AAQEP Annual Report for 2024

Provider/Program Name:	Roberts Wesleyan University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 2029

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.

Roberts Wesleyan University is a small, private institution nestled just outside of Rochester, NY. Just south of Lake Ontario, the University's main campus is in North Chili, with several extensions throughout Western New York. Roberts Wesleyan University is a community of learners who are committed to historic Christianity and focus on preparing thoughtful, spiritually mature, service-oriented people who will help transform society. Addressing the whole student is a foundational tenet of Roberts, as is forming and nourishing strong relationships with students. Thanks to a rich Christian heritage and a dedication to "education for character," Roberts remains committed to integrating a Christian worldview and learning into everyday life and work.

The Department of Teacher Education has programs that prepare candidates for Initial and Professional certification. Each program has a unique student profile.

The Traditional Undergraduate program includes the following initial certification areas:
Early Childhood & Special Education (Birth-Grade 2)
Childhood (1-6) & Special Education (PK-12)
Adolescence Education (7-12)
Adolescence Education (7-12) & Students with Disabilities Generalist (PK-12)
Music Education (Grades Pre-K-12)
Visual Art Education (Grades Pre-K-12)
Physical Education (Grades Pre-K-12)
English to Speakers of Other Languages (ESOL) (Grades Pre-K-12)

The Pathway to Teaching Undergraduate program includes the following initial certification areas:
Childhood (1-6) & Special Education (PK-12)
Adolescence Education (7-12) & Students with Disabilities Generalist (PK-12)
Students with Disabilities Generalist (PK-12)

The Initial Certification Master in Education program, based in Rochester, includes the following areas:
Early Childhood & Special Education (Initial/ Professional Certification, Birth-Grade 2)
Childhood (1-6) & Special Education (PK-12) (Initial/ Professional Certification)
Adolescence (7-12) & Special Education (PK-12) (Initial/ Professional Certification)

The Initial Certification Master of Education program, offered to students in Brooklyn, NY, as a distance education program, includes the following areas:
Early Childhood & Special Education (Initial/ Professional Certification, Birth-Grade 2)
Childhood (1-6) & Special Education (PK-12) (Initial/ Professional Certification)

The Master of Education - Literacy program, offered as a distance education program for previously certified teachers, includes the following area:
Literacy (Initial/ Professional Certification, Birth-Grade 12)

The Master of Education - Special Education program, offered as a distance education program for previously certified teachers, includes the following certification areas:
Special Education (Initial/ Professional certification, Birth-Grade 12)

The Post Master ESOL program includes the following area: ESOL (PK-12)

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.roberts.edu/department-of-teacher-education/teacher-education-performance-data/

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 the most recently completed academic year (12 months ending 8/31/24)	**Number of Completers** in the most recently completed academic year (12 months ending 8/31/24)
Programs that lead to initial teaching credentials			
Bachelor of Science	Childhood 1-6 and SWD 1-6	32	6
Bachelor of Science	Early Childhood Birth-2 and SWD Birth-2	6	1
Bachelor of Science	Biology 7-12, and possible SWD 7-12	1	0
Bachelor of Science	Chemistry 7-12 and possible SWD 7-12	0	0
Bachelor of Science	English 7-12 and possible SWD 7-12	8	2
Bachelor of Science	Math 7-12 and possible SWD 7-12	3	1
Bachelor of Science	Physics 7-12 and possible SWD 7-12	0	0
Bachelor of Science	Social Studies 7-12 and possible SWD 7-12	9	1
Bachelor of Science	Music Education PreK-12	22	9
Bachelor of Science	Physical Education PreK-12	28	4

Bachelor of Science	Visual Arts Education PreK-12	4	0
Bachelor of Science	Childhood 1-6 and ESOL PreK12	6	3
Bachelor of Science	Pathway to Teaching Childhood 1-6 and SWD 1-6	74	27
Bachelor of Science	Pathway to Teaching Biology 7-12 and SWD 7-12	0	0
Bachelor of Science	Pathway to Teaching Chemistry 7-12 and SWD 7-12	1	0
Bachelor of Science	Pathway to Teaching Earth Science 7-12 and SWD 7-12	0	0
Bachelor of Science	Pathway to Teaching English 7-12 and SWD 7-12	4	2
Bachelor of Science	Pathway to Teaching French 7-12 and SWD 7-12	0	0
Bachelor of Science	Pathway to Teaching Math 7-12 and SWD 7-12	0	0
Bachelor of Science	Pathway to Teaching Physics 7-12 and SWD 7-12	0	0
Bachelor of Science	Pathway to Teaching Social Studies 7-12 and SWD 7-12	8	5
Bachelor of Science	Pathway to Teaching Spanish 7-12 and SWD 7-12	2	0
Bachelor of Science	Pathway to Teaching SWD 7-12	5	0
Master of Education	Childhood Education 1-6 and SWD 1-6	41	24
Master of Education	Early Childhood Education Birth-2 and SWD Birth - 2	12	9
Master of Education	Biology 7-12 and SWD 7-12	6	0
Master of Education	Chemistry 7-12 and SWD 7-12	2	1

