



AAQEP Annual Report for 2021

Provider/Program Name:

SUNY Empire State College -

Teaching, Middle Childhood and Adolescent Education; Master of Arts in Teaching, Adolescent Special Education; Master of Education, Adolescent Special Education

Master of Arts in

End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited): 12/31/26

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.

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 16,000 students online and in blended courses at locations across New York State, offering undergraduate and graduate programs in a variety of formats, including online, hybrid, and independent study. At the college’s founding in 1971, then Governor Nelson Rockefeller and Chancellor of the State University of New York (SUNY) Ernest Boyer endowed the institution with the mission to develop innovative approaches for persons who need or choose alternative educational opportunities.

Our teacher preparation programs are housed within the School for Graduate Studies’ Education Division. The School 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. In this current year, we have launched our additional MAT offering in Agricultural Education. We also added a program option for MAT in Special Education in grades 1-6 in Fall 2021. In addition, the Transitional B certification option has been made available to the candidates during the 2021-22 academic year.

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 year-long Clinically Rich Residency option, including a pathway specifically for Teacher Assistants (TAs); added a Classroom Academy two-year residency in the Capital Region; 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, 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 implementing a significant modification to their clinical course structure. The goal, as noted in our report of last year, is to better align the teacher candidates with content-area faculty who are experts in their subject-specific pedagogical content knowledge. To meet this goal, clinical courses have been restructured so that each teacher candidate enrolls in a course with a content-area expert as instructor. Students of the same content area, but in different courses, work together in the same Moodle shell, bringing mutual benefits for all – second-year Transitional B certified teachers, first-year Transitional B certified teachers, and pre-service teachers in the Clinically Rich Residency and the Classroom Academy. Additionally, field supervisors with expertise in the candidate's content area, or with certification as a leader/administrator to mentor teachers of multiple content areas, conduct classroom observations. The content area clinical course faculty have begun working in a closer relationship with the programs' state-wide field supervisors to increase support in the clinical setting. This work includes required online training sessions that instructors provide for supervisors each fall and spring term.

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.esc.edu/graduate-studies/graduate-degrees/education-programs/mat/teacher-education-accreditation/>

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

Degree or Certificate granted by the institution/organization		State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled		Number of Completers in 2020-21	
Master of Arts in Teaching, Transitional B	Spanish	Transitional B/Initial/Professional (Middle Childhood & Adolescence)	Spanish	14	Spanish	6
	English		English	32	English	4
	Social Studies		Social Studies	27	Social Studies	5
	Mathematics		Mathematics	16	Mathematics	4
	Biology		Biology	21	Biology	6
	Chemistry		Chemistry	6	Chemistry	1
	Earth Science		Earth Science	10	Earth Science	2
	Physics		Physics	0	Physics	0
			Total: MAT Trans B	126	Total: MAT Trans B	28
	Spanish	Initial/Professional (Adolescence)	Spanish	0	Spanish	0

Master of Arts in Teaching, Adolescence Education (Residency)	English		English	5	English	5
	Social Studies		Social Studies	1	Social Studies	1
	Mathematics		Mathematics	0	Mathematics	0
	Biology		Biology	1	Biology	0
	Chemistry		Chemistry	0	Chemistry	0
	Earth Science		Earth Science	0	Earth Science	0
	Physics		Physics	0	Physics	0
			Total: MAT Residency	7	Total: MAT Residency	6
Master of Arts in Teaching, Special Education - Students with Disabilities, Generalist	Initial/Professional (Adolescence)	26	4			
Master of Education, Special Education (Additional Certification) - Students with Disabilities, Generalist	Initial/Professional (Adolescence)	14	4			
	TOTALS:	173	42			

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.)

N/A

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.					
173					
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.					
41					
3. Number of recommendations for certificate, license, or endorsement included in Table 1.					
Name of program	Certification area	Number of recommendations	Certificate or licensure level	Total recommendations	
Master of Arts in Teaching, Adolescence Education: Trans B (31134) / Master of Arts in Teaching, Middle Childhood Ed: Trans B (31133)	Spanish	6	Initial & Professional, (Middle Childhood) & Adolescence	28	
	English	4			
	Social Studies	5			
	Mathematics	4			
	Biology	6			
	Chemistry	1			
	Earth Science	2			
	Physics	0			
Master of Arts in Teaching, Adolescence Education (34638)	Spanish	0	Initial/Professional, Adolescence	6	
	English	5			
	Social Studies	1			
	Mathematics	0			
	Biology	0			
	Chemistry	0			

	Earth Science	0			
	Physics	0			
MAT, Special Education (38172)	Students with Disabilities, Generalist	4	Initial/Professional, Adolescence	4	
MEd, Special Education (Additional Certification) (38265)	Students with Disabilities, Generalist	4	Initial/Professional, Adolescence	4	

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.

