AAQEP Annual Report for 2022-23

Provider/Program Name:	University at Buffalo Graduate School of Education
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	Dec. 31, 2028

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 University at Buffalo (UB) is a flagship institution in the State University of New York (SUNY) system and a member of the Association of American Universities (AAU). UB is the largest and most comprehensive campus in the 64-campus State University of New York system. Founded in 1846, UB is a public, urban, doctoral-granting research institution located in Buffalo, New York that combines comprehensive undergraduate, graduate, and professional programs with one of the largest academic health systems in the nation. More than 30,000 students study with more than 2,500 full time faculty members in 400 baccalaureate, masters, doctoral, and professional programs. With eleven schools and one college, UB offers programs in the humanities, arts, sciences, engineering, education, architecture, social work, business, and health-care professions. With more than 160 multidisciplinary research centers and institutes, UB's current annual research expenditures, including affiliated institutions1, are approximately $400MM. UB provides its scholars and investigators with cutting-edge information and computing systems,

laboratory facilities and equipment. It offers high-level, administrative support for faculty members seeking to conduct research and commercialize inventions.

UB is a premier, research-intensive public university dedicated to academic excellence; its research, creative activity and people positively impact the world. Like its home city, UB is distinguished by a culture of resilient optimism, resourceful thinking, and pragmatic dreaming that connects outreach to impact

University Mission

The University at Buffalo is a diverse, inclusive scholarly community dedicated to bringing the benefits of our research, scholarship, creative activities and educational excellence to local and global communities in ways that impact and positively change the world. We view the three traditional pillars of the public higher education mission—research, education and service—as interdependent endeavors that continually enrich and inform each other. Groundbreaking research, transformative educational experiences and deeply engaged service to our communities define the University at Buffalo's mission as a premier, research-intensive public university.

Graduate School of Education

The Graduate School of Education prepares scholars, researchers, counselors, administrators, library and media specialists, as well as personnel for school and district leaders, colleges, universities, community, and government organizations. Graduate degrees awarded include the Master of Education (Ed.M.), Master of Arts (M.A.), Master of Library Science (M.L.S), Doctor of Education (Ed.D.), and the Doctor of Philosophy (Ph.D.). Additionally, the Graduate School of Education awards Certificates of Advanced Study. Further, it offers courses of study that prepare students for New York State certification in teaching, school and district leadership, school counseling and psychology, and library media specialist. There are four academic departments within the Graduate School of Education: Counseling, School, and Educational Psychology (CSEP), Educational Leadership and Policy (ELP), Learning and Instruction (LAI), and Information Studies (IS). Strong interdepartmental collaborations exist between the four departments to promote excellence across programs.

Learning and Instruction is the department most prominently involved with teacher education, offering students curricular options that lead to a recommendation for an initial and/or professional teacher certificate. Additionally, for in-service teachers who hold a valid NYS teacher certificate, the department offers additional curricular options.

The Department of Educational Leadership and Policy (ELP) prepares students to assume a variety of roles including scholars, administrators and policy analysts who positively impact education and educational organizations in Western New York, nationally and internationally. For those students whose focus is PK-12 administration, ELP offers the Leadership Initiatives for Tomorrow's Schools (LIFTS) program which currently includes pathways to recommendation for the New York State Education Department School Building Leader (SBL) and School District Leader (SDL) certification.

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://ed.buffalo.edu/about/accreditation/aaqep.html

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

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 08/23)	Number of Completers in most recently completed academic year (12 months ending 08/23)
Programs that lead to initial teaching credentials			
Master of Education	Early Childhood/Childhood Education	80	19
Certificate of Advanced Study	English Education	2	0
Master of Education	English Education	25	8
Certificate of Advanced Study	World Languages Education	2	2
Master of Education	World Languages Education	18	7
Certificate of Advanced Study	Mathematics Education	1	1
Master of Education	Mathematics Education	23	6
Certificate of Advanced Study	Music Education	2	1
Master of Education	Music Education	10	1
Certificate of Advanced Study	Science Education	4	1
Master of Education	Science Education	31	13
Master of Education	Social Studies Education	47	15
Total for programs that lead to initial credentials		245	74

