



AAQEP Annual Report for 2023

Provider/Program Name:	Sarah Lawrence College Art of Teaching Graduate Program
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	December 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 Sarah Lawrence College Art of Teaching program is an integrated Master of Science in Education (MSEd) program of study that leads to triple New York State certification in Early Childhood Education (birth to grade 2), Childhood Education (1st to 6th grade) and Early Childhood Students with Disabilities (this third certification area is new this year and is therefore not included in the aspects of this annual report that relate to the previous academic year). The Art of Teaching is a child-centered, culturally inclusive, interdisciplinary teacher education program centered on observation of children. Our program is committed to public education, including urban schools with graduates finding teaching positions in a range of public and private schools. We offer seminar-style courses that provide an intimate intellectual setting in a collaborative community of individuals. Graduate students reflect on a range of ages and backgrounds,

discovering a great deal about how they themselves learn in class by recollecting, reflecting on, and sharing their own learning experiences in childhood and as adults. This sharing significantly informs the inquiry into teaching and learning. Students learn not only how to observe, but also how to articulate and describe what they see. The “Prospect Descriptive Processes” provide important strategies for observing and documenting children and teaching practices. Patricia Carini, under whose leadership these processes were developed, has been a major influence on the program. The program uses a strength-based and individualized approach to working with children and families. We value justice and equity as essential aspects of education and these values are woven throughout all of our coursework. Our students work with children at every point in the program—at our own Early Childhood Center and in fieldwork and student teaching placements at public and independent schools. Each student’s work culminates in an oral presentation of a focused master’s project, accompanied by documentation of coursework and work with children in classrooms. We provide ongoing support for alumni and their colleagues through a Saturday Seminar Series and various offerings from our Child Development Institute.

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.sarahlawrence.edu/art-of-teaching/>

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 07/23)	Number of Completers in most recently completed academic year (12 months ending 07/23)
<i>Programs that lead to initial teaching credentials</i>			

Master of Science in Education, MSED	Dual Initial Certification in Early Childhood Birth-2nd and Childhood Education 1st-6th.	13	5
Total for programs that lead to initial credentials		13	5
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Total for programs that lead to additional/advanced credentials			
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Total for additional programs			
TOTAL enrollment and productivity for all programs		13	5
Unduplicated total of all program candidates and completers		13	5

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.)

Starting in September 2023, we enrolled our first cohort of students who were interested in the new version of our M.S. Ed. program which now leads to Early Childhood (birth-2nd grade) Students with Disabilities certification in addition to Early Childhood (birth-2nd grade) and Childhood Education (1st-6th grade). This was reported to and approved by AAQEP and will be included in our next annual report.

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.
13
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.
5
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
5
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.
100% of this past year's cohort graduated in the expected timeline (all full-time students in two years, one part-time student in three years).
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%.
During the 2022-2023 academic year, alumni of our program took a total of 22 state exams connected with our program's certification areas. There was an overall pass rate of 77% on these results. Because certification exams are not a graduation requirement for our program, students take them at various points during and after they finish their degrees with us. Therefore, these results are not representative of our most recent cohort specifically since that cohort did not all complete the exams during the selected timeframe and several other alumni from various past years did (in some cases multiple times). The number of results in a given year is very low because of our small size, so it is important to note that the rates fluctuate considerably from year to year depending on who happened to take them at a given time. These results happen to be much lower than a typical year of data for our program mostly because of one particular student from several years ago who took several exams this year, some of them

multiple times, including Childhood Math where there is a much lower than usual pass rate. Here is more detailed information on the particular exams, showing the percentage pass rate and also the sample size:

Multi-Subject CST: Early Childhood Math - 100% pass rate (3/3)
Multi-Subject CST: Early Childhood ELA - 100% pass rate (2/2)
Multi-Subject CST: Arts and Sciences - 100% pass rate (6/6)
Multi-Subject CST: Childhood Math - 50% pass rate (3/6)
Multi-Subject CST: Childhood ELA - 75% pass rate (3/4)
Educating All Students - 50% pass rate (1/2)

The EdTPA has been eliminated in New York State. We will begin collecting data on teacher performance assessments this year based on our newly designed replacement TPA assignment and that data will be included in next year's report.