Standard completion of our programs is three years.

MAT (Trans B and Residency):standard completion =59.4%; completion in 5 years= 68.7% (based on Fall 2016 cohort, n = 32)

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

MAT Sp Ed: standard completion= 60.0%; completion in 5 years n/a (program launched Fall 2017); (based on Fall 2018 cohort, n = 5)

MEd Sp Ed: standard completion= 100.0%;completion in 5 years n/a (program launched Fall 2017); (based on Fall 2018 cohort, n = 2)

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%.

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

2020-21

Educating All Students n=41, 100% pass rate

Biology Content Specialty Test: n=6, 100% pass rate

Earth Science Content Specialty Test: n=7, 86% pass rate

English Content Specialty Test: n=12, 67% pass rate**

Math Content Specialty Test: n=2, 0% pass rate*

Social Studies Content Specialty Test: n=7, 86% pass rate

Spanish Content Specialty Test: n=3, 100% pass rate

MAT Overall Content Specialty Test: n=37, 78% pass rate***

edTPA: n=1, 100% pass rate

ATS-W: n=50, 100% pass rate

*Although the pass rate for the Math Content Specialty test is below 80%, program completers reported difficulty with scheduling due to challenges associated with COVID test center closures, resulting in a low n. We address measures to connect candidates with preparation resources below in Table 5.

**The pass rate for the English Content Specialty test is below 80%, and we address measures to connect candidates with preparation resources below in Table 5.

***MAT overall pass rate for the Content Specialty Test was 78%, below the target of 80%. We address measures to connect candidates with preparation resources below in Table 5.

SpEd MAT/MEd

2020-21

Educating All Students: n=13, 85% pass rate

Multisubject 7-12 Content Specialty Test Part One (Lit/ELA): n=15, 87% pass rate

Multisubject 7-12 Content Specialty Test Part Two (Math): n=14, 100% pass rate

Multisubject Content Specialty Test Part Three (Arts & Sci): n=16, 100% pass rate

Students with Disabilities Content Specialty Test: n=11, 100% pass rate

edTPA: n=1, 100% pass rate
ATS-W: n=4, 100% pass rate

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

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

The Completer Survey was sent to 34 completers – 28 in Transitional B, and 6 in Clinically Rich Residency. Among respondents, eleven were from the Transitional B pathway, and one was from the Clinically Rich Residency pathway.

Identified strengths from completers' responses include how the MAT program helped them to...

Be an effective teacher (100% strongly agree or agree)

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

Incorporate feedback into my teaching practice (92% strongly agree or agree)

Be a life-long learner (100% strongly agree or agree)

Establish goals for professional growth (100% strongly agree or agree)

Engage in self-assessment and reflection on professional learning goals (100% strongly agree or agree)

Motivate and engage all learners (92% strongly agree or agree)

Collaborate with families (92% strongly agree or agree)

Work in a high-needs school and community (92% strongly agree or agree)

Use research-based strategies for teaching and assessing all students (92% strongly agree or agree)

Utilize culturally relevant pedagogy in my teaching (92% strongly agree or agree)

Use research-based strategies for classroom management (92% strongly agree or agree)

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

Areas to consider for improvement from completers' responses include how the MAT program helped them to...

Be a leader in the school community (75% strongly agree or agree)

Support students' growth in international and global perspectives (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

Affordability

Rigor

Combining coursework with classroom experience
Responsive, supportive professors

Free responses indicated the following areas that need improvement (each appeared once):

Outdated resources in the courses

Not enough synchronous or in-person learning opportunities

Change of field supervisor during a term

Special Education

We received 3 responses out of 4 completers (75% response rate) of MAT Special Education program during 2020-21 academic year.

Be an effective special education teacher (100% strongly agree or agree)

Motivate and engage all learners (100% strongly agree or agree)

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

Be a collaborative professional to implement co-teaching, working with paraprofessionals, and working with parents of students with disabilities (100% strongly agree or agree)

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

Be a life-long learner and a self-directed individual seeking out professional development opportunities (100% strongly agree or agree)

Use evidence-based instructional strategies for individual student learning and behavioral needs (e.g., differentiated instruction, UDL principles) (100% strongly agree or agree)

Be able to develop and implement IEPs collaboratively (100% strongly agree or agree)

Use strategies for teaching and assessing all students (e.g., students with disabilities, ELL, economically disadvantaged) (100% strongly agree or agree)

Use research-based strategies for classroom management involving students with disabilities (e.g., PBIS, FBA, BIP) (100% strongly agree or agree)

Utilize technology effectively as a teaching and assessment tool (100% strongly agree or agree)

Strengths of Special Education program

These responses were received once from each respondent. In the free response section of the survey, completers noted that the greatest strengths of the special education program included:

My professors were a wealth of knowledge. They were supportive and understanding especially during the pandemic. They were definitely the greatest strength of the program.