	Programs that lead to additional or advanced credentials for already-licensed educators		
Master of Education	Early Childhood/Childhood Education	5	0
Master of Education	English Education	8	2
Certificate of Advanced Study	World Language Education	1	0
Master of Education	World Language Education	9	0
Master of Education	Mathematics Education	22	7
Master of Education	Music Education	19	5
Master of Education	Science Education	4	1
Master of Education	Social Studies Education	2	1
Master of Education	Literacy	36	5
Certificate of Advanced Study	Gifted Education	1	0
Certificate of Advanced Study	School District/Building Leader	32	9
Total for programs that lead to additional/advanced credentials		138	30
Programs that lead to credentials for other school professionals or to no specific credential - NA			
TOTAL enrollment and productivity for all programs		383	103
Unduplicated total of all program candidates and completers		383	103

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.)

> With respect to our teacher education certification programs, we have added Computer Science and Gifted Education and have discontinued Chinese.

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.
383 enrolled students
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.
103 completers

C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.

95 - teacher preparation

8 - school leader preparation

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.

83% of program completers finished their degree within their respective program's expected timeframe

99% of program completers finished their degree within 1.5 times their respective program's 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 time of reporting) was below 80%.

Teacher Preparation

Test Number	Test Name	Number Passed	Total Number	UB Pass Rate	NYS Pass Rate
160	Biology CST	7	7	100%	83%
161	Chemistry CST	5	5	100%	92%
162	Earth Science CST	2	2	100%	88%

003	English Language Arts CST	10	10	100%	78%
116	English to Speakers of Other Languages (ESOL) CST	4	4	100%	94%
065	Literacy CST	1	1	100%	87%
004	Mathematics CST	8	8	100%	65%
211	Multisubject: Teachers of Early Childhood - Literacy	19	20	95%	84%
246	Multisubject: Teachers of Early Childhood - Math	15	18	83%	64%
245	Multisubject: Teachers of Early Childhood and Childhood - Arts and Sciences	23	23	100%	92%
221	Multisubject: Teachers of Childhood - Literacy	20	21	95.23%	85%
222	Multisubject - Teachers of Childhood - Math	20	23	86.95%	80%
165	Music CST	4	4	100%	99%
127	Mandarin CST	1	1	100%	100%
163	Physics CST	2	2	100%	82%
115	Social Studies CST	11	13	84.61%	87%
129	Spanish CST	2	2	100%	100%

201	Educating All Students - required for all candidates	66	67	98.50%	90%
Total Tests		**220**	**231**	**95.23%**	

School Leader Preparation

Test Number	Test Name	Number Passed	Total Number	UB Pass Rate	NYS Pass Rate
103	School District Leader - Part 1	5	5	100%	84%
104	School District Leader - Part 2	4	4	100%	82%
109	School Building Leader - Part 1	3	3	100%	91%
110	School Building Leader - Part 2	5	5	100%	90%
Total Tests		**17**	**17**	**100%**	

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

Upon program completion, all teacher candidates are surveyed. In addition to a number of self-efficacy items (reported below in table 3), we asked candidates what program aspects contributed to their professional development as a teacher as well as areas of improvement. Student reported strengths of the program included: (1) Being with a mentor teacher all year/having a good placement, (2) learning theory on teaching from the program, (3) expertise of clinical coaches, (4) support from within the program, (5) strong methods classes.   Students felt that there were three areas of curriculum development in need of improvement: (1) more emphasis on teaching SWDs and ELLs, (2) more time spent on classroom management in UB classes, and (3) learning differentiation in UB classes. They also wanted the educator preparation team to consider how to mitigate excessive workload during the clinical year. These areas of curriculum development will be an area of focus in working with our teacher education faculty.