Master of Education	Earth Science 7-12 and SWD 7-12	1	1
Master of Education	English 7-12 and SWD 7-12	6	2
Master of Education	French 7-12 and SWD 7-12	0	0
Master of Education	Math 7-12 and SWD 7-12	5	2
Master of Education	Physics 7-12 and SWD 7-12	1	0
Master of Education	Social Studies 7-12 and SWD 7-12	6	1
Master of Education	Spanish 7-12 and SWD 7-12	2	1
Master of Education	Childhood Education 1-6 and SWD All Grades PreK-12 (Distance Education)	25	0
Master of Education	Early Childhood Education Birth-2 and SWD Birth - 2 (Distance Education)	38	0
	Total for programs that lead to initial credentials	358	102
Programs that lead to additional or advanced credentials for already-licensed educators			
Master of Education	Literacy Birth-2 and Literacy 5-12	31	20
Master of Education	Leads to any of the following based on the license held: SWD Birth-2, SWD 1-6, SWD 7-12, Severe and Multiple Disabilities annotation/extension	32	14
Advanced Certificate	ESOL PreK-12	0	0
	Total for programs that lead to additional/advanced credentials	63	34
Programs that lead to credentials for other school professionals or to no specific credential			
N/A	N/A	0	0
	Total for additional programs	0	0
	TOTAL enrollment and productivity for all programs	421	136
	Unduplicated total of all program candidates and completers	419	136

Added or Discontinued Programsl

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.
419
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.
136
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
240 (This number reflects recommendations for teaching certificates, not extensions.)
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.

Traditional Undergraduate Cohort Completion Rates
Our expected time frame is 4 years, and 1.5 times that is 6 years. In New York State, depending on the certification(s) being pursued, students must complete between 100 to 200 hours of fieldwork in order to be eligible to student teach.

The Traditional Undergraduate program in Teacher Education at Roberts Wesleyan University is a small but rigorous program that prepares students to earn their initial teaching certification(s) in New York State. As highlighted in the table below, 43 traditional undergraduate students began their studies at Roberts Wesleyan in the fall of 2018. Of those 43 students, 28 students graduated within 4 years while 1 student graduated within 6 years; this indicates that 65% of Roberts' Traditional Undergraduate Teacher Education students graduated within 4 years of starting the program.

Start Date	Major	Number of Students	Number of Students who Graduated in 100% time (4 years)	Number of Students who Graduated in 150% time (6 years)	Graduation Rate % (4 years)	Graduation Rate % (6 years)
Fall 2018	ECE/SWD	5	5	0	100%	N/A
Fall 2018	Childhood/ SWD	9	9	0	100%	N/A
Fall 2018	Adolescent Ed (Bio, Chem, ELA, Physics, Math, SS, SPAN) with optional SWD	6	3	0	50%	N/A
Fall 2018	Music Ed	13	6	1	46%	8%
Fall 2018	PE	7	2	0	29%	N/A
Fall 2018	Vis Arts	0	N/A	N/A	N/A	N/A
Fall 2018	ESOL/Childhood	3	3	0	100%	N/A

Pathway to Teaching Cohort Completion Rates					
Our expected time frame is 21 months and 1.5 times that is about 32 months. In the PTT program, if a student fails a class, they must stop out and wait until the next cohort (6 months) runs the class and will join back in with that cohort.					
Childhood & Adolescent Education					
Start Date	Major	Number of	Number of	Number of	Graduation Rate %	Graduation Rate %

