

PART I: Publicly available program performance and student achievement data

1. Overview and Context

Provide an overview of your institution and a brief explanation of the accredited educator preparation programs. Provide readers with a clear understanding of the provider, its mission, and its context.

SUNY Empire serves students who, due to work, family or other obligations, need alternatives to the fixed schedule, place, program and structure of traditional institutions. The College serves more than 17,000 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 consists of three academic divisions (Education; Business, Management, and Leadership; & Graduate Liberal Arts and Sciences) and four administrative offices (Dean's Office, Graduate Outreach and Admissions, Graduate Student and Academic Services, and Teacher Education). It serves approximately 1,600 students each year in fully online and hybrid degree and certificate programs. The Education Division is comprised of nine Master's level educational programs, of which four programs lead to Initial/Professional Certification in specific contents such as, Math, Social Studies, English, Physics, Chemistry, Biology, Earth Science, Spanish and Students with Disabilities.

The original Transitional B MAT programs were designed to meet the need for qualified teachers who have the skills, knowledge, tools and disposition to help children in diverse, high-need urban schools to learn and achieve. By serving as certified teachers of record while completing their degree, MAT teacher candidates could 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), added a clinically-rich, yearlong Residency based option, including a pathway specifically for Teacher Assistants (TAs), created 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, and subsequent courses and clinical experiences, are based on an inclusive model that prepares teacher candidates for collaboration and co-teaching in the inclusion classroom.

Currently the MAT programs are undergoing a significant modification to their clinical course structure. The goal is to better align the teacher candidates with content-area faculty who are experts in their subject-specific pedagogical content knowledge (PCK). In addition to focusing on improving teacher candidate PCK, the content area clinical course faculty will work in a closer relationship with the programs' state-wide field supervisors to increase support in the clinical setting.

Please enter the url for the location on the program website that includes a statement of its AAQEP accreditation status and access to this publicly reported data.

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

2. Enrollment and Completion Data

In the table below, provide enrollment and completer data for each of your AAQEP-accredited programs for the most recently completed academic year:

Table 1. Program Specification: Enrollment and Completers for 2019-20

Degree/Program name	Specialty area	Level	Corresponding State Certificate	Number of candidates	Number of completers
Master of Arts in Teaching, Transitional B	Spanish	Master's	Transitional B/Initial/Professional (Middle Childhood and Adolescence)	15	2
Master of Arts in Teaching, Transitional B	English	Master's	Transitional B/Initial/Professional (Middle Childhood and Adolescence)	26	7
Master of Arts in Teaching, Transitional B	Social Studies	Master's	Transitional B/Initial/Professional (Middle Childhood and Adolescence)	23	2
Master of Arts in Teaching, Transitional B	Mathematics	Master's	Transitional B/Initial/Professional (Middle Childhood and Adolescence)	15	7
Master of Arts in Teaching, Transitional B	Biology	Master's	Transitional B/Initial/Professional (Middle Childhood and Adolescence)	27	10
Master of Arts in Teaching, Transitional B	Chemistry	Master's	Transitional B/Initial/Professional (Middle Childhood and Adolescence)	6	3

Master of Arts in Teaching, Transitional B	Earth Science	Master's	Transitional B/Initial/Professional (Middle Childhood and Adolescence)	8	1
Master of Arts in Teaching, Transitional B	Physics	Master's	Transitional B/Initial/Professional (Middle Childhood and Adolescence)	6	4
Totals & Summary Master of Arts in Teaching, Transitional B	N/A	Master's	Transitional B/Initial/Professional (Middle Childhood and Adolescence)	125	36

Degree/Program name	Specialty area	Level	Corresponding State Certificate	Number of candidates	Number of completers
Master of Arts in Teaching, Adolescence Education (Residency)	Spanish	Master's	Initial/Professional (Adolescence)	2	0
Master of Arts in Teaching, Adolescence Education (Residency)	English	Master's	Initial/Professional (Adolescence)	8	5
Master of Arts in Teaching, Adolescence Education (Residency)	Social Studies	Master's	Initial/Professional (Adolescence)	2	1
Master of Arts in Teaching, Adolescence Education (Residency)	Mathematics	Master's	Initial/Professional (Adolescence)	2	1
Master of Arts in Teaching, Adolescence Education	Biology	Master's	Initial/Professional (Adolescence)	0	0