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

We have been working this year on a new, streamlined survey to send to our alumni annually which we will pilot in early 2024 and we will include feedback collected from that in next year's report. We are also revising our record-keeping about alumni employment and integrating our program-specific information with our alumni office. We collect information from our candidates as they graduate each year about where they will be working and year after year it is that case that 100% of our graduating students who are seeking teaching jobs find employment. After their first positions, this data is self-reported and so it tends to be inconsistent and not always up-to-date. We continue to think about how to improve our collection and organization of this data.

In our QRT report from 2021, the following was said based on focused interviews with our candidates and completers: *"Both current candidates and completers interviewed indicated that they were prepared with content and pedagogical knowledge for their preservice experiences and professional P-12 experiences...Both current candidates and completers interviewed indicated that they were prepared with learner and learning theory for their preservice experiences and professional P-12 experiences...Cooperating teachers and P12 partners reported that AOT candidates are consistently thoughtful, professional, and collaborative colleagues in P12 classroom settings. They stressed that they like having AOT student teachers because they know the candidates will be prepared with relevant coursework and that the candidates will be respectful of both P12 students and all cooperating adults in a classroom."*

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

We do not have strong current evidence from employers of our program completers. We are planning on conducting a smaller focus group in the coming year to solicit more qualitative data from alumni employers and will be sharing those findings in next year's report as well. This timeline is slightly delayed in relation to the action plan submitted with our accreditation in 2021 because we have had significant turnover in leadership. Denisha Jones stepped down as Director in Spring 2022 and Jerusha Beckerman

(formerly full-time faculty in the program) then became Interim Director and is now Director (as of August 2023). Emily Cullen-Dunn has also been hired as Assistant Director and full-time faculty as of August 2023. Given these recent changes, we developed an adapted timeline for the various aspects of our action plan which is described throughout this report.

We did hold focus groups with alumni employers in late 2020 as part of our self-study leading to our initial AAQEP accreditation. Alumni employers at that time reported that our alumni are consistently flexible and adaptable to a wide range of school environments and populations and are able to grow with the changing nature of the field. They described our alumni as inclusive, proactive, curious and flexible and as forming and valuing close relationships with children, families and mentors. They also talked about our alumni as being able to articulate the why behind their practice and as coherent and self-sustaining in their values. Some employers noted direct observation of our alumni using things they'd learned in our program in their everyday practice.

In our QRT's report at the end of 2021, the team wrote this in response to our site visit: *"Employers, cooperating teachers, and P12 partners also indicated that from their perspective both candidates and completers had the needed pedagogical and content knowledge...Both groups indicated that candidates were well prepared and they appreciate their focus on diversity, understanding of individual student contexts, and flexible learning style...Employers, cooperating teachers, and P12 partners also indicated that from their perspective both candidates and completers had the needed theoretical knowledge to practice professionally. All groups indicated that candidates and completers had a particularly strong background in assessing P12 student needs and applying the needed practice to meet those needs."*

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.

We have been working on integrating past and existing information we have about alumni employment status in a living spreadsheet and will continue to update this as we collect mostly self-reported updates from alumni going forward. We collect this info from completers as they graduate and then plan to systematically check it annually for accuracy as far as we know as well. This information is always partial as we rely on alumni to keep us up to date on their current career status and ongoing education. In a typical year, all our students who are seeking teaching positions upon graduation have been able to obtain them.

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
Faculty Evaluations of Students	Our faculty write narrative evaluations about each student at the end of each course, describing candidates' performance in: class discussions, written work, connections to field work/student-teaching, and professionalism. As a faculty we have agreed upon multiple aspects to consider within each of these larger areas as a guide for our writing of these evaluations.	Candidates were consistently described as meeting or exceeding course expectations.
Course Grades	Course grades should be B- or higher.	100% of students earned a B- or higher in all courses.
Emergent Curriculum Conference Work: Curriculum Plan Assessment	This is the rubric for evaluating the culminating project for our course called Inclusive Emergent Curriculum and Responsive Environments, which all students take in their first semester in the program. In this assignment, students develop an interdisciplinary curriculum plan with multiple connected lessons and activities and including a resource list, accommodations, differentiated entry points and ideas for extension trips and visiting experts. The plan needs to align with relevant state standards for the grade level chosen and show relevance to student interests and experiences, developmental appropriateness and cultural responsiveness. The course faculty reviews the plan and rates each	This rubric is being newly implemented this fall (2023) - data will be included in next year's report.

