



AAQEP Annual Report for 2023

Provider/Program Name:	Clarkson University
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June 30, 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.

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
- Induction: 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

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 95 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), a Career Internship Education Program extension (6 credits), and we have recently introduced a Technology Supplemental extension (12 credits) to mitigate a large need in this content area.

The program boasts a 100% job placement rate since 2016, with the demand for new hires outstripping the department's ability to recruit and retain qualified teacher candidates. Our five-year retention rate for alumni in the field is 93%.

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/internships 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/internship 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, the Little Family Foundation, Rise High, 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/departments-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 2022-2023

1a. Programs that lead to initial teaching credentials

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 08/31/23)	Number of Completers in most recently completed academic year (12 months ending 08/31/23)
Masters of Arts in Teaching	NYS Initial and Professional Certificate	66	23
Total for programs that lead to initial credentials		66	23

1b. Programs that lead to additional or advanced credentials for already-licensed educators

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 08/31/23)	Number of Completers in most recently completed academic year (12 months ending 08/31/23)
Certificate of Advanced Study - TESOL	NYS Initial and Professional Certificate	27	3
Languages Other Than English Extension (LOTE, grades 1-6)	NYS Initial and Professional Certificate	8	8
Middle Childhood Extension (grades 5-6)	NYS Initial and Professional Certificate	0	0
Coordinator of Work-Based Learning Programs for Career Awareness and Coordinator of Work-Based Learning Programs for Career Development	NYS Initial and Professional Certificate	0	0
Technology Supplemental Extension	NYS Supplementary Certificate	1	0
Total for programs that lead to additional/advanced credentials		36	11

1c. Total Enrollment and Productivity

TOTAL enrollment and productivity for all programs	102	34
Unduplicated total of all program candidates and completers	89	26

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.)

none

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

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.
89
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.
26
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
34
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.
MAT: 70% of the MAT completers (16/23) finished the program in the expected time frame (1-2 years). 30% took longer than expected, with one completer taking 4 years (2 times the expected timeframe) and 6 others taking between 2 and 3 years (1.5 times the expected timeframe).

CAS: 67% of our CAS ($\frac{2}{3}$) completers were within the expected timeframe of the program. One completer took 1.5 times the expected timeframe.

LOTE: All 8 LOTE extension candidates completed within the expected timeframe.

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

There are currently two New York State Teacher Certification Exams that 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 is 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 works 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 (3/3).

For the cohort MAT completers:

EAS: out of 23 completers, 20 took the EAS within the reporting timeframe (87%). Of the 20 who took the EAS, 19 passed on the first try and 1 passed on the second try. (95% passed on the first try, 100% of takers have passed in total as of this reporting).

Comparatively, the pass rate for New York State during this time period was 93%.

CST: out of 23 completers, 23 have taken the CST within the reporting timeframe. Of those who took the CST, 22 passed on the first try (96%) and 1 has not yet passed the exam. The student who did not yet pass the CST is a Business and Marketing MAT

graduate. The pass rate for these exams in New York state during this time period was around 83%. As of this writing, the student who has not yet passed has been provided additional support, including funding to retake the exam.

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 26 questions; 24 of the questions had an n=24, and 2 questions had an n=10.

Overall, our program completers' responses outperformed the NCTR network average with a rating of 3.46 compared to 3.37.

Clarkson program completers outperformed the network on 16 questions and underperformed on 8. Areas in which Clarkson underperformed include residency coach support, program-provided professional development, residency program feedback effectiveness, coursework relevancy, preparedness to meet the needs of special education students, and preparedness to enact a curriculum that explores opportunities beyond the school community.

Full survey details for completers may be found at this [link](#) on tab 1.

An AAQEP-specific Clarkson Alumni Survey was developed in SY 22-23 and sent out in January 2023. Respondents were asked to provide information on their latest teaching evaluations and to rate themselves on the following 5 statements using a Likert scale of 1-5:

- I understand and engage in local school and cultural communities and foster relationships with families, guardians, and caregivers (AAQEP 2b).
- I engage in culturally responsive educational practices in diverse contexts (AAQEP 2b). I create productive learning environments (AAQEP 2c).
- I support student growth in international and global perspectives (AAQEP 2d).
- I establish goals for my own professional growth and engage in reflective practice (AAQEP 2e).
- I collaborate with colleagues to support professional learning (AAQEP 2f).

The current criteria for success on this new measure is: 90% of alumni give themselves a score of 4 or higher on the 5 AAQEP-specific questions. The resulting responses (n=23) showed that 90% of alumni gave themselves a score of 4 or higher on 4 of the 5 statements. Alumni scored themselves low on engagement in culturally responsive educational practices in diverse contexts.

