AAQEP Annual Report for 2023

Provider/Program Name:	New York University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	6/30/2027

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 Teacher Education Program overall is housed within NYU Steinhardt School of Culture, Education, and Human Development, where it is overseen by a School-wide Teacher Education Council (TEC). The Teacher Education Program offers curricula leading to New York State's initial and professional teacher certification. These curricula are housed in specialty areas within three of our eleven departments: (1) Teaching and Learning, (2) Music and Performing Arts Professions, and (3) Art and Art Professions.

Program's Mission

The NYU Teacher Education Program emphasizes quality education that develops learners who are knowledgeable in pedagogy and content knowledge. It also requires an understanding that such knowledge and practice are in the making and that there is a place for learners in this process. Research continues to show how equity gaps persist within Pre-K-16 education while some learners are also denied opportunities to see a place for their educational goals in formal education contexts. Teacher Education is focused on understanding equity and inequity; developing and evaluating strategies that seek to ameliorate inequities; and developing contexts that foster student agency and goal setting. Thus, education for equity also implies education for leadership. A drive to emancipatory education becomes a limitless source of innovation and creativity in educational practice, research, and curriculum development, and necessitates a recognition that transformation must be an element of the quality control measures. Our focus is on developing and using new knowledge in ways that build our disciplines and support our students to be nuanced practitioners.

Program Details
● Degree level: Undergraduate (BS, BMus) and Graduate (MA, MAT) degrees
● Mode of Delivery: On campus and Online (Teacher Residency Program)
● Specialty areas: Art Education, Childhood Education, Dance Education, Early Childhood Education, Educational Theater, English Education, Literacy Education, Mathematics Education, Music Education, Science Education, Social Studies Education, Special Education, and World Language Education.

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://steinhardt.nyu.edu/about/teacher-education/accreditation#:~:text=The%20NYU%20Teacher%20Education%20Program,New%20York%20State%20Education%20Department

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Notes:

- Some groups do not offer a bachelor's degree program.
- Due to the complexity of our program, we made a slight adjustment to your table 1.
- Residency is not reported as a category. Students in the residency are assigned a subject area and are reported in their respective subject areas.
- For the dual programs with the College of Arts and Sciences (CAS), the students are counted when they are in the MAT portion of their studies (so during that fifth year). We do not count them when they are still CAS undergrads.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

Degree or Certificate granted by the institution or organization	Degree Level	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/22)
Programs that lead to initial teaching credentials			
Dance Education	Master's	Endorsement	17
Dual Childhood/Childhood Special Education	Bachelor's	Endorsement	99
Dual Childhood/Childhood Special Education	Master's	Endorsement	156
Dual Early Childhood/Early Childhood Education	Bachelor's	Endorsement	86
Dual Early Childhood/Early Childhood Education	Master's	Endorsement	20

Educational Theatre	**Master's**	Endorsement	36
English Education	**Bachelor's**	Endorsement	27
English Education	**Master's**	Endorsement	63
Math Education	**Bachelor's**	Endorsement	32
Math Education	**Master's**	Endorsement	28
Music Education	**Bachelor's**	Endorsement	47
Music Education	**Master's**	Endorsement	5
Science Education	**Bachelor's**	Endorsement	10
Science Education	**Master's**	Endorsement	36
Social Studies Education	**Bachelor's**	Endorsement	28
Social Studies Education	**Masters**	Endorsement	38
Teachers of World Languages	**Bachelor's**	Endorsement	10
Teachers of World Languages	**Master's**	Endorsement	72
Visual Art Education	**Master's**	Endorsement	18
Unduplicated total of all program candidates and completers			299

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.)

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.
823
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.
299
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
299
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% (N=71) out of 71 undergraduate students completed their programs within 1.5 times the expected timeframe. 98.70% (N=227) out of 230 master's students completed their programs within 1.5 times the expected timeframe.
E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.
106 unique students took the EAS exam and 103 students passed with a pass rate of 97.17%. 112 unique students took a CST exam and 105 students passed with a pass rate of 93.75%.
F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.
Shortly before graduation, when asked about the extent to which the sequence of NYU coursework increased their knowledge and skills, 81.94% of students responded positively with either 'to an adequate extent' or 'to a great extent.' When asked about the extent to which there are connections between the courses in the program, 80.05% of students responded

positively with either 'to an adequate extent' or 'to a great extent.'

When asked about the extent to which NYU coursework is relevant to PK-12/residency site experiences, 73.95% of students responded positively with either 'to an adequate extent' or 'to a great extent.'

Data from this section measured candidate professional plans for the future.