Historically survey data for the LIFTS program has been gathered on an inconsistent basis.   However, we are confident that our collaboration with an Advisory Team will enable us to develop and implement a statistically relevant survey each year. This survey will comprehensively cover various areas such as curriculum, pedagogy, experiential knowledge, hybrid learning experiences, and JEDI (justice, equity, diversity, and inclusion) through strands, ensuring that we obtain accurate and meaningful insights.

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

For our initial teacher education programs, a district leader survey was sent to building administrators who hosted our funded residents. In addition to observing our residents, they often hire our residents for available positions within their building. Seven building leaders responded to the survey. Overall, 57% strongly agreed that UB residents should be hired, while 43% agreed. Of further interest is that six of the seven administrators reported benefits to PreK-12 student learning as a result of the residency program. While these results are promising, we realize that this is a small sample and representative of only one district that hires

our program completers. We have plans in the next year to administer a similar survey to all districts who have hosted UB teacher candidates in 23-24.

We do not have any documented evidence from employers about the performance of program completers in the LIFTS program. However, we are currently working on a plan to collaborate with Human Resource departments in component districts to create a survey that will provide the Graduate School of Education (GSE) and component districts with information on the effectiveness

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.

In the 22-23 cohort year we did not collect this information. This is a point of emphasis for our programs this year. Absent a statewide system of data collection (which is under development), we are working with NYSED and SUNY to develop a mechanism for collecting and accessing this data. Currently, there is not a central process for this. However, we have created a pre-graduation exit survey in which students are asked to share their preferred email for receiving future communication from the Graduate School of Education. The goal of this is to provide the best possible contact information to gather data like this. It was piloted for one term so far, but will become a more robust system next summer. Until then, we are continuing to collect responses.

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
One of our program goals was to analyze our culminating assessments with the goal of implementing a coherent assessment system that connects coursework and clinical placement. In spring 2023, we piloted a newly state- and SUNY- approved Teacher Performance Assessment (TPA) portfolio for educator preparation programs leading to certification. The TPA Portfolio is part of the New York State requirements for teacher certification. Administered and scored by designated program personnel, it is a multi-measure assessment wherein candidates demonstrate the pedagogical knowledge and skills identified in the New York State Teaching Standards, which align with the four principles of the New York State Culturally Responsive-Sustaining Education Framework, and their content knowledge and skill in teaching to the	The TPA is scored by instructors of residency seminar courses using a rubric aligned with New York State Teaching Standards and its Culturally Responsive-Sustaining Education Framework. Portfolio components are scored as either Exemplary, Satisfactory, or Needs Improvement. Candidates complete and submit artifacts and reflections over the course of their yearlong clinical residency. They received feedback from instructors and are encourage to revise and resubmit in order to achieve an excellent final product.	The new TPA was piloted with 21 UB Teacher Residency candidates who are part of the grant-funded 16-month certification program that leads to a master's degree. All 21 candidates submitted TPAs. Ten of the 21 submitted, across disciplines and grade levels, were analyzed as a representative sample. Of these, 8 earned a composite rating of Exemplary, and 2 earned a composite score of Satisfactory.