Education (Residency)					
Master of Arts in Teaching, Adolescence Education (Residency)	Chemistry	Master's	Initial/Professional (Adolescence)	0	0
Master of Arts in Teaching, Adolescence Education (Residency)	Earth Science	Master's	Initial/Professional (Adolescence)	1	1
Master of Arts in Teaching, Adolescence Education (Residency)	Physics	Master's	Initial/Professional (Adolescence)	0	0
Totals & Summary Master of Arts in Teaching, Adolescence Education (Residency)	N/A	Master's	Initial/Professional (Adolescence)	15	8

Degree/Program name	Specialty area	Level	Corresponding State Certificate	Number of candidates	Number of completers
MAT, Special Education	Students with Disabilities, Generalist	Master's	Initial/Professional (Adolescence)	20	6
MEd, Special Education (Additional Certification)	Students with Disabilities, Generalist	Master's	Initial/Professional (Adolescence)	7	2

Degree/Program name	Specialty area	Level	Corresponding State Certificate	Number of candidates	Number of completers
Totals & Summary All Educator Preparation Programs	N/A	Master's	N/A	167	52

3. Program Performance Indicators

Enter program performance information as indicated for the academic year indicated in Table 1 above.

Table 2: Program Performance Indicators

<p>1. Total enrollment in your educator preparation programs for most recently completed academic year, or annual cycle defined by provider (unduplicated count, i.e., count individuals who may be counted in multiple lines above only once here).</p>
167
<p>2. Total number of unique completers (across all programs) in most recently completed academic year, or annual cycle defined by provider. This will usually match the total in the Program Specification Table; please explain any discrepancies (if, for example, some individuals complete more than one program).</p>
52
<p>3. Number of completers recommended for certification or licensure in most recently completed academic year, or annual cycle defined by provider. Please note numbers, if any, that are recommended for more than one certificate or license.</p>

Name of program	Certification area	Number of recommendations	Certificate or licensure level	Total recommendations
Master of Arts in Teaching, Transitional B	Spanish	2	Initial/Professional (Middle Childhood & Adolescence)	
Master of Arts in Teaching, Transitional B	English	7	Initial/Professional (Middle Childhood & Adolescence)	
Master of Arts in Teaching, Transitional B	Social Studies	2	Initial/Professional (Middle Childhood & Adolescence)	
Master of Arts in Teaching, Transitional B	Mathematics	7	Initial/Professional (Middle Childhood & Adolescence)	
Master of Arts in Teaching, Transitional B	Biology	10	Initial/Professional (Middle Childhood & Adolescence)	
Master of Arts in Teaching, Transitional B	Chemistry	3	Initial/Professional (Middle Childhood & Adolescence)	

Master of Arts in Teaching, Transitional B	Earth Science	1	Initial/Professional (Middle Childhood & Adolescence)	
Master of Arts in Teaching, Transitional B	Physics	4	Initial/Professional (Middle Childhood & Adolescence)	
Master of Arts in Teaching, Transitional B				36

Name of program	Certification area	Number of recommendations	Certificate or licensure level	Total recommendations
Master of Arts in Teaching, Adolescence Education (Residency)	Spanish	0	Initial/Professional (Adolescence)	
Master of Arts in Teaching, Adolescence Education (Residency)	English	5	Initial/Professional (Adolescence)	
Master of Arts in Teaching, Adolescence Education (Residency)	Social Studies	1	Initial/Professional (Adolescence)	
Master of Arts in Teaching, Adolescence Education (Residency)	Mathematics	1	Initial/Professional (Adolescence)	
Master of Arts in Teaching, Adolescence Education (Residency)	Biology	0	Initial/Professional (Adolescence)	
Master of Arts in Teaching, Adolescence Education (Residency)	Chemistry	0	Initial/Professional (Adolescence)	
Master of Arts in Teaching, Adolescence Education (Residency)	Earth Science	1	Initial/Professional (Adolescence)	

Master of Arts in Teaching, Adolescence Education (Residency)	Physics	0	Initial/ Professional (Adolescence)	
Master of Arts in Teaching, Adolescence Education (Residency)				8

Name of program	Certification area	Number of recommendations	Certificate or licensure level
MAT, Special Education	Students with Disabilities, Generalist	6	Initial/ Professional (Adolescence)
MEd, Special Education (Additional Certification)	Students with Disabilities, Generalist	2	Initial/ Professional (Adolescence)

4. Cohort completion rates for candidates who completed the various programs in their respective program's expected timeframe **and** in 1.5 times their respective program's expected timeframes.