Flexibility. Staff support. Preparation for being in the field.

Free responses indicated the following areas that need improvement:

More training on Frontline(IEP direct) in terms of operating the system and understanding how to access information and complete reports, drafts, etc.

I didn't always receive grades for my work in a timely manner.

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

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

Eight (up four from last year) employers of program completers offered feedback via survey regarding preparedness to teach, observed strengths and weaknesses, and projected needs for future teachers. A summary of responses follows.

Preparedness to teach:

Completers demonstrated high levels of preparedness to teach effectively and to adapt to the school and community.

- Convinced principal to report, “[Candidate] is the most prepared teacher I have – 10 out of 10”
- Collaborated regularly with colleagues to plan, teach, and support students
- Challenged students to go “above and beyond”
- Prepared exceptionally well with strong lessons
- Demonstrated caring demeanor and strong rapport with all types of learners
- Varied instructional methods
- Brought life experiences and maturity to the classroom, and dedication to the profession
- Utilized psychology background
- Demonstrated strong understandings of standards, content, and instructional methods

Completers experienced some weaknesses or issues typical to many new teachers, but the positive comments outweighed concerns for nearly all. Each concern among the following appeared only once.

- Needed some work on communication
- Took on too much work sometimes and needed to say no
- Had little exposure to education before entering the field
- Used online packets instead of modifying the given curriculum
- Did not differentiate for students with IEP
- Had helpful perspective as career changer but also some resistance to feedback

Program priorities:

Employers shared what they believe our program should emphasize in courses or field experiences.

- Developing relationships with students
- Using the learning target throughout instruction
- “Collaboration and growth-mindset approach to teaching”
- Time management
- Writing skills
- Use of primary sources
- Use of technological resources
- Classroom management, trauma-informed care, and restorative practices
- More practical classroom experience prior to starting as teacher of record
- Lesson-planning process

Special Education

We received feedback from an employer regarding our completers’ strengths and weaknesses. Our program is smaller which makes it difficult to receive employer responses in spite of repeated attempts to contacting them. A summary of responses follows.

It was suggested that our program should consider additional preparation in communication with children, colleagues, and families. It was also highlighted that program completers had challenges with social skills that are essential in developing trusting relationships with colleagues and others. With regard to the question about “What skills do you project will become more important as your student population shifts or as expectations for student success shift in the coming years?” instructional strategy and meeting the needs of a diverse learning population were identified as areas that needed attention. We also learned that the employer was facing a shortage of teachers in almost all discipline areas.

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.

The program has collaborated with the Alumni Office to obtain the most accurate and up to date contact information for all of our Teacher Education alums. We developed the “Teacher Education Alumni Employment Survey” to be able to collect valuable information from our alumni, including their employment status and any professional development activities that they have participated in since graduation (i.e. continuing education, additional certificates, research, etc). Our most recent survey went out to all 2021 and prior program completers. Below is a breakdown of our findings from the survey:

MAT: 44 responses; 37 are teaching (84% of respondents)*

14 program completers indicated that they went on to earn their professional certification

6 program completers indicated that joined a professional organization since graduation

2 program completers indicated that they took on leadership roles in their school

**out of these responses, 3 were 2021 graduates and all 3 are currently teaching*

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

**out of these responses, 1 was a 2021 graduate and is still currently teaching*

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
<p>MAT COR Spring 2021 Items 1a, 2c, 3a, 4b</p> <p>SpEd Classroom Observation Rubric (COR) items 1a, 2c, 3a, 4b Spring 2021</p>	<p>MAT A score of 3 or higher on a 4-point scale where 1 = ineffective and 4 = highly effective.</p> <p>A score of 3 or higher on a 4-point scale where 1 = ineffective and 4 = highly effective</p>	<p>MAT - expectation met 54 observations of 27 students in their last, or second to last, clinical term Means: 1a (3.78) - Respect and Rapport 2c (3.52) - Instructional Delivery 3a (3.56) - Assessment Design and Alignment 4b (3.61) - Content Related Pedagogy</p> <p>17 observations of 4 MAT SpEd program students in their last clinical term Means: 1a (3.88) - Respect and Rapport 2c (3.05) - Instructional Delivery</p>