		Students in Initial Cohort	Students who Graduated in 100% time (21 months)	Students who Graduated in 150% time (32 months)	(21 months)	(32 months)
*Added 2023 report Cohort 21 8/19/20	CH/SWD	12	7	3	58%	25%
	ADOL/SWD	6	2	0	33%	n/a
Cohort 22 8/22/20	CH/SWD	11	7	0	64%	n/a
Cohort 23 3/4/21	CH/SWD	8	8	0	100%	n/a
	ADOL/SWD	2	2	0	100%	n/a
Cohort 24 3/4/21	CH/SWD	3	2	0	67%	n/a
	ADOL/SWD	4	3	0	75%	n/a
Cohort 25 8/9/21	CH/SWD	9	8	0	89%	n/a
	SWD 7-12	1	0	0	0%	n/a
*Added 2024 report Cohort 27	CH/SWD	3	1	0	33%	n/a
	Adol/SWD	4	3	0	75%	n/a
	Generalist	1	0	0	0%	n/a
Cohort 28	CH/SWD	14	8	2	57%	14%
	Adol/SWD	1	0	0	0%	n/a
Cohort 29	CH/SWD	7	3	0	43%	n/a
	Adol/SWD	1	1	0	100%	n/a

Initial Certification Master's Program - Rochester Based

This program is designed to follow two tracks - full-time or part-time. Students who complete the program in a full-time status will take twelve credit hours per semester for three consecutive semesters before student teaching (total completion = 16 months). Students who complete the program in a part-time status will take six credit hours per semester for six semesters before student teaching (Total completion = 28 months). Students can switch tracks during the program based on personal preference.

Since there is an expectation that many students will elect to complete the program in 28 months, this table must be completed after 28 months have elapsed from the start date. Therefore, this table focuses on students who entered in Spring 2022. Based on the data in the table, all students in the Childhood programs completed the program within the advertised and expected time frame.

One student in the Childhood program from Spring 2022 completed the degree but was not recommended for certification.

Start Date	Major	# of Students	# of Students who Graduated in 16 months	# of Students who Graduated in 28 months	Graduation Rate 16 months	Graduation Rate 28 months	# of Students Still active	Rate of Students Still Active
Fall 2021	ECE/SWD	8	3	4	37.5%	50%	0	0%
Fall 2021	CH/SWD	20	8	8	40%	40%	3	15%
Fall 2021	Adol/SWD	7	4	1	57.1%	14.3%	0	0%
Spring 2022	ECE/SWD	2	0	1	0%	50%	0	0%
Spring 2022	CH/SWD	14	8	6	57%	43%	0	0%
Spring 2022	Adol/SWD	4	2	1	50%	25%	0	0%

Initial Certification Master's Program - Brooklyn Based

	The expected time frame is 12 months, and 1.5 times that is 18 months.					
Start Date	**Major**	**# of Students**	**# of Students who Graduated in 100% time (12 months)**	**# of Students who Graduated in 150% time (18 months)**	**Graduation Rate 100% (12 months)**	**Graduation Rate % 150 (18 months)**
Cohort 4, Early Childhood August 2022	ECE/SWD	36	34	35	94%	97%
Cohort 4, Childhood August 2022	CH/SWD	18	18	18	100%	100%
Cohort 5, Early Childhood August 2023	ECE/SWD	38	0	26	0%	68%*
Cohort 5, Childhood August 2023	CH/SWD	25	0	13	0%	52%*

*While this program is designed to be a one-year, cohort-based program, an anomaly in Cohort 5 pushed students to need more time. Some additional students will likely graduate after the submission of this report and still be in the 150% timeframe. We anticipate future cohorts to be at or near 100% in 12 months.

Master of Education in Literacy Professional Program								
The MED Literacy Program has two formal starts: August and January. Students can complete the program with full-time studies in one year. Part-time studies can take 2 or 3 years to complete, respectively. Many students are also full-time teachers and may decide part-time studies provide them with a work/life balance.								
Type of Cohort	**Start Date**	**# of Students**	**# of Students who Graduated in 100% time**	**#of students who Graduated in 150% time**	**# of Students who Graduated in 200%time**	**Graduation Rate 100 %**	**Graduation Rate 150%**	**Graduation Rate 200 %**

18 months	January 2022	11	8	0	2	73%	0	18%
3 years	August 2022	1	0	0	0	0	0	0
2 years	August 2022	8	5	0	0	63%	0	0
1 year	August 2022	10	7	1	0	70%	10%	0

Post Master's ESOL Advanced Certificate Program

There are no current students in this program. The university is reviewing program data to determine if this program should continue or be revised.

The **Master of Education in Special Education Professional Program** is a non-traditional program in which students choose their pace and can change it throughout the program. Therefore, completion time frames do not apply.

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%.