Standard completion of our programs is three years.

MAT (TransB and Residency): standard completion = 39%; completion in 5 years = 52%

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

MAT SpEd: standard completion = 85.7%; completion in 5 years n/a (program launched Fall 2017)

MEd SpEd: standard completion = 75%; completion in 5 years n/a (program launched Fall 2017)

5. Summary of State license examination results, including teacher performance assessments (you may include link to publicly available external reporting sites). Please specify any examinations on which the pass rate (cumulative at time of reporting) were below 80%.

MAT (Transitional B and Residency program combined due to low n's)

Educating All Students: n=25, 100% pass rate

Content Specialty Test: n=20, 90% pass rate across content areas*

edTPA: n=7, 86% pass rate across content areas*

ATS-W: n=15, 100% pass rate

*Program completers reported difficulty with scheduling the CST due to challenges associated with COVID test center closures. The n is very small - under 5 - for all content-specific CST and edTPA score reporting. As a result, content areas were combined to determine pass rates.

SpEd MAT/MEd

Educating All Students*: n=3, 67% pass rate

Multi-subject Content Specialty Test: n=8, 87.5% pass rate

Students with Disabilities Content Specialty Test: n=8, 87.5% pass rate

EdTPA: n=2, 100% pass rate

ATS-W: n=3, 100% pass rate

*Although the pass rate for the EAS exam is below 80%, program completers reported difficulty with scheduling due to challenges associated with COVID test center closures, resulting in a low n.

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

MAT (Transitional B and Residency program combined due to low n's)

The 2019-2020 Completer Survey had a 46.5% response rate (20 responses from 43 completers surveyed). Of the responses received, 40% were from Residency pathway completers and 60% were from Transitional B pathway.

Some highlights included completers' responses that the SUNY Empire MAT program prepared them to...

Be an effective teacher (92% strongly agree or agree)

Be a reflective practitioner (100% strongly agree or agree)

Incorporate feedback into my teaching practice (100% strongly agree or agree)

Engage in self-assessment and reflection on professional learning goals (92% strongly agree or agree)

Incorporate diverse learning styles into my lesson planning and assessment (92% strongly agree or agree)

The survey also revealed items for the programs to consider moving forward. Completters responded that the SUNY Empire MAT program prepared them to...

Be a leader in school (67% strongly agree or agree)

Collaborate with families (75%% strongly agree or agree)

Collaborate with colleagues (75% strongly agree or agree)

Work to establish strong community connections (75% strongly agree or agree)

In the free response section of the survey, completers noted that the greatest strengths of the MAT program included:

- Flexibility
- Student support & quality/accessible professors
- Affordability
- Focus on best practices and instructional styles

SpEd MAT/MEd

The 2019-2020 Completer Survey had a 25% response rate (2 responses from 8 completers surveyed).

Some highlights included completers' responses that the Special Education program at SUNY Empire State College prepared them to:

- Be effective special education teachers and reflective practitioners who motivate and engage all learners.
- Be collaborative professionals who use evidence-based instructional strategies for individual student learning and behavioral needs.

The survey also revealed items for the programs to consider moving forward. One completer disagreed that the program had provided adequate preparation to utilize technology effectively as a teaching and assessment tool. Areas for improvement also included more robust resources related to remote learning technology and strategies, and more opportunities to meet synchronously.

In the free response section of the survey, completers noted that the greatest strengths of the SpEd programs included:

- Flexibility
- Support for student success
- Focus on lesson planning and IEP development

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

MAT (Transitional B and Residency program combined due to low n's)

Four employers of program completers offered feedback via survey regarding preparedness to teach and observed strengths and weaknesses. A summary of responses follows.

Preparedness to teach:

Completers were prepared in the standards and adapted well to the school and community.