When asked about the extent in which the career support had positively impacted the ability to get employed upon completion of the degree, 58.74% of students responded positively with either 'to a great extent' or 'to an adequate extent.'

67.83% of students responded positively on how well the program informed them about the requirements for certification.

77.08% of students rated their access to the necessary resources to complete their program requirements positively.

When asked about the frequency to which they implement strategies they learn in their NYU coursework, 74.27% of students are able to implement strategies at their PK-12/residency sites at least weekly.

When asked to rate their confidence on how well their PK-12/residency site experience prepared them for teaching, 76.46% rated their confidence with either 'very confident' or 'adequately confident.'

When asked if their PK-12/residency site was a good place to learn how to teach, 74.34% of students responded with either 'strongly agree' or 'agree.'

Data from this section measuring perceptions of preparation for teaching are used to assess the programs' influence on the teaching skills and knowledge of the students. When asked how effectively they manage classroom procedures, 77.07% rated themselves positively with either 'highly effective' or 'effective.'

80.21% rated their effectiveness in using equitable classroom management strategies with either 'highly effective' or 'effective.'

83.65% rated their effectiveness in establishing respectful and productive relationships with students and families with either 'highly effective' or 'effective.'

85.00% rated their effectiveness in designing measurable, challenging, and relevant lessons with either 'highly effective' or 'effective.'

92.86% rated their effectiveness in engaging students in learning with either 'highly effective' or 'effective.'

89.29% rated their effectiveness in making content and language comprehensible for all learners with either 'highly effective' or 'effective.'

80.00% rated their effectiveness in promoting rigorous academic talk with either 'highly effective' or 'effective.'

81.43% rated their effectiveness in using formal and informal assessment data to monitor student progress toward learning targets with either 'highly effective' or 'effective.'

84.17% rated their effectiveness in differentiating instruction to challenge students and meet diverse student needs with either 'highly effective' or 'effective.'

90.67% rated their effectiveness in reflecting on teaching with either 'highly effective' or 'effective.'

88.53% rated their effectiveness in growing and developing professionally with either 'highly effective' or 'effective.'

83.45% of students rated their confidence with having the content knowledge necessary to be an effective educator.

85.61% of students rated their confidence with having the instructional skills necessary to be an effective educator.

87.86% of students reported that their program had prepared them to meet the needs of diverse learners.

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

The school building leader survey was distributed to 108 administrators, and we received 43 responses.

73.68% of employers reported that NYU prepared the teachers to be overall effective educators to either 'a great extent' or 'an adequate extent.'

84.21% of employers reported that NYU prepared the teachers to either 'a great extent' or 'an adequate extent' in terms of instructional skills.

89.47% of employers reported that NYU prepared the teachers to either 'a great extent' or 'an adequate extent' in terms of content knowledge.

Employers were asked if they would hire residents/student teachers who completed the program and 96.77% would hire them in the absence of staffing or funding constraints.

In fact, 84.62% of employers stated that they are more likely to hire an NYU graduate compared to graduates of other teacher preparation programs.

When NYU graduates were hired into their first teaching position, 76.92% of employers rated their readiness to teach in the first weeks of school positively.

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.

New York State does not release information on alumni employment. To collect this information, NYU Steinhardt distributes a 1- and 3-year alumni follow-up survey. In Spring 2023, this survey was sent to 205 alumni. Of the 34 alumni who responded, 89.19% (N=30) of alumni are working in schools.

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
Learning to Teach Framework	The Learning to Teach Framework is an NYU Steinhardt developed measure of teacher candidates' preparedness and	For the Managing Classroom Procedures component, undergraduates (N=91)

	readiness toward teaching, which is based on Danielson's Framework for Teaching. All items were developed or selected based on clarity and alignment with the goals of NYU's teacher education program. The Learning to Teach Framework is administered to candidates at two points during their enrollment in teacher education programs, once during the fall semester and once again during the following spring semester. Candidates are measured on ten components: (i) Manage Classroom Procedures; (ii) Use Equitable Classroom Management Strategies; (iii) Establish Respectful and Productive Relationships with Students and Families; (iv) Design Measurable, Challenging, and Relevant Lessons; (v) Engage Students in Learning; (vi) Make Content and Language Comprehensible for All Learners; (vii) Promote Rigorous Academic Talk; (viii) Use Formal and Informal Assessment Data to Monitor Student Progress Toward Learning Targets; (ix) Differentiate Instruction to Challenge Students and Meet Diverse Student Needs; and (x) Reflect on Teaching. Each component uses a 4-point Likert scale (from 1=Basic to 4=Highly Effective), with every half-point indicating qualities from two ratings. For all components, graduate students scored higher than undergraduate students on average.	scored an average score of 2.86 out of 4, while graduates (N=124) scored 3.06.