A qualitative question was also asked:

What aspect of the MAT program best prepared you to work successfully in diverse settings AND/OR to continue your growth as a professional? (AAQEP 4d) The year-long residency/internship was mentioned frequently in the responses. Below are a few examples of the qualitative responses:

“The professional relationships that the program fostered between my fellow social studies classmates as well as classmates out of my discipline. This is because there was an environment where we were encouraged to collaborate and bounce ideas off of each other. This is something that I continue to do as much as possible as a teacher today. “

“Yearlong residency being fully immersed in the school building and culture. Working with different support programs in the school building. Working with an entire Earth Science department.”

“Working through case studies and being required to observe a variety of different types of schools.”

Full survey details for completers may be found at this [link](#) on tab 1.

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 several meetings with faculty (including adjunct faculty) to discuss revisions and articulation of the topics of literacy and special education across the curriculum. As a result of the analysis and conversation, a new, more robust literacy strand was added to the intensive summer program. Each methods class instructor was provided with a book focused on literacy within their discipline. All students completed common projects such as text sets, and integrated literacy objectives and standards into their culminating unit project. At the end of Summer 2023, the summer faculty met three times to debrief the pilot curriculum. As a result, changes are planned for the summer 2024 curriculum.

Alumni Teaching Effectiveness:

This project has moved through several iterations as may be read in previous AAQEP annual reports. As a result of the implementation of the new Teacher Performance Assessment (TPA) in New York, the previous idea to compare edTPA scores to alumni lesson plan submissions was discarded.

The Alumni Teaching Effectiveness committee has embarked on a pilot based on deep analysis of the performance of our students and, importantly, the use of limited time resources of the staff. After considerable thought, it was determined that a more targeted analysis of alumni effectiveness should be conducted. That is, rather than surveying all of the alumni, we are targeting the alumni who were thought to have struggled in some way while in the program. The pilot calls for selecting roughly four new program

completers annually. Those four completers will have been selected based on academic, dispositional, or other characteristics that caused them to struggle. Part of the selection of candidates for this study will be the Candidate Support Form. This form is completed by faculty and staff when they decide it is necessary to either report or report and plan an intervention for a student. If for example, a completer has a significantly higher number of Candidate Support Forms completed on their behalf over the course of their program, they will likely be one of the alumni we follow in our Alumni Teaching Effectiveness study. Here is a [link](#) to the Candidate Support form.

As of this writing, four completers from the class of 2023 were selected and invited to participate. They have agreed to share their annual performance reviews with us over the next 4 years (until tenure) and complete an annual survey asking questions regarding their growth as novice teachers.

The faculty and staff involved in this study are making the assumption that we can learn the most about program improvement by attending to the students who struggled the most in the program. We are looking forward to analyzing the results of this study as the years progress.

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 stakeholders relevant to this topic:

- completer effectiveness in high-priority practices (13 Q)
- 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 = 5) 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 13 relevant questions, with a mentor response of n=15.

Overall, our mentors’ responses outperformed the NCTR network average on these questions with a rating of 3.19 compared to 3.13. Clarkson outperformed the network on 9 of the 13 questions. Full survey details for completers may be found at this [link](#) on tab 2.

The four questions on which our program underperformed on the NCTR survey are:

- How prepared is your resident to demonstrate professionalism and collaborate with other teachers? (0.05 below NCTR average)
- How prepared is your resident to build, nurture, and facilitate caring, humanizing relationships with students and families? (0.015 below NCTR average)
- How prepared is your resident to use student data in planning and instruction? (0.008 below NCTR average)
- How prepared is your resident to adapt a curriculum to reflect the assets of their students, school, and surrounding community? (0.093 below NCTR average)

In addition to this data, during the 2021-2022 academic year the program’s administrative team established a better form of outreach to our stakeholder group of employers. A succinct employer survey was developed by a committee consisting of the administrative team and one of our STEM adjuncts. A pilot of this survey was launched in the 2022-2023 academic year and each survey was tailored to the individual administrator who received it.

The respondent rate on this internal survey was far higher than the rate that we generally receive from administrators on the NCTR survey (n of 25 vs 5, respectively). The established criteria for success was: 90% of employers rate alumni with a score of 4 or

higher on AAQEP-specific questions. Respondents were asked to rate alumni on 6 AAQEP-specific topics using a Likert scale of 1-6. Three of the 6 questions met the outlined criteria for success.

The three topics that did not meet the criteria for success were:

Clarkson MAT alumni create productive learning environments (AAQEP 2c). (84% of alumni were given a score of 4 or more)

Clarkson MAT alumni support student growth in international and global perspectives (AAQEP 2d). (88% of alumni were given a score of 4 or more)

Clarkson MAT alumni collaborate with colleagues to support professional learning (AAQEP 2f). (84% of alumni were given a score of 4 or more)

However, the average scores across each of these three questions were 4.33, 4.10, and 4.48, respectively. The data indicate that two of our alumni were rated poorly across the board, which heavily affected attaining the success criteria with a low n. Because the rest of our alumni were rated very highly, we may need to readjust the success criteria for this measure.