2023_2024 Certification Exam Pass Rates		
Note: The results reported below are from NYSTCE EdReports and represent the best annual attempt. If the number of test takers is 9 or below, NYSTEC EdReports does not report the pass rate.		
Exam	**RWU Pass Rate**	**NY State Pass Rate**
Biology CST	Low N (4)	81%
Chemistry CST	Low N (2)	93%

Earth Science CST	Low N (0)	89%
Educating All Students	97%	91%
English Language Arts CST	60%	74%
English to Speakers of Other Languages CST	Low N (3)	93%
French CST	Low N (0)	96%
Literacy CST	92%	86%
Mathematics CST	Low N (1)	63%
Multi-Subject B-2 Part 1	97%	83%
Multi-Subject B-2 Part 2	97%	87%
Multi-Subject 1-6 Part 1	91%	85%
Multi-Subject 1-6 Part 2	82%	81%
Multi-Subject 7-12 Part 1	72%	67%
Multi-Subject 7-12 Part 2	100%	83%
Multi-Subject Part 3	97%	93%
Music CST	100%	98%
Physical Education CST	Low N (4)	83%
Physics CST	Low N (0)	84%
Social Studies CST	Low N (8)	85%

Spanish CST	Low N (1)	97%
Students with Disabilities CST	89%	82%
Visual Arts CST	Low N (0)	97%
*Combination of Biology, Chemistry, Earth Science, ELA, French, Math, Physics, Social Studies, Spanish, ESOL, Music, PE, Visual Arts	82%	84%

For the English Language Arts CST, one student failed twice and has struggled to pass the assessment for five years. The Department has contacted him to offer support, guidance, and resources. He passed the exam in March 2024. Two other students failed the exam but were close to the passing level. The students across this data set are from multiple programs. Students in the Pathway to Teaching and Master of Education Initial Certification programs do not take their content core courses within the program, so we do not have oversight of their prior knowledge or those courses. However, as a Department, we will need to review their preparation and prior coursework. For students in the traditional undergraduate program, we will coordinate with the English department to ensure students are prepared for this examination.

For the Multi-Subject 7-12 Part 1 assessment, two students (1 Traditional Undergraduate, 1 Pathway to Teaching) attempted the test three times, and one student (Pathway to Teaching) attempted the test twice. These retakes contribute to the noted passing rate. Four total attempts were within 15 points of a passing score (520). Content for this assessment is embedded in the initial certification programs. Therefore, we will need to review the content of the literacy courses provided in these programs. One challenge is that the Pathway to Teaching and Master of Education Initial Certification programs are heavily reliant on adjunct instructors. However, since hiring one of our new faculty members with expertise in disciplinary literacies, we have been able to have her teach literacy courses across programs to ensure rigor and alignment. Soon, faculty will engage in a review of all literacy courses necessitated by NYSED to align with the science of reading.

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.
Two distinct pathways provided evidence of program quality and assurance from program completers. Program completers participate in a completer survey and a completer focus group. The first completer survey, sent in October 2024, included 12

questions. Twenty-three people participated in the survey out of 128 total completers (18%) from 7 program areas. The survey requested information about the program and pertinent information about their current teaching position or role. For each question asked about their specific program, students could choose from five answers: poorly, adequately, well, very well, and not enough information to say. Also, an optional question asked for comments they would like to share. Within this data set of responses, only eight responses were given for "poorly," 43 responses were given for "adequately," and 139 responses were given for "well" or "very well." The option "not enough information to say" was noted for four responses. We must use the information presented in the survey to enhance our program and look for any shortcomings reflected by the "poorly" or "adequately" responses.

The other opportunity for data collection came through the completer focus groups. Completer focus groups occurred in the Fall 2023 semester. Five completer focus groups occurred with students from the Master of Education in Literacy, Master of Education Initial Certification (Rochester-based), Pathway to Teaching, Traditional Undergraduate, and Master of Education in Special Education Programs. The data were organized by initial certification programs (Pathway to Teaching, Traditional Undergraduate, and Master of Education) and professional certification programs (Master of Education in Literacy & Master of Education in Special Education). We categorized data by program strengths, program weaknesses, and program implications. We had 8 initial certification students participate in the focus group. This group mentioned areas of improvement directly related to program initiatives already being addressed, such as more of a focus on classroom management, integrating more connections between preparation programs and K-12 learning environments, and data and assessment focus. For the professional certification group, we had three participants who participated in the focus group. This focus group provided insight into not finding a job immediately and ensuring a balance of assignments across all coursework.

These two opportunities afforded us data on completer information and opinions through numerical and narrative data.