- *Joined committees and shared ideas freely with colleagues.*
- *Joined our trauma team as part of our school initiative.*
- *Developed a strong rapport with students.*
- *Eager to learn how to best meet the needs of students in her classroom.*
- *Completers experienced usual first year teacher issues, but worked through them easily because of program preparation.*
- *Strong clinical support from program.*
- *Looked for help when needed, and knew where to look.*
- *Used many different practices and strategies for problem-solving in the classroom.*

Observed strengths and weaknesses:

Strengths: Professional experience in their previous fields and mastery of content knowledge

- *Mature work ethic and expectations.*
- *Eager and able to hit the ground running because of previous experience/knowledge base.*

Weaknesses: Classroom management

- *Always difficult for a new classroom teacher; getting used to the energy of teaching and learning all the techniques.*
- *Experimenting with different methods and finding what works often takes time and the flexibility to change tactics.*
- *An assumed mastery because of professional success in the past; needing to realize this is a whole new ball game, and there is much to learn.*

SpEd MAT/MEd

Two employers of program completers offered feedback (one via interview; one via survey) regarding preparedness to teach and observed strengths and weaknesses. A summary of responses follows.

Preparedness to teach:

Completers were characterized as ready to teach, understanding students' needs and working well with parents, staff and administration.

Completers knew how to access and use resources and could think outside the box to develop lessons and solve problems.

Strengths:

- *Well-prepared to differentiate instruction*
- *Able to manage behaviors involving students with disabilities*
- *Able to develop "good relationship" with students*

Weaknesses:

- *Timing and pacing of the lesson*
- *Remote instruction*

8. Employment (and/or more schooling) rates for immediate prior year's completers, if known.

MAT: 17 responses of 44; 15 are teaching (88% of respondents)

SpEd MAT/MEd: 3 responses of 8; 3 are teaching (100% of respondents)

4. Candidate Academic Performance Indicators

This section seeks your own expectations for candidate/completer performance and indicators of their success in meeting those expectations. For each of AAQEP Standards 1 and 2, please specify 3 to 5 expectations in Table 4.1 and:

- List your chosen measures of performance (these may be taken from your Quality Assurance Report)
- Indicate the performance expectations for each measure (i.e. your definition of minimally adequate performance, though you may also specify other levels of expectation)
- Summarize candidate/completer success in relation to those expectations

Table 3. Expectations and Performance

Standard	Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
1	SpEd MAT/MEd Classroom Observation Rubric (COR) Spring 2020 and Summer 2020	SpEd MAT/MEd A score of 3 or higher on a 4-point scale where 1 =	SpEd MAT/MEd - Expectation Met 20 observations of 8 students in their last clinical term

	Items 1a, 2c, 3a, 4b	ineffective and 4 = highly effective.	Means: 1a (3.65) - <i>Respect and Rapport</i> 2c (3.50) - <i>Instructional Delivery</i> 3a (3.60) - <i>Assessment Design and Alignment</i> 4b (3.55) - <i>Content Related Pedagogy</i>
1	MAT COR Spring 2020 Items 1a, 2c, 3a, 4b	MAT A score of 3 or higher on a 4-point scale where 1 = ineffective and 4 = highly effective.	MAT - Expectation Met 74 observations of 42 students in their last, or second to last, clinical term Means: 1a (3.75) - <i>Respect and Rapport</i> 2c (3.33) - <i>Instructional Delivery</i> 3a (3.27) - <i>Assessment Design and Alignment</i> 4b (3.27) - <i>Content Related Pedagogy</i>
1	SpEd MAT/MEd Key course assignments SPED 6050 (Fall 2019) SPED 6025 (Spring 2020)	SpEd MAT/MEd A score of 90% or higher on the assignments' rubric.	SpEd MAT/MEd - Expectation Partially Met SPED 6050 (n=7) Mean score = 85.7 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. SPED 6025 (n=12) Mean score = 95.6 The assignment involves creating a Classroom Management Plan (CMP) addressing classroom management philosophy, room arrangement, classroom rules and procedures, behavior management and instructional strategies.
1	MAT Capstone Rubric	MAT	MAT - Expectation Met N=44

