Barnard College

AAQEP Annual Report for 2024

PART I: Publicly Available Program Performance and Candidate Achievement Data

Provider/Program Name:	Barnard College
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	December 2030

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 Barnard Education Program envisions education as an emancipatory human right that develops people's capacities to think critically and act creatively for peace, justice, and sustainability in local and global contexts. We believe that education is a fundamental human activity that occurs in formal and informal settings as people interact within their social, historical, and physical environments. The Barnard Education Program educates students to draw on interdisciplinary research and perspectives to critically analyze the role of education in society and create and sustain equitable educational practices and policies for all. Furthermore, we believe that a robust and equitable education system that values the identities, voices, perspectives, cultures, languages, and strengths of learners and their communities is key to developing loving, hopeful, and compassionate ways of being that serve as the foundation for family, civic, and political life.

Our mission is to prepare skilled and reflective teachers who:

- Commit to fairness and justice in their classrooms and schools
- Recognize and act on patterns of inequality in access and opportunity to learn
- Provide high-quality, engaging curriculum for all learners
- Care about their students and convey through their actions their belief that all students can learn
- Inspire in their students a passion for learning and a capacity to act in the world

Situated in a small liberal arts college within a larger university in New York City, Barnard's Urban Teaching Program prepares undergraduate students from Barnard College (BC), Columbia College (CC), and the Columbia School of General Studies (GS) to become skilled and reflective educators who can effectively respond to the learning needs of diverse learners and create supportive and intellectually stimulating classroom communities. Students combine their work in the Urban Teaching minor with their liberal arts major. The Urban Teaching program enrolls a small number of students each year (averaging fewer than 10 per year). We are registered with the New York State Department of Education and received accreditation in 2023 for seven years through the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation.

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://education.barnard.edu/UrbanTeaching/TrackOutcomes

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 2023-2024

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 mm/yy)	Number of Completers in most recently completed academic year (12 months ending mm/yy)
Programs that lead to initial teaching credentials			
BA	Adolescent Education: Biology (25763)	2	0
BA	Adolescent Education: Chemistry (25764)	0	0
BA	Adolescent Education: Earth Science (25765)	0	0
BA	Adolescent Education: English (25756)	2	1
BA	Adolescent Education: French (25757)	0	0
BA	Adolescent Education: German (25758)	0	0
BA	Adolescent Education: Greek (25759)	0	0
BA	Adolescent Education: Italian (25760)	0	0
BA	Adolescent Education: Latin (25761)	0	0
BA	Adolescent Education: Mathematics (25767)	0	0
BA	Adolescent Education: Physics (25766)	0	0
BA	Adolescent Education: Social Studies (25768)	2	0
BA	Adolescent Education: Spanish (25762)	0	0
BA	Childhood Education (25755)	10	4
Total for programs that lead to initial credentials		16	5
Programs that lead to additional or advanced credentials for already-licensed educators			
Total for programs that lead to additional/advanced credentials		0	0
Programs that lead to credentials for other school professionals or to no specific credential			
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		16	5
Unduplicated total of all program candidates and completers		16	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.)

N/A

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

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.
16
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.
Candidates attending Barnard College (BC) and Columbia College (CC) must complete their programs within 8 semesters. Candidates attending Columbia College of General Studies (GS) are considered non-traditional students and can study part-time. Therefore, GS candidates may take longer to complete their programs. There is no standard expected timeframe for GS candidates. The 2024 cohort started with six candidates, including five BC students. The five BC students all graduated within the expected time of 8 semesters. The sixth candidate is a GS student who completed the program requirements, except for their content core, and did not graduate with their cohort. However, this is not unexpected for a GS candidate. This candidate will be counted with the 2025 cohort, as they will have graduated by then.
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%.
100% pass rate for 2024 program completers on NYSTCE exams required for certification, including the Educating All Students exam (EAS) and Content Specialty Tests (CST). We do not disaggregate based on exams due to the small number of test takers.

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.
Starting with the 2024 cohort of completers, we plan to send a survey to completers at the end of their first year of teaching and every three years thereafter.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.
Starting with the 2024 cohort of completers, we plan to send a survey to employers at the end of the first year and every three years thereafter. Therefore, we do not have findings at this time.

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.
The program tracks completers' employment rates both informally and formally. Informal tracking includes email, text, and phone communication with program faculty. Formal tracking includes a survey sent out at the beginning of the first year of employment to gather initial employment information. Continued formal tracking will begin with the 2024 cohort of completers via additional surveys sent at the end of the first year and every three years thereafter. All five 2024 completers reported employment as teachers in NYC schools via informal communication with program faculty. All five completers have provided specific employment information about their hiring in NYC Public Schools. At this time, none of the five completers have indicated that they have entered a graduate program.

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 (2025): Completer Foundational Knowledge and Skills

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Clinical Experience Evaluation Forms (completed by the candidates, cooperating teachers, and supervisors)	The target performance range for student teachers is *Proficient* (3.0) on a 4-point scale for all items. Items address 2025 Aspects 1a-1g for Standard 1.	Composite scores (average of self-assessment, cooperating teacher, and supervisor assessments) across all items for the five completers are *Proficient*, ranging from 3.0 to 3.5.
TPA - Inclusive Learning Environment Observation Rubric	The target performance score for student teachers is *Applying* (3.0) on a 4-point scale for all 15 items. The total target performance score is 45/60 (75%), and the minimum passing score is 39/60 (65%). A score of 4.0 indicates that the candidate is *Innovating* for that particular item.	All candidates met the minimum passing rate with scores ranging from 39 to 44/60 (65-73%). No candidates met the target performance score for their first observation.
TPA - Instructional Practices Observation Rubric	The target performance range for student teachers is *Applying* (3.0) on a 4-point scale for all 17 items. The target performance score is 51/68 (75.0%), and the minimum passing score is 44/68 (65.0%).	Candidate scores ranged from 50 to 54/68 (73.5-79.4%). One candidate met the target performance score of 51. Three candidates exceeded the performance target, scoring 53/68 (n=2) and 54/68 (n=1).

Table 4. Expectations and Performance on Standard 2 (2025): Completer Professional Growth and Adaptability

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Clinical Experience Evaluation Forms (completed by the candidates, cooperating teachers, and supervisors)	The target performance range for student teachers is *Proficient* (3.0) on a 4-point scale for all items. The items address 2025 Aspects 2a-c, e-f for Standard 2. We do not currently have items that address aspects 2d or 2g.	Composite scores for items addressing Standard 2 (average of self-assessment, cooperating teacher, and supervisor assessments) are *Proficient*, ranging from 3.0 to 3.8.
TPA - Assessment Practices Observation Rubric	The target performance range for student teachers is *Applying* (3.0) on a 4-point scale for all 23 items. The target performance score is 69/92 (75%), and the minimum passing score is 60/92 (65%).	Candidate scores ranged from 65.5 to 70.0/92 (71.2-76%). One candidate met the target performance with a score of 70/92 (76%). Four candidates exceeded the minimum passing target, scoring 65.5-68/92 (71.2-73.9%).

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 submitted the required local Teacher Performance Assessment (TPA) for NYSED approval, and approval was received. Our TPA is built around three formal observations, candidate reflections on the observations, and a philosophy statement. The first observation focuses on the learning environment and knowledge of students. The second observation focuses on instructional practices, and the third focuses on assessment practices. Candidates write their philosophy statements at the end of the spring student teaching semester. We also developed rubrics for each observation and the philosophy statement and piloted the use of the rubrics in 2023-2024. Supervisors began working on norming activities for the rubrics to improve inter-rater reliability.