State learning standards in the grade band and subject area of a certificate sought. The TPA represents a culmination of experiences that reveal candidates' readiness to teach and their commitment to program values. Our faculty and community advisory boards were integral in providing insights and feedback during the development of the TPA. In future academic years, all teacher candidates will complete the TPA.		
The literacy program was the first of our advanced programs to use a programmatic portfolio as a culminating assessment. The aim of the literacy portfolio is for the graduate student to show evidence and make the argument that they have met all the ILA literacy standards associated with their program. First, the graduate student collects artifacts from their coursework related to each standard. Then, the graduate student reviews the artifacts and writes a paper explaining how each artifact has allowed them to meet the ILA standard, such as through analysis of the information or application of the information. Artifacts can come from any literacy course and can be multimodal (e.g., discussion posts, ppts, presentations, papers, lesson plans, etc.). The paper should be around 10 pages. The ILA standards are included in all	Literacy faculty created and use a rubric to score each portfolio. Each portfolio is scored according to ILA standards. Depending on the literacy program, there are 6 or 7 ILA standards. For each standard, the student must demonstrate and score in the 'proficient' range. If a student scores in the 'developing' range, that part of the portfolio needs to be revised. The Portfolio is sent back to the student to allow them to revise as necessary. For each standard, the literacy faculty determined that 'proficiency' is: clear and detailed evidence of learning that addresses the standard and all of its components. All artifacts are clearly and directly related to standards. Each artifact addresses no more than two standards. For each standard, the literacy faculty determined that 'developing' is: unclear or incomplete evidence of learning that	100% of literacy students (21/21) who have taken the portfolio capstone option have successfully completed their portfolio. Almost all students successfully complete the capstone the first time they submit it. A few students (maybe 1 each semester) need to revise a portion of their portfolio. The portfolio is due about 6 weeks before the end of their final semester to allow time, if revisions are necessary. 100% of literacy students have been able to successfully complete the portfolio, including with revisions, when necessary, by the end of their final semester.

literacy course syllabi. Graduate students seeking Literacy Specialist certification have 7 literacy standards, including a standard for direct application of literacy instruction through a college-supervised practicum course. Graduate students seeking a master's in literacy without certification have 6 literacy standards. Regardless of certification, all graduate students address 6 main standards: 1. foundational knowledge 2. Curriculum and instruction 3. Assessment and Evaluation 4. Diversity and Equity 5. Learners and the Literacy Environment 6. Professional Learning and Leadership The International Literacy Association (ILA) has broken up the standards by grade level or content area. Students in the Literacy Education Studies program or the Literacy Emphasis program can pick the standards that align to the grade level they are most comfortable with: (1) Pre-K/Primary Classroom Teacher, (2) Elementary/Intermediate Classroom Teacher, or (3) Middle/High School Classroom Teacher. Students in the literacy specialist program can pick the standards that align to the literacy educator role they feel most comfortable with: (1) Reading Specialist, (2) Literacy Coach, and (3) Literacy Coordinator/Supervisor.	may not address the standard and all of its components. Not all artifacts are clearly and directly related to standards. Insufficient artifacts.	

To better understand and support our candidates' development in establishing respectful and academically challenging/engaging learning environments, we implemented a self-efficacy measure - the Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Hoy, 2001). The TSES has been used to measure the efficacy of preservice teachers and includes three sub-scales on student engagement, instructional strategies, and classroom management. Scale reliabilities have been shown to be sufficiently high, with alpha levels ranging from .87 to .94.	The self-efficacy survey was employed at the end of program completion. The five categories from which students could respond to the questions were: Nothing (1), Very Little (2), Some Influence (3), Quite a Bit (4), and A Great Deal (5). The program expectation was that candidates would rate themselves at a 3 or higher for each of the 22 items.	The survey was administered to all 73 candidates in our initial teacher preparation programs. Overall, twelve of the twenty-two survey items had 100% of candidates achieving a score of 3 or better. Further, 85% of students reported scores of 3, 4, or 5 (i.e. Some Influence, Quite a Bit, or A Great Deal) on each self-efficacy item. The lowest-scoring self-efficacy item focused on assisting families with their childrens' learning. 92% of students scored this item at a 3 or better, while 8% of the candidates still felt as if they could do very little to nothing to assist families support their children in doing well in school. Nine self-efficacy items ranged between 95 and 98% of candidates rating themselves at a 3 or better. Generally, those rating themselves lower on these items felt as if there was little they could do to motivate reluctant learners, encourage critical thinking, and use a variety of assessment strategies.
LIFTS Orals results The Orals process is designed to be a rigorous process that evaluates the candidate's academic and experiential knowledge.	The rubric for assessing oral results is linked here.	12 candidates participated in the Orals examination. 11 of the 12 candidates successfully completed the Orals with a