		3a (3.31) - Assessment Design and Alignment 4b (4.0) - Content Related Pedagogy
<p>MAT Capstone Rubric Spring 2021 and Summer 2021 Items 2,4,5</p> <p>SpEd SPED 6050 (Fall 2020) SPED 6025 (Spring 2021)</p>	<p>MAT A score of 7 or higher where 1-6 = Does not meet; 7-8 = Meets; 9-10 = Exceeds</p> <p>A score of 90% or higher on the assignments' rubric.</p>	<p>MAT - expectation met N=33 Means: 2 (9.9) - Demonstrates advanced level learning in the content area 4 (9.7) - Demonstrates the ability to use a variety of appropriate assessment to inform practice (1 did not meet with score of 5) 5 (9.1) - Demonstrates appropriate uses of technologies for teaching and learning (3 did not meet with scores of 6, 6, 0)</p> <p>Expectations met</p> <p>SPED 6050 (n=12) Mean score = 91.6 The assignment involves creating a Strategy File of evidence-based strategies in working with students with disabilities.</p> <p>SPED 6025 (n=10) Mean score = 91.27 The assignment involves creating a Classroom Management Plan (CMP) addressing classroom management philosophy, room arrangement, classroom rules and procedures, behavior management and instructional strategies.</p>

MAT Content Specialty Test	MAT Passing score (520/ 220) rate of 80% or higher	In 2020-21 the pass rate across the MAT-specific content specialty tests was 78%
SpEd Content Specialty Test (CST) – Students with Disabilities	Passing score of 220 or higher out of 520	SpEd Expectation Met N=11 students 100% pass rate

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
MAT COR Spring 2021 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 54 observations of 27 students in their last, or second to last, clinical term Means: 1b (3.52) - Culture for Learning 1d (3.57) - Managing Student Behavior 2d (3.20) - Meeting Individual Student Needs 5a (3.74) - Assessment Design and Alignment.
SpEd COR Spring 2021 Items 1b, 1d, 2d, 5a	A score of 3 or higher on a 4-point scale where 1 = ineffective and 4 = highly effective.	Expectation met 17 observations of 4 MAT SpEd program students in their last clinical term Means: 1b (3.53) - Culture for Learning 1d (3.41) - Managing Student Behavior 2d (3.35) - Meeting Individual Student Needs 5a (3.31) - Assessment Design and Alignment
MAT	MAT	MAT - expectation met N=33

<p>Capstone rubric Spring 2021 and Summer 2021 Items 1 and 3</p> <p>SpEd Capstone Teacher Identity and Philosophy assignment rubric Spring 2021 Items # 6, 7, 8, 9</p>	<p>A score of 7 or higher where 1-6 = Does not meet; 7-8 = Meets; 9-10 = Exceeds.</p> <p>A score of 9 or higher on the rubric category (1-3 = does not meet, 4-6 = meets, 8-10 = exceeds)</p>	<p>Means: 1 (9.8) - Articulates an understanding of her/his professional identity as a teacher (1 did not meet with score of 6) 3 (9.7) - Demonstrates an understanding of praxis as the integration of educational theory and teaching in the content areas (1 did not meet with score of 6)</p> <p>Expectation Met N= 8 Means: #6 (9.00) - Collaboration with general education teachers #7 (9.38) - Working with parents #8 (9.13) - Inclusion #9 (9.00) - Teacher identity</p>
<p>MAT Completer Survey Spring 2021 and Summer 2021 Items 15.8, 15.16, 15.17, 15.18</p>	<p>MAT A score of 3 or higher on a 4-point scale where 1 = strongly disagree; 4 = strongly agree.</p>	<p>MAT - expectation met N=12 SUNY Empire MAT program prepared students to ... Means: 15.8 (3.6) - Engage in self-assessment and reflection on professional learning goals 15.16 (3.4) - Use research-based strategies for teaching and assessing all students (e.g., students with disabilities, ELL, economically disadvantaged) 15.17 (3.4) - Utilize culturally relevant pedagogy in my teaching 15.18 (3.2) - Support students' growth in international and global perspectives</p>

<p>SpEd Completer Survey Summer 2021 and Fall 2021</p>	<p>A score of 3 or higher on a 4-point scale where 1 = strongly disagree; 4 = strongly agree.</p>	<p>Expectations met N = 3 SUNY Empire special education program prepared students to ... Be a collaborative professional to implement co-teaching, working with paraprofessionals, and working with parents of students with disabilities (3.7) Use evidence-based instructional strategies for individual student learning and behavioral needs (4.0) Be able to develop and implement IEPs collaboratively (3.0) Use strategies for teaching and assessing all students (3.4) Use research-based strategies for classroom management involving students with disabilities (3.4)</p>
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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.

