagogical knowledge of program completers

Because of a low n value in this particular survey (n = 2) for the stakeholder category of “Principal”, we chose to analyze the stakeholder grouping of “Mentors” in this narrative. Mentors have a significant impact on the employment of our students as they serve equally on hiring committees.

The survey includes 15 relevant questions, with a mentor response of n=16. Overall, our mentors’ responses outperformed the NCTR network average with a rating of 3.32 compared to 3.19. Clarkson outperformed the network on 13 of the 15 questions.

The two topics on which our program underperformed on the NCTR survey are:

- Completers’ ability to reach beyond the school community
- Completers’ ability to establish classroom routines and procedures

The first category, ‘completers’ ability to reach beyond the school community’, may be aspirational for recent graduates. And while our score was below the NCTR network average, it was also a category that earned the lowest score across the network in the completer preparedness category.

The results in the second category, ‘completers ability to establish classroom routines and procedures’, is puzzling. However, we were only below the NCTR survey network average by .01 points. Data from our Residency Preservice Assessment (RPA) in this category supports our claim that our candidates are, in fact, meeting expectations. The RPA rubric states: RPA Instructional Delivery, I. Safe and Respectful Learning Environment: Level 3: Exceeds Expectation: Actively involves learners to create and
manage a safe and respectful learning environment through the use of routines and transitions... This cohort earned an average of 2.9 out of 3.0 in this category. The overall cohort average score on all rubrics was 2.71.

In addition to this data, during the 2021-2022 academic year the program’s administrative team established the goal of developing a better form of outreach to our stakeholder group of employers. A more succinct employer survey was developed by a committee consisting of the administrative team and one of our STEM adjuncts. A pilot of this survey will be launched in the 2022-2023 academic year with the goal of tailoring each survey to the individual administrator who receives it. We anticipate a bigger contribution of feedback from upper level administrators to add to the feedback of our mentor teachers that we readily receive.

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.

Most of the graduates of our programs are hired in their field before the end of the term following graduation. Many are hired even before they graduate from the program. This employment data is currently obtained by direct communication with the completers, either through email, or through a shared document that candidates or completers use to broadcast employment (and receive congratulations and best wishes!) to the cohort, faculty, and the administrative team. Employment data is kept on an “Alumni Employment Tracking” spreadsheet that is shared between the Education Department and our Career Services Department. Either can update as needed.

The MAT program boasts a 100% job placement rate since 2016.

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>
<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>
<tbody>
<tr>
<td>Candidate Content Knowledge</td>
<td>In the year 2021-22, admissions standards required all candidates in the MAT secondary program enter with a minimum of 24 credits in their content area and an undergraduate GPA greater than 3.0. MAT ESOL candidates must enter with an average B or better in at least 6 credits of world languages or American Sign Language. Candidates can then complete a minimum of 6 additional credits while in the MAT program. During their time in the program, all candidates complete two more 3 credit courses in their content area. For the secondary candidates, these courses continue their exploration of their discipline through the lens of teaching and learning. For the TESOL candidates, these two courses consist of linguistics and English grammar.</td>
<td>100% of the cohort entered the program with a GPA above 3.0 and at least 24 credits in their content area. We are starting to see many new international and underrepresented applicants to the program. NYS has also lifted the 3.0 GPA standard for admissions. During the 21-22 year, we started collecting admissions data on incoming content only GPA with the creation of a content GPA calculator. Data for this cohort is truncated but will be complete in the future.</td>
</tr>
<tr>
<td>Residency Pre-service Assessment (Validated)</td>
<td>90% of students earn a 2 (meets expectations) or higher on the end of spring semester rubric.</td>
<td>100% of completers met this expectation in academic year 2021-22. The average score of all completers was 2.78.</td>
</tr>
<tr>
<td>Content Specialty Test Results</td>
<td>Candidates must pass the Content Specialty Test to obtain NYS certification.</td>
<td>An overall 93.8% of all program completers in this cohort have passed the CST.</td>
</tr>
</tbody>
</table>
Educating All Students Exam Results

Candidates must pass the Educating All Students exam to obtain NYS certification. 93.1% of completers in this cohort have passed this exam.

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>
<tbody>
<tr>
<td>Community Service Requirement</td>
<td>All candidates were asked to complete 5 hours of community service in Schenectady. The purpose and goal of this requirement is to demonstrate the importance of knowing the community in which you teach.</td>
<td>Candidates are asked to fill out an exit ticket when they have completed the community service requirement. They are asked to write a reflection on the question: “How does this experience help you better understand the community in which you are teaching and/or living?” 80% of our completers fulfilled the hours of community service. Two students completed 4 hours, one student completed 3 hours, and one did not complete any. 95% of our completers fulfilled the writing reflection. Only one did not.</td>
</tr>
<tr>
<td>Dispositions, Attitudes, and Proficiencies Resident Evaluation Rating</td>
<td>DAP rating average of 3 or higher on a 6 point scale.</td>
<td>100% of completers achieved a rating of at least 3 on the DAP. During the 2021-2022 year, a goal of further developing dispositional assessments was put in place. Work will be done towards this goal in 2022-2023.</td>
</tr>
<tr>
<td>Residency Preservice Assessment (RPA) Rubrics (Validated)</td>
<td>90% of students earn an average of 2 (meets expectations) or higher on the end of spring semester rubric</td>
<td>100% of this cohort of completers scored a 2 or greater on the end of spring semester rubric.</td>
</tr>
</tbody>
</table>
5. 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.

The 2020-2021 academic year saw the program faculty and staff focus on recruitment and issues related to diversity, equity, and inclusion.

First, we had the opportunity to hire a new recruiter for the MAT programs. Second, Nicki Foley, our Director of Clinical Education, worked with school partners to establish a two-year fellowship program. Now in its second year, we have two school partners, with four residents benefiting. In year one, the schools hire the candidates as substitutes or TAs. They are embedded in the departments in which they will complete their residencies. On days when they are not needed as subs or TAs, they shadow their mentor teacher and generally assist the department. In year two, they step into their residency, and during the non-residency half of the day they substitute teach. The package is different at each school, but in both cases the candidates are provided with a salary and benefits. We will be presenting this model to our advisory board in November in an effort to have more districts consider it.

Third, we continue to increase our Grow Your Own efforts. We have brought two new school partners on board for a total of four districts who now participate. In each district, we have presented information on the MAT programs to the TA and substitute teachers in the districts. We present along with colleagues from our local community college and a local four-year institution. Together, we present a pathway for interested individuals. We have enrolled five new candidates over the last two years using this model, and four of the five are from historically underrepresented groups.

And finally, we received Black Educator Initiative Grant funding again last year (and this year). Last year our goal was to establish an alumni community for our historically underrepresented alumni. Through the grant, we funded a three-day trip to Washington
DC for eight alumni and current students. The trip was an amazing success, creating bonds within the group that will form the foundation for the MAT Black Educator Alumni Affinity Group. We have additional funding this year to continue to support the group with meetings, dinners, and small functions.