For the Use Equitable Classroom Management Strategies component, undergraduates (N=91) scored an average score of 2.91 out of 4, while graduates (N=124) scored 3.05. For the Establish Respectful and Productive Relationships with Students and Families component, undergraduates (N=91) scored an average score of 3.12 out of 4, while graduates (N=124) scored 3.14.

For the Design Measurable, Challenging, and Relevant Lessons component, undergraduates (N=91) scored an average score of 3.00 out of 4, while graduates (N=257) scored 3.04.

For the Engage Students in Learning component, undergraduates (N=91) scored an average score of 2.99 out of 4, while graduates (N=257) scored 3.05.

For the Make Content and Language Comprehensible for All Learners component, undergraduates (N=91) |

| | | scored an average score of 2.55 out of 4, while graduates (N=257) scored 3.00. For the Promote Rigorous Academic Talk component, undergraduates (N=91) scored an average score of 2.77 out of 4, while graduates (N=257) scored 3.00.

For the Use Formal and Informal Assessment Data to Monitor Student Progress Toward Learning Targets component, undergraduates (N=91) scored an average score of 2.78 out of 4, while graduates (N=257) scored 2.89.

For the Differentiate Instruction to Challenge Students and Meet Diverse Student Needs component, undergraduates (N=91) scored an average score of 2.80 out of 4, while graduates (N=257) scored 2.88. Item Degree Level

For the Reflect on Teaching component, undergraduates (N=91) scored an average score of 3.06 out of 4, while graduates (N=257) scored 3.24. |
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| **Educational Beliefs and Multicultural Attitudes Scale (EBMAS)** | The EBMAS survey was distributed to 309 students, and we received 135 responses.The Educational Beliefs and | The observed mean scores from the post-EBMAS survey exceed the program standard of 4.50 on one of the five scales |

Multicultural Attitudes Survey (EBMAS) is an NYU Steinhardt-developed measure of teacher candidates' developing dispositions toward teaching. EBMAS consists of 25 items developed to measure pre-service teachers' beliefs about education in multicultural settings, some of which were initially drawn from the Teacher Efficacy Scale (TES) (Gibson and Dembo, 1984) and the Teacher Multicultural Attitudes Survey (TMAS) (Ponterotto, et al., 1998). All items were developed or selected based on clarity and alignment with the goals of NYU's teacher education program.

The EBMAS is administered to candidates at two points during their enrollment in teacher education programs, once during their first semester and then again shortly before program completion. EBMAS yields the following five scales: one measure of General Teacher Efficacy, defined as the overall belief that teachers' work can promote the learning of all students regardless of home background or community; two measures of Personal Teacher Efficacy (i.e., candidates' beliefs that they as individuals can effectively educate all children regardless of background or

for Master's program completers. The Bachelor's program completers fell short on the Multicultural Awareness with a mean score of 3.5. Both groups fell short on the General Teacher Efficacy, Personal Teacher Efficacy: Student Problem Solving, Personal Teacher Efficacy: Student Success, and Social Justice scales, with mean scores of 3.1 for Bachelor's and 4.1 for Master's, 2.7 for Bachelor's and 3.6 for Master's, 2.9 for Bachelor's and 3.9 for Master's, and 3.5 for Bachelor's and 4.4 for Master's, respectively.

The Master's program completers group exceeded on the **Multicultural Awareness** scale, with a mean score of **4.5**.

	community), one of which focuses on the ability to address challenges in classroom management and instruction, and the other related to personal responsibility for student success; and two scales designed to measure Multicultural Attitudes and Social Justice based on teachers' awareness of, comfort with, and sensitivity toward issues of cultural pluralism in the classroom and their belief in the moral and social responsibility of teachers to educate all children equitably. The items within every scale are statements of beliefs that candidates respond to using a six-point Likert scale of agreement (from 1=Strongly Disagree to 6=Strongly Agree) and are balanced across positive and negative statements.	