There have been a few new developments involving both the MAT and SPED programs during the 2020-2021 academic year and into the current year. We recently have begun interviewing finalists in our search for an assistant dean in the School for Graduate Studies who will bring expertise and leadership to accreditation processes in our education and business divisions. This person will be able to focus entirely on our ongoing plans for continuous improvements while delegating responsibilities to faculty and staff. Both of our education programs also have implemented learning/development sessions with field supervisors (FSs). These meetings will occur once every fall and spring term, and the MAT will continue to have one for each content area. Norming sessions in support of inter-rater reliability will occur approximately once every two years. Faculty and staff have begun designing a set of guidelines for FSs regarding

the full process behind every classroom observation and the completion of the Classroom Observation Rubric (COR). This new guideline document will support the orientation of newly hired FSs. Our FSs have conducted in-person observations in Fall 2021, except when a district has had a temporary no-visitor policy due to heightened COVID alerts; in these exceptional cases the observations have involved recorded videos. Both education programs also continue to work with GoReact for students' observation documents (and video when required) and FSs' submissions of the COR. We have found that GoReact provides some helpful aspects of organization and efficiency, but there have been technical problems at times. GoReact staff generally have been responsive to our calls for assistance. Another continuation in both programs has been the use of Accomplished Teaching, Learning and Schools (ATLAS) videos in courses to allow candidates access to viewing examples of effective teaching. This was made possible due to the support provided by New York State Education Department (NYSED) by providing access to these high quality instructional videos. When schools during Fall 2021 have not allowed visitors, our first-year candidates have been able to include these videos toward completing the 50-hour fieldwork requirement. Finally, both programs began implementing course assignments as a result of faculty participation in a year-long project on Holocaust education. This project received support from ESC's Center for Mentoring, Learning, and Academic Innovation during the 2020-2021 academic year. Associate Dean Eileen Angelini joined with two faculty members and a current MAT student to conduct a webinar on October 6, 2021, as a culminating event to the project. Alumni, students, staff, faculty and invited community members attended the webinar and contributed well to the discussion.

The MAT program has some developments in addition to those given above. The Fall 2021 term's greatest change has been the implementation of the clinical courses grouped together by content area. Each section of the combined clinical courses has enrolled all candidates of a single content area from first- and second-year teachers of the Mentored Teaching series to pre-service teachers of the Clinically Rich Residency and Classroom Academy. This change has presented challenges of meeting needs of candidates in different work situations, but benefits have become evident as peers of different levels learn from each other while focusing on unique aspects of teaching in their content area with an instructor having the appropriate content expertise. The clinical instructors continue to assess these challenges and benefits together in efforts to find common ground in developing more effective approaches in meeting candidates' needs. Another development in the MAT program is the two-year Classroom Academy (CA), now in its second year with two new candidates. ESC faculty this year have planned to refine the general CA guidelines toward identifying specific benchmarks for each classroom observation. Finally, during this current Fall 2021 term, we have the implementation of agricultural education as an additional content area within science. Dr. Michelle Eades-Baird continues to work with an adjunct instructor with this expertise.

Our special education program has had significant accomplishments during 2021. The program added a Transitional B certification option this fall. It allowed candidates to find a teaching position while pursuing their MAT program. All of our candidates (6 out of 6 or 100%), who completed two years in the program as of summer 2021, were successful in finding a teaching position. In addition, the program helped a number of candidates obtain a teaching position who had just completed one year in the program as of summer 2021. The special education program also added MAT 1-6 Transitional B program pathway in fall 2021. Our teacher education programs had only offered certification in grades 5-12 until this time. We anticipate that the addition of the 1-6 program will lead to further growth of our teacher education program. In addition to these developments, the program faculty developed a letter of intent (LoI) for MAT 1-6 residency pathway during Fall 2021. It is currently undergoing the approval process.

The Education Division at Empire State College launched the EdD in Educational Leadership and Change in Fall 2021. This is the first-ever doctoral program offered at our institution, which took years of planning and allocating resources. The Division faculty worked during 2021 to launch the MS in Applied Behavior Analysis (ABA). The program is scheduled to launch in Spring 22. Our faculty in the teacher education programs will have the opportunity to teach in both of these programs and vice versa.

Progress also has been made for adding an Advanced Certificate in TESOL. The proposal gained SUNY approval but will need revisions for New York State Education Department approval. A hiring committee has formed for a new faculty member with a doctorate in TESOL, who will help with the further development of the proposal when starting with ESC in Fall 2022.