The full set of questions and responses can be seen at this [link](#).

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. In recent years, it is even more common for program completers to have job offers before they graduate. Currently, 11 of 25 MAT residents are in full-time paid positions.

Employment data was most recently 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.

We recently completed a review of all alumni employment. Based on that review, we are now able to calculate long-term retention rates. Over 93% of MAT alumni remain in the field 5 years after leaving the program.

The MAT program also 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 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
Candidate Content Knowledge	<p>NYS has lifted the 3.0 GPA standard for admissions.</p> <p>In the year 2022-23, MAT program admissions standards required that most 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.</p>	<p>We are continuing to see many new international and underrepresented applicants to the program. During the 22-23 year, we continued to collect admissions data on incoming content-only GPA with the creation of a content GPA calculator.</p>

	<p>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.</p> <p>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.</p>	<p>100% of the 2023 graduating cohort entered the program with a content GPA above 3.0 (average 3.58) and at least 24 credits in their content area.</p> <p>100% of the 2022 graduating cohort entered the program with a content GPA above 3.0 (average 3.56) and at least 24 credits in their content area.</p>
Residency Pre-service Assessment (Validated)	90% of students earn a 2 (meets expectations) or higher on the end of spring semester rubric.	100% of completers met this expectation in the academic year 2022-23. The average score of all completers was 2.73.
Content Specialty Test Results	Candidates must pass the Content Specialty Test to obtain NYS certification.	An overall 96% of all 2023 program completers in this cohort have passed the CST.
Educating All Students Exam Results	Candidates must pass the Educating All Students exam to obtain NYS certification.	100% of 2023 MAT completers who took the exam have passed this exam. 2 completers have yet to sit for this exam.

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
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Community Service Requirement	All candidates were asked to complete community service in Schenectady or in the community where they teach. The purpose and goal of this requirement is to demonstrate the importance of knowing the community in which you teach.	Candidates are asked to fill out a community engagement survey when they have completed the community service requirement. They are asked to write a reflection on the questions: “How does this experience help you better understand the community in which you are teaching?” and “Did this experience allow you to better understand the students with whom you are working? How?” 80% of our MAT Secondary completers filled out the engagement survey. We hope to aim for a higher response rate in school year 23-24.
Clarkson Alumni Survey	90% of alumni give themselves a score of 4 or higher on AAQEP-specific questions.	22-23 Alumni survey had n=22. There are 6 AAQEP specific questions on the survey and alumni gave themselves a score of 4 or higher on 5 of the 6 questions. The question that scored the lowest was
Residency Preservice Assessment (RPA) Rubrics (Validated)	90% of students earned an average of 2 (meets expectations) or higher on the end of spring semester rubric	100% of this cohort of completers scored a 2 or greater on the end of spring semester rubric.

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 22-23 year was one of program and initiative growth. We expanded our partnerships, adding the American Academy of International Culture and Education to our learning community. AAICE helps us recruit well-qualified MAT Chinese candidates and also supports them with a scholarship. We surpassed \$5 million in grants, most of which goes to support student tuition. Recruitment remains flat, but we continue to explore new ways to attract people to the profession.

Also in 22-23, the New York State Education Department formally defined the term residency and invited teacher preparation programs to apply for official 'registered residency' status. The Clarkson MAT programs applied and were granted registered residency status. This now provides our candidates with an option. Individuals who wish to follow the original MAT clinical experience pathway (full-year, half-day, every day) may do so. In this case, candidates are referred to as 'interns' in an 'internship'. Alternatively, candidates who wish to participate in a 'residency' are referred to as 'residents'. They are required to remain in the school all day, every day, for the entire school year. In both cases, candidates assume responsibility for two of their mentor teachers' classes and teach those classes for the entire year.

As a result of this change, we were able to participate in a Teacher Residency Program sponsored by the New York State Department of Labor. Two districts applied for and received funding. Residents in those districts now receive a \$30,000 stipend to support their program completion. It is hoped that more districts will apply for the funding in the 23-23 academic year.

This last update is relevant to the 23-24 academic year and must be reported in this annual report even though it is outside the scope. In October 2023, Clarkson made the decision to sunset the teacher preparation programs. It is part of a larger strategic shift on Clarkson's part to focus more closely on its mission to be a technology school. As a result of that decision, all currently enrolled students will have the opportunity to be schooled out by Clarkson. If we take this path, education programming will end in June 2024. Alternatively, we are seeking a new university home. As of this writing, conversations with a nearby institution are going well and we are cautiously optimistic that we will succeed in our plans to relocate the programs. The new institution is also AAQEP

accredited. We will of course keep AAQEP up to date on our progress and thank the AAQEP leadership and staff for all of their support.