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
Employer Surveys (School Building Leader Survey)	Without access to individual graduate level data we must be more creative in our approach to measuring the satisfaction of employers of NYU Steinhardt's graduates. In response to	The school building leader survey was distributed to 108 administrators, and we received 43 responses. 73.68% of employers reported that NYU prepared the teachers to be overall effective

	this standard, NYU Steinhardt has developed an annual survey of school building leaders that will be administered annually across all the schools that we know hire our graduates.	educators to either 'a great extent' or 'an adequate extent.' 84.21% of employers reported that NYU prepared the teachers to either 'a great extent' or 'an adequate extent' in terms of instructional skills. 89.47% of employers reported that NYU prepared the teachers to either 'a great extent' or 'an adequate extent' in terms of content knowledge. Employers were asked if they would hire residents/student teachers who completed the program and 96.77% would hire them in the absence of staffing or funding constraints. In fact, 84.62% of employers stated that they are more likely to hire an NYU graduate compared to graduates of other teacher preparation programs. When NYU graduates were hired into their first teaching position, 76.92% of employers rated their readiness to teach in the first weeks of school positively.
Exit Surveys (Candidate Survey)	The program exit survey was distributed to 346 students, and we received 289 responses. The Program Exit Survey evaluates Steinhardt's teacher education students shortly before their graduation for the purpose of evaluating the quality of the teacher education program, to obtain data to	Shortly before graduation, when asked about the extent to which the sequence of NYU coursework increased their knowledge and skills, 81.94% of students responded positively with either 'to an adequate extent' or 'to a great extent.'

	inform Steinhardt's efforts toward continuous program improvement, and to assess the readiness of program completers to begin teaching. The survey consists of both Likert-type and free-response questions organized into the following sections: (i) Candidate Background, including degree, certification, and program areas; (ii) Candidate Perceptions on how well their teacher education program prepared them for teaching; (iii) Feedback on the strengths and weaknesses of their program options; and (iv) Professional Plans for the future. Data from the section measuring perceptions of preparation for teaching are used to assess the programs' influence on the teaching skills and knowledge of the students. Program completers are asked to use a four-point scale ranging from 'Very well prepared' to 'Not well at all' to report their perceptions of preparation in 15 areas of essential teaching skills and knowledge. Eleven of these items were drawn from Arthur Levine's national study of the effectiveness of schools of education (Levine, 2006). The other four items refer to skills that faculty identified as key goals of the NYU program that extended beyond the Levine study.	When asked about the extent to which there are connections between the courses in the program, 80.05% of students responded positively with either 'to an adequate extent' or 'to a great extent.' When asked about the extent to which NYU coursework is relevant to PK-12/residency site experiences, 73.95% of students responded positively with either 'to an adequate extent' or 'to a great extent.' Data from this section measured candidate professional plans for the future. When asked about the extent in which the career support received had positively impacted the ability to get employed upon completion of the degree, 58.74% of students responded positively with either 'to a great extent' or 'to an adequate extent.' 67.83% of students responded positively on how well the program informed them about the requirements for certification. 77.08% of students rated their access to the necessary resources to complete their program requirements positively.

		When asked about the frequency to which they implement strategies they learn in their NYU coursework,

74.27% of students are able to implement strategies at their PK-12/residency sites at least weekly.

When asked to rate their confidence on how well their PK-12/residency site experience prepared them for teaching, 76.46% rated their confidence with either 'very confident' or 'adequately confident.'

When asked if their PK-12/residency site was a good place to learn how to teach, 74.34% of students responded with either 'strongly agree' or 'agree.'

Data from this section measuring perceptions of preparation for teaching are used to assess the programs' influence on the teaching skills and knowledge of the students.

When asked how effectively they manage classroom procedures, 77.07% rated themselves positively with either 'highly effective' or 'effective.' |

		80.21% rated their effectiveness in using equitable classroom management strategies with either 'highly effective' or 'effective.' 83.65% rated their effectiveness in establishing respectful and productive relationships with students and families with either 'highly effective' or 'effective.' 85.00% rated their effectiveness in designing measurable, challenging, and relevant lessons with either 'highly effective' or 'effective.' 92.86% rated their effectiveness in engaging students in learning with either 'highly effective' or 'effective.' 89.29% rated their effectiveness in making content and language comprehensible for all learners with either 'highly effective' or 'effective.' 80.00% rated their effectiveness in promoting rigorous academic talk with either 'highly effective' or 'effective.' 81.43% rated their effectiveness in using formal and informal assessment

| | | data to monitor student progress toward learning targets with either 'highly effective' or 'effective.'

84.17% rated their effectiveness in differentiating instruction to challenge students and meet diverse student needs with either 'highly effective' or 'effective.'

90.67% rated their effectiveness in reflecting on teaching with either 'highly effective' or 'effective.'

88.53% rated their effectiveness in growing and developing professionally with either 'highly effective' or 'effective.'

83.45% of students rated their confidence with having the content knowledge necessary to be an effective educator.

85.61% of students rated their confidence with having the instructional skills necessary to be an effective educator.