	area in the categories of not observed, emerging, developing and strongly developed. This is all scored out of a total of 18 points, with a minimum score of 14 required to pass.	
Master's Thesis Scores	In order to graduate, candidates must successfully complete a Master's thesis presentation which is presented orally and accompanied by a slideshow, detailed annotated outline, bibliography, and process paper. The presentations are evaluated using a rubric by three of our full-time faculty. The rubric asks faculty to evaluate the presentation on: use of self-reflection, clear thesis, organization, understanding and evidence of translation of theory into practice, and understanding and evidence of knowing the child as critical to effective teaching. Faculty also evaluate the written components. This is all scored out of a total for 24 points with a minimum of 18 required to pass.	100% of 2023 completers far exceeded the minimum criteria to pass. Their average scores out of 24 across the three evaluators were: 24, 24, 24, 23, 23.17

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
Assessment of Teacher Effectiveness, First Year/Field Work (Fall and Spring)	Host teachers evaluate candidates in their Field Work at the end of each semester on their performance in the following areas: presence in the classroom, children's growth, learning and well-being, curriculum, content and provisioning, and	At the end of the Fall 2022 semester, all students earned Developing Well or Strongly Developed in at least 70% of all applicable areas of their Field Work evaluations, with an average of 87%. In their Spring evaluations, growth was

	<p>professionalism. Within each of these areas are several sub-categories relating to different aspects of teaching practice and each is categorized as beginning to develop, developing well, or not applicable. There is also space for narrative comment under each of the four main areas. Our expectation is that there will be growth across the applicable areas within these categories over the course of the year.</p>	<p>noted for all students. All but one student earned Developing Well or Strongly Developed in at least 91% of all applicable areas of their Spring Field Work evaluations, and the average had raised to 94%.</p>
<p>Assessment of Teacher Effectiveness, Second Year/Student-Teaching (Fall and Spring)</p>	<p>Host teachers evaluate candidates in their Student-Teaching placements at the end of each semester on their performance in the following areas: presence in the classroom, children's growth, learning and well-being, curriculum, content and provisioning, and professionalism. Within each of these areas are several sub-categories relating to different aspects of teaching practice and each is categorized as beginning to develop, developing well, or not applicable. There is also space for narrative comment under each of the four main areas. Our expectation is that there will be growth across these categories over the course of the year and that in student-teaching all areas will be applicable and the majority will be deemed "developing well" by the spring semester.</p>	<p>In the Fall 2022 Student-Teaching evaluations, all of our students earned Developing Well or Strongly Developed in 100% of the areas of their Assessments of Teacher Effectiveness. In the Spring 2023 semester, with a different set of host teachers, all of our students earned at Developing Well or Strongly Developed in at least 91% of the areas, with an average of 97%.</p> <p>Even with the implementation of an electronic form version of the ATE which we started sending to host teachers as an easier alternative in 2021, it can be difficult to get all of our host teachers in partner schools to submit these evaluations. Therefore, the completeness of our data on this metric varies somewhat from year to year. However, in this instance, we were missing data for just one student in the Fall and did have responses for all students in the Spring.</p>

Teacher Performance Assessment	Candidates in the Practicum course are required to develop a lesson plan for their student-teaching placement that meets certain criteria and then to coordinate their supervisor's final student-teaching observation with the teaching of this lesson. Then they are asked to write a reflection on how it went afterwards. The supervisor observing the lesson completes an evaluation rubric along with written feedback on all three parts (the plan, teaching observation and post-reflection). The full assignment is aligned with New York State teaching and learning Standards and was submitted to the state as our program's replacement for the EdTPA. It is scored out of a total of 27 points with a minimum of 22 points required to pass.	This assessment is being newly implemented this fall (2023) - data will be included in next year's report.
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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.

Over the past year, we designed, proposed, had reviewed and got approval for several new offerings.

Our MEd degree now leads to a third certification area for interested candidates (Early Childhood Students with Disabilities). This requires an additional 50-hour Field Work placement in an Early Childhood Special Education program but otherwise requires no additional coursework compared to our current dual-certification program. We are also now going to be offering a three course, 17-credit advanced certificate program in Early Childhood Special Education, so that those already holding initial Early Childhood and/or Childhood Education Certification can add this credential. We are recruiting our first cohort for that program which will launch in Fall 2024.