	Spring 2020 and Summer 2020 Items 2, 4, 5	A score of 7 or higher where 1-6 = Does not meet; 7-8 = Meets; 9-10 = Exceeds	Means: 2 (9.2) - <i>Demonstrates advanced level learning in the content area</i> 4 (9.3) - <i>Demonstrates the ability to use a variety of appropriate assessments to inform practice</i> 5 (8.8) - <i>Demonstrates appropriate uses of technologies for teaching and learning</i>
1	SpEd MAT/MEd Content Specialty Test SWD 7-12	SpEd MAT/Ed Passing score (520) rate of 80% or higher	SpEd MAT/MEd - Expectation Met N=8 students 87.5% pass rate
1	MAT Content Specialty Test	MAT Passing score (520/ 220) rate of 80% or higher	MAT - Expectation Met N=20 90% pass rate
2	SpEd MAT/MEd COR Spring 2020 and Summer 2020 Items 1b, 1d, 2d, 5a	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 20 observations of 8 students in their last clinical term Means: 1b (3.55) - <i>Culture for Learning</i> 1d (3.55) - <i>Managing Student Behavior</i> 2d (3.55) - <i>Meeting Individual Student Needs</i> 5a (3.79) - <i>Assessment Design and Alignment</i>
2	MAT COR Spring 2020 Items 1b, 1d, 2d, 5a	MAT A score of 3 or higher on a 4-point scale where 1 = ineffective and 4 = highly effective.	MAT - Expectation Met 74 obs of 42 students in their last, or second to last, clinical term Means: 1b (3.43) - <i>Culture for Learning</i> 1d (3.63) - <i>Managing Student Behavior</i> 2d (3.21) - <i>Meeting Individual Student Needs</i> 5a (3.23) - <i>Assessment Design and Alignment</i>
2	SpEd MAT/MEd Residency Evaluation Form Spring 2020 and Summer 2020 Items 5, 6, 8, 9	SpEd MAT/MEd A score of 3 or higher on a 4-point scale where 1 = beginning and 4 = innovating.	SpEd MAT/Med - Expectation Met N=6 students in their last clinical term Means: 5 (3.5) - <i>Provides accommodations to students</i>

			<p><i>with disabilities, when necessary, as per their IEP</i></p> <p>6 (3.33) - <i>Manages student behavior in accordance to their BIP or based on an understanding of disability characteristics</i></p> <p>8 (3.5) - <i>Establishes and maintains effective relationships with students</i></p> <p>9 (3.33) - <i>Communicates high expectations for all students</i></p>
2	<p>MAT</p> <p>Capstone rubric Spring 2020 and Summer 2020</p> <p>Items 1 and 3</p>	<p>MAT</p> <p>A score of 7 or higher where 1-6 = Does not meet; 7-8 = Meets; 9-10 = Exceeds.</p>	<p>MAT - Expectation Met</p> <p>N=44</p> <p>Means:</p> <p>1 (9.2) - <i>Articulates an understanding of her/his professional identity as a teacher</i></p> <p>3 (9.1) - <i>Demonstrates and understanding of praxis as the integration of educational theory and teaching in the content areas</i></p>
2	<p>SpEd MAT/MEd</p> <p>SPED Capstone Special Education Teacher Identity and Philosophy assignment rubric Spring 2020</p> <p>Items 6, 7, 8, 9</p>	<p>SpEd MAT/MEd</p> <p>A score of 9 or higher on the rubric category.</p>	<p>SpEd MAT/MEd - Expectation Met</p> <p>N= 8</p> <p>Means:</p> <p>6 (10) - <i>Collaboration with general education teachers</i></p> <p>7 (10) - <i>Working with parents</i></p> <p>8 (10) - <i>Inclusion</i></p> <p>9 (10) - <i>Teacher identity</i></p>
2	<p>MAT</p> <p>Completer Survey Spring 2020 and Summer 2020</p> <p>Items 15.8, 15.16, 15.17, 15.18</p>	<p>MAT</p> <p>A score of 3 or higher on a 4-point scale where 1 = strongly disagree; 4 = strongly agree.</p>	<p>MAT - Expectation Met</p> <p>N=20 (out of 43 surveyed; 47% response rate)</p> <p>SUNY Empire MAT program prepared students to...</p> <p>Means:</p> <p>15.8 (3.5) - <i>Engage in self-assessment and reflection on professional learning goals</i></p> <p>15.16 (3.4) - <i>Use research-based strategies for teaching and assessing all students (e.g., students with disabilities, ELL, economically disadvantaged)</i></p> <p>15.17 (3.4) - <i>Utilize culturally relevant pedagogy in my teaching</i></p>

			15.18 (3.1) - <i>Support students' growth in international and global perspectives</i>
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5. Notes on Progress, Accomplishment, and Innovation

Describe recent program accomplishments, efforts to address challenges, priorities in your current agenda, and innovations that are on the horizon.