87.86% of students reported that their program had prepared them to meet the needs of diverse learners.

These surveys suggest that NYU has |
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		done a strong job of preparing educators in "engaging students in learning," "reflecting on teaching," "making content and language comprehensible for all learners," and "growing and developing professionally," while further work is needed to prepare students to "manage classroom procedures."
Alumni Surveys (1 and 3 year follow-up)	The alumni survey was distributed to 205 alumni, and we received 34 responses. Similar to the Program Exit survey, an alumni follow-up survey is administered to assess the perception of graduates concerning the extent to which the program had prepared them to teach and the quality of their educational experience. These surveys provide information about the program completers' early professional experiences and the degree to which their programs prepared them for teaching. Since many of the questions are identical to the Program Exit survey, the results from the surveys can be compared to assess changes in perceptions of preparation and perceived program quality. Program graduates reported levels of preparedness as shown across a parallel set of items related to Content Knowledge, Pedagogical Knowledge, Clinical Skill,	When asked about the extent to which NYU prepared them to be teachers, alumni most highly rated standards were "make content and language comprehensible for all learners," "differentiate instruction to challenge students and meet diverse student needs," "reflect on teaching," and "grow and develop professionally."

More specifically, alumni rated the effectiveness of their teaching preparation program at NYU to prepare them to "make content and language comprehensible for all learners" and "differentiate instruction to challenge students and meet diverse student needs" positively with an average score of 3.58 out of 4, where 1 is basic and 4 is highly effective, with 55.88% and 70.59%, respectively, reporting that NYU's preparation was 'effective' or 'highly |

| | Caring Professionals, and two Cross-Cutting Themes (Integration of Technology and Teaching Diverse Learners). | effective.'

Followed by "reflect on teaching" at 3.57 out of 4, with 88.24% reporting that NYU's preparation was 'effective' or 'highly effective.'

The lowest rated standards were "manage classroom procedures" and "promote rigorous academic talk", both with an average score of 3.32 out of 4, with 73.53% reporting that NYU's preparation was 'effective' or 'highly effective.' When comparing the two groups of alumni, the 1-year alumni (72.22%) rated the effectiveness of their teacher preparation program at NYU to prepare them to "manage classroom procedures" lower than the 3-year alumni (72.73%). On the other hand, the 3-year alumni (54.55%) rated the effectiveness of their teacher preparation program at NYU to prepare them to "promote rigorous academic talk" lower than the 1-year alumni (83.33%).

The next two standards with the lowest self-reported ratings of program preparation among graduate students were "use equitable classroom management strategies" with an average |

		score of 3.42 out of 4, with 70.59% reporting that NYU's preparation was 'effective' or 'highly effective,' and "design measurable, challenging, and relevant lessons" with an average score of 3.42 out of 4, with 76.47% reporting that NYU's preparation was 'effective' or 'highly effective.' 71.88% of alumni felt prepared to be an effective educator with the content knowledge necessary, reporting that NYU prepared them 'moderately well' or 'very well.' 61.76% of alumni felt prepared to be an effective educator with the instructional skills necessary, reporting that NYU prepared them 'moderately well' or 'very well.' 64.71% of alumni felt prepared to be an effective educator to meet the needs of diverse learners, reporting that NYU prepared them 'moderately well' or 'very well.' 73.53% of alumni felt prepared to be an overall effective educator, reporting that NYU prepared them 'moderately well' or 'very well.'

		These surveys suggest that NYU has done a strong job of preparing educators in "making content and language comprehensible for all learners," "differentiating instruction to challenge students and meet diverse student needs," reflecting on teaching," and "growing and developing professionally," while further work is needed to prepare students to "manage classroom procedures," "promote rigorous academic talk," "use equitable classroom management strategies," and "design measurable, challenging, and relevant lessons." When taken together with the Program Exit surveys, the surveys suggest that NYU improved student perceptions of preparation, with increases in average scores in terms of "using formal and informal assessment data to monitor student progress toward learning targets," "making content and language comprehensible for all learners," "differentiating instruction to challenge students and meet diverse student needs," "engaging students in learning," "using equitable classroom management strategies," "growing and developing

		professionally," "reflecting on teaching," and "establishing respective and productive relationships with students and families."

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.

We have successfully created our own Teacher Performance Assessment per the rules from the New York State Education Department that dropped the EdTPA in favor of each institution creating its own. This was based on our Teacher Assessment Framework and has been accepted by NYSED. This is both an accomplishment and an innovation as it demonstrates and is in conjunction with our holistic values in Teacher Education at NYU.