We now also offer a dual Masters degree with our Child Development MA program, where students can earn both the triple-certification MEd and MA in three years. In addition, students in both our regular MEd program and the college's Child Development MA program will be doing more shared work and benefitting from access to more shared faculty.

All of these offerings were developed in response to the high and growing need for special educators as well as our efforts to continue to formalize and strengthen collaborations between programs in our Children, Childhood and Education Collaborative. The field of Early Childhood Special Education is one that draws on the expertise and resources of several of our existing faculty. Our strength-based, holistic approach to children – a common value across the CCE Collaborative – is unusual in the field of education and in particular in special education. We feel that there is an opportunity and indeed a calling for us to participate more directly in this area through training future educators (and others working with children with disabilities) with a deep understanding of both developmental psychology and child-centered progressive education unique to our approach.

On a smaller scale, within our program, we are implementing two new Key Assessments of our candidates this year. One is our new Teacher Performance Assessment developed in response to NY state's new requirement that teacher preparation programs create a replacement for the eliminated EdTPA. The other is a new rubric we developed to evaluate the Curriculum Plan Conference project that our students complete in their first semester, as the culminating assignment for their Inclusive Emergent Curriculum and Responsive Environments course. Together, these Key Assessments will give us greater information about our candidates' preparedness across a wide range of pedagogical and professional skills.

We will also be sending a revised alumni survey to our completers annually, starting in early 2024, in an effort to collect additional feedback from them about their reflections on their preparedness for the workplace. As part of this survey we hope to also be able to collect and keep better records of alumni employment status. We plan to then follow up on this survey with a targeted focus group of alumni employers to get their feedback as well. We will conduct these focus group periodically if they seem useful and meaningful as a way to gather this information since in our experience (and given the small size of our program) it has been difficult to collect data from this particular group of stakeholders.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2023-24 year	Collect more quantitative data regarding candidate performance in relation to Standard 1.
Actions	Implement Curriculum Plan Assignment rubric
Expected outcomes	We will collect data on this Key Assessment for our first cohort and see what we can learn from its analysis that could guide future program innovation and development. We will also evaluate the effectiveness of the tool and any revisions we may want to make to it going forward. We hope to gain greater insight into our candidates' preparedness across a wide range of pedagogical and professional skills, knowledge and dispositions, in particular in curriculum development and design.
Reflections or comments	This is in response to one area for growth that came out of our initial accreditation process with AAQEP which was the implementation of more Key Assessments for our candidates and collection of data from those assessments.
	Standard 2
Goals for the 2023-24 year	Implement Teacher Performance Assessment assignment and rubric
Actions	Students in our Practicum course will conduct the TPA by creating a lesson plan for their student-teaching placements, teaching the lesson while being observed by one of our faculty,

	and then writing a post-lesson reflection. Faculty will evaluate all three of these parts and complete the associated rubric with attached written comments.
Expected outcomes	<p>We will collect data on this Key Assessment for our first cohort and see what we can learn from its analysis that could guide future program innovation and development. We will also evaluate the effectiveness of the tool and any revisions we may want to make to it going forward. We hope to gain greater insight into our candidates' preparedness across a wide range of pedagogical and professional skills, knowledge and dispositions, in particular in relation to the below New York State teaching standards:</p> <p><i>Candidates will exhibit the knowledge, skills, and professional dispositions of competent, caring, and effective professional educators. Successful candidate performance requires knowledge of learners, context, and content. Candidates demonstrate the ability to plan for and enact and/or support instruction and assessment that is differentiated and culturally responsive.</i></p>
Reflections or comments	This is in response to one area for growth that came out of our initial accreditation process with AAQEP which was the implementation of more Key Assessments for our candidates and collection of data from those assessments. It is also in response to New York State's requirement that teacher preparation programs create new program-embedded Teacher Performance Assessments to replace the now-eliminated requirement of the EdTPA.
	Standard 3
Goals for the 2023-24 year	<ol style="list-style-type: none"> 1. Identify new field work sites for students to conduct their Early Childhood Special Education Field Work placements 2. Redesign and implement a new alumni/completer survey 3. Identify alumni employers for a focus group and recruit and run the focus group
Actions	<ol style="list-style-type: none"> 1. Identify and develop partnerships with several early childhood special education programs and place our first cohort of students in those placements for the new Early Childhood Special Education Field Work requirement. 2. Create, distribute and collect results from a revised and condensed survey for program completers.