SUNY Empire's teacher education programs recently partnered with the Classroom Academy (<https://www.classroomacademy.org/>) to offer students a two-year, partially funded clinical Residency option in the MAT programs. Through NEA grant-funding and a unique shared-services financial arrangement with area BOCES (New York State Boards of Cooperative Educational Services), Residents and schools receive financial support that allows this immersive, long-term clinical education partnership. The Classroom Academy also embeds supports for lead mentor teachers engaged in the National Board process.

Another partnership with a local BOCES, Monroe 2 in Western NY, offers teacher candidates the opportunity to participate in early field experiences through the Teacher Immersion Fellows (TIF) program. TIF provides access to building-based teaching substitute positions and teaching professional development support. Access to this program is being expanded to teacher candidates in central NY through the addition of OCM BOCES (Syracuse-area) as a clinical partner.

Last year the MAT Residency programs also implemented a new track for candidates interested in incorporating substitute teaching into their yearlong placement. This model allows for Residents to substitute teach for up to two days a week in their Residency placement district, while the other three days are spent under their critic teacher's mentorship. This model meets a critical need for districts experience substitute shortages (an issue across NYS) and provides Residents some financial support during their Residency year.

The most significant curricular revision undertaken by the teacher education faculty during 2019-2020 concerned the revision of all clinical courses in the MAT programs. The purpose of revising the existing clinical course structure was to improve support of teacher candidates by increasing their contact with experts in their field of study and the faculty's relationship with our clinical field supervisors. Specifically, the revision aligns faculty's content-specific pedagogical content knowledge with teacher candidates' disciplines in order to better support them in the field during the critical new teacher induction period, creating content-focused cohorts. The programs' clinical faculty members will work closely with the field supervisors within the same discipline to ensure that high-quality field supervision is taking place and the observation reports are being completed consistently.

The COVID pandemic and move to remote learning in New York's middle and high schools led to a number of innovations in terms of the teacher education program response to this shift:

- Field Experience

As a result of the COVID-19 pandemic and schools instituting increased safety measures and/or moving to virtual and/or hybrid teaching modalities, the teacher education programs adjusted how field experience hours could be completed. For the spring 2020 term and the 2020-21 school year, if teacher education students were unable to conduct face-to-face, synchronous remote, or synchronous virtual field experience observations to fulfill the required number of observation hours set forth by NYSED,

faculty accepted the submission of ATLAS video observations (along with the required completed paperwork) to help meet this certification requirement. Each ATLAS video observation completed counted for one observation hour in the grade band/context in which it was enacted.

- Observations of Clinical Students

In the spring 2020 term, in response to COVID-19 and school closures/instructional format changes, the teacher education faculty created a Remote Instruction Observation Plan (RIOP) to provide feedback to teacher candidates on their self-reported instruction and assessment of asynchronous lessons.

- GoReact

Throughout the Fall 2020 term, SUNY Empire's teacher education programs explored effective ways to support teacher candidates in their clinical settings as New York State middle and high schools had moved to a variety of instructional modes, including hybrid and fully virtual formats. In order for teacher candidates to receive mentoring and support, faculty, adjunct field supervisors and school-based critic teachers conduct observations and submit evaluations. While all observations are conducted remotely, some involve asynchronous review of videos, some involve live streaming of an in-person classroom, and others involve joining an online platform like Google Classroom. The move to 100% remote observation led to a significant increase in video volume during Fall 2020 and strained our systems, creating an additional workload for faculty, students and staff. CARES Act funding was identified to support our students and faculty in the form of technology infrastructure. Implementation of the GoReact program designed for remote field observations will allow for a more seamless and authentic clinical mentoring experience for our teacher candidates during the Spring 2021 and Summer 2021 terms, when observations will need to continue in these remote formats. During this pilot period with the GoReact program, we will determine if we want to continue with it into the Fall 2021 term.