		12 candidates participated in internships. 10 of the 12 candidates successfully completed all of their internship hours.
The candidate's explanation and responses to comments/questions from the committee demonstrate that the candidate understands and can defend what he/she presented in writing. Things we look for are listed below. *Response to the case study and subsequent questions reflect the values, beliefs, perceptions, and behaviors articulated in the Leadership Platform *Oral presentation is consistent with and reflects what was in the case study response *Responses to questions show thought, understanding, insight and knowledge of self as well as appropriate theories/concepts/literature *Demonstrates ability to consider alternatives, other points of view and 'think on his/her feet' *Responses/comments are clearly articulated *Avoids clichés, rhetoric and overuse of words/phrases such as "like", "you know", "okay", "and", "um" etc.		

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
In the past year, our program has adopted a full-year residency model for our teacher candidates who are pursuing an initial certification. We believe that one of the benefits of our candidates spending more time in P-12 classrooms speaks directly to Competency 5 on the EAS Exam and that the rich experiential knowledge that our candidates will glean from their mentor teachers, students, and students' families will benefit future scores on this exam. The Educating All Students (EAS) Exam is a part of the New York State Teacher Certification Exams (NYSTCE) and is a requirement of the New York State Education Department (NYSED) for the issuance of an Initial Teacher Certificate. The fifth exam competency (home-school relationships) assesses completers' understanding of effective strategies for promoting positive and productive relationships and interactions between the school and home to enhance student learning, thus providing evidence of our completers' abilities to maintain effective communication with parents/guardians (i.e. accessible documents, use of	A rubric score of 3 or higher, demonstrates our completers' satisfactory command of relevant knowledge and skills to communicate and foster relationships with families/guardians/caregivers in a variety of communities.	For EAS Competency 5 - Home School Relationships, approximately 82% (60/73 candidates) met the expectation of success, scoring a 3 or a 4 on the exam. ● 41 candidates scored 4 = Proficient ● 19 candidates scored 3 = Competent ● 10 candidates scored 2 = Developing ● 3 candidates scored 1 = Emerging While our average on this competency is higher than that of the state (3.5-UB to 3.2-NYS), we will continue to seek ways to center community engaged work with families and schools in our program coursework and throughout the candidates' residency.

interpreters, and reflecting cross-cultural understanding) and to encourage parents/guardians to participate in and contribute to their children's education.		
As part of our UB Teacher Residency initiative, we have piloted an administrator survey which we plan to expand to use in all teacher education programs.	For the reporting period, 7 Buffalo Public School administrators responded to the survey. Respondents were promoted to Strongly Agree, Agree, Somewhat Agree, Neither Agree nor Disagree. Responses in the area of Perceived Program	Responses in the area of Perceived Program Effectiveness indicate that administrators generally Strongly Agree or Agree that the program benefits the school, is a positive use of resources, and facilitates student learning.
LIFTS (intern evals **or** sbl/sdl test scores)	83% of LIFTS interns receive outstanding ratings (4 or 5 out of 5) from supervisors. LIFTS boasts a 71% placement rate for all certified graduates.	We need to increase our survey capacity to capture data of candidates at 3, 5 and 10 years.

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.

Teacher education programs have implemented key revisions designed to improve candidate outcomes. These include the development and administration of cohesive culminating assessment (the Teacher Performance Assessment aligned to program values), expansion of yearlong co-teaching residency, modularization of courses to facilitate flexible and relevant delivery, and centering community engagement in both our initial and advanced teacher education programs. To further support teacher candidates during residency, our clinical experience coaches (university supervisors) have participated in the New Teacher Center

Coaching for Equity professional learning focused on equity-focused instructional coaching that balances students' social-emotional and academic needs.

We have carried out a thorough examination of the curricular, pedagogical, experiential, and coaching aspects of successful principal preparation programs. This analysis will help us to redesign the principal preparation program at the University at Buffalo. The recommendations we make based on this analysis will serve as a model for creating a principal preparation program that is responsive to the needs of aspiring leaders and the diverse communities they will serve. The redesign will be completed or near completion by Summer of 2024.