	<ol style="list-style-type: none"> 3. Cull data from surveys about alumni employers and select a representative sample to recruit for a focus group.
Expected outcomes	<ol style="list-style-type: none"> 1. New partnerships will ensure candidates gain a diversity of field experiences that will help them become ready to engage in professional practice and to adapt to a wider variety of professional settings they may find themselves in as special educators. 2. We hope to learn more about alumni/completer satisfaction and how well our graduates feel the program prepared them for their professional careers. 3. We are hoping to gain further evidence about completer placement, effectiveness, and retention in the profession and to use that information to continue to improve and innovate on our program.
Reflections or comments	We hope to collect enough data from the new survey and subsequent focus group that we can then analyze in the following year and learn from to continue to improve on our program.
	Standard 4
Goals for the 2023-24 year	<ol style="list-style-type: none"> 1. Recruit and select first cohort for Early Childhood Special Education Advanced Certificate Program 2. Launch new triple-certification program
Actions	<ol style="list-style-type: none"> 1. We have created and launched the application and admissions process for those who will be applying to the advanced certificate program. In preparation for this first cycle, we are also working with our marketing and admissions teams on creating and implementing a strategic plan for advertising and recruitment from a diverse range of audiences for this new program. 2. We started the new triple-certification program this fall. More reflections on that are in the below comments section.
Expected outcomes	We anticipate that our candidates' new opportunity to earn Early Childhood Students with Disabilities certification in both the Masters and Certificate programs will greatly enhance our completers' capacity for meeting state and local educator workforce needs due to the high-need for this certification area and the broader range of positions available for those who have this credential.

Reflections or comments	We launched the triple-certification program this fall and our closely monitoring the adjustments to the curriculum and structures to consider what is working well and what we will want to revise for next year. We meet regularly to discuss this and plan for some longer meeting sessions in January to more closely plan for next year in relation to these updates and to prepare for the integration of the Advanced Certificate students as well.
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7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

In the fall of 2023 we launched a new version of our MEd program (approved by New York State in August) so that students who are interested can earn certification in Early Childhood Students with Disabilities along with Early Childhood and Childhood Education.

We also got approval from the state for our new Advanced Certificate in Early Childhood Special Education, for those who already hold initial certification in Early Childhood and/or Childhood Education to add this credential through a 17-credit extension program. We are recruiting our first cohort for this program which will launch in Fall 2024.

In addition, we launched this fall a new dual degree with the Sarah Lawrence Child Development MA program, where students can earn both the MEd and MA degrees in three years. In general, the shifts in our curriculum and in the Child Development curriculum include more shared coursework and faculty, building on those existing resources and collaborations to further enhance those opportunities for all our students (dual degree or not).

In relation to the action plan submitted with our initial accreditation, we have several new developments in the area of data collection:

- We identified three Key Assessments to collect more quantitative data about candidate performance which are targeted to address different areas within teaching (both pedagogical and professional knowledge and skills) and at three key checkpoints during the two years (end of first semester, end of third semester, end of final semester). These are the: Curriculum Plan Assessment, Teacher Performance Assessment, and Masters Oral Evaluation. The Masters Oral Evaluation is a continuation of an ongoing practice and the other two are building on existing assignments but with the design of new rubrics which are being implemented for the first time this year.
- We are finalizing a new, streamlined version of a survey to send to our alumni which will be sent in early 2024. We plan to send this annually in the hopes of collecting more complete feedback.
- We also plan to hold more targeted focus groups with alumni employers periodically, starting in 2024, to gather more qualitative data about their perspective as well. It is difficult to get responses to surveys from this contingent and given the small size of our program any given school has only one of our students. We identified a targeted focus group as a potentially more effective and meaningful way to gain insight into alumni employer perspectives.
- With our new administrative team this year (our Director and Assistant Director), we have been working in general to better systematize record-keeping about alumni employers and other complete information.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

N/A

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Jerusha Beckerman, Director, Art of Teaching Program	Kim Ferguson, Dean of Graduate Studies

Date sent to AAQEP:	December 18, 2023
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