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

On October 25, 2024, the Department sent a survey to 52 employers of our program completers with 11 responses. Principals were the primary target of this survey because they served as the direct supervisors for the program completers. By utilizing a survey, we seek to expand our available data compared to the above focus group. The survey asked respondents to consider our completers' performance in the following areas: community engagement, family engagement, culturally responsive educational practices, managing the learning environment, global perspectives, professional goal setting, collaboration, and content knowledge. Of the 11 responses, 10 responded Well or Very Well to every question. One respondent entered Adequately or Poorly for every question. Since the responses were anonymous and the respondent did not comment on the narrative option, it is difficult to determine the reasoning for these responses. For example, the number of completers in this respondent's school is unknown to assess impact and effect. In the optional narrative section, respondents stated that while an area of need is classroom management skills, our completers are "thriving," "well-prepared," and have "strong pedagogical foundations." Therefore, broadly speaking, the program completers in these respondents' schools are performing well, and the programs are effectively preparing them for the profession.

On November 20, 2024, we held a semi-annual advisory board meeting that included faculty and staff from the department engaging with teachers and administrators from our partner schools and districts. Employers noted a need for new teachers to understand the appropriate uses of social media to engage with students and families. Classroom management skills are consistently noted as a need for new teachers. Community partners were asked about policies and the use of generative artificial intelligence. Districts are attempting to learn the tools and develop pilot programs. The goal is to use generative artificial intelligence as a tool. As a department, we have developed a policy to designate when generative artificial intelligence is allowed (with proper citations) for instructional purposes and when it is not permitted. The goal is to continue to teach students how to create their own work while teaching the tools and their implications. In this meeting, district partners shared that there is increased turnover for various reasons. One cause of this turnover is the teacher shortage created district hopping, where large numbers of teachers switch districts (closer to home, more money, etc.). As a department, we must continue advising students on what to look for in a district when applying to ensure they are in a setting conducive to stability. Our community partners regularly share that classroom management is a challenge for new teachers and contributes to high turnover. As a program, we will need to continuously review the content in our classroom management courses to ensure students are prepared with theory and the mindset necessary to succeed in classroom settings. Finally, districts are continuing to review the literacy curriculum to align with recent research related to the Science of Reading and upcoming programmatic changes that will be required by New York State's Path Forward initiative. As a department, two professors completed a microcredential program in the Science of Reading, and all literacy courses have been updated to align with current research in this area.

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 early October 2024, the Department sent a survey to our recent graduates to determine employment rates for program completers. The surveys required respondents to indicate if they were currently employed and their place of employment (if applicable). Those surveyed included May and August 2024 graduates. There were 23 responses for the program completer's survey, including five from the Traditional Undergraduate program; three from the Pathway to Teaching program; nine from the Initial Certification graduate program, three from the Master of Education in Special Education professional program, and four from the Master of Education in Literacy professional program. Of those 23 respondents, 22 out of 23 (96%) graduates indicated that they were currently employed; no reason for unemployment was provided by the one respondent who stated unemployment.

These findings indicate a high total rate of employment for program completers; specifically, out of 23 responses, only one stated that they were not employed. These findings represent an average employment rating of 96% across all programs at Roberts Wesleyan University.

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
Initial Certification Programs AAQEP Aspect 1C CPAST T (Advocacy to Meet the Needs of Learners or for the Teaching Profession)	The expectation is that scores would average 2.6-3 for exceeding expectations and 2-2.5 for meeting expectations. Students scoring less than a 2 would not meet our expectations.	For the 2023-2024 academic year, each program (excluding Master of Education in Initial Certification - Brooklyn based, see completion table above) evaluated CPAST data in the Fall and Spring semesters. For Fall 2023, all but one teacher education participant scored a 2 or a 3 on this section of the CPAST. Of 53 students, one received a 0, 39 earned a three, and 13 earned a two. Thus, 99.98% of our students met our expectations. In Spring 2024, most teacher education participants also scored either a 2 or a 3, with only one student earning a score of 1. Of 51 students, 17 earned a three, 33 earned a two, and one earned a one. Thus, 98% of our students met our expectations.

Initial Certification Programs AAQEP Aspect 1D Assessment: Mentor Teacher Survey, Competency NYS Learning Standard #5 (Assessment for Student Learning: Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.)	The expectation is that, given a four-point scale, students will achieve a 3 or 4 on the given competency.	For the 2023-2024 academic year, each program evaluated Mentor Teacher Survey data in the Fall and Spring semesters. There were 38 responses from mentor teachers in the Fall of 2023. Of those responses, five responses were two, 18 responses were three, and 15 responses were four. Therefore, 87% of students met expectations. In Spring 2024, there were 39 responses. Of those responses, there were 14 responses of four, 16 responses of three, 8 of two, and one who rated a one. Therefore, 77% met expectations.
Master of Education in Literacy 1d. Assessment of and for student learning; assessment and data literacy; use of data to inform practice Portfolio - ILA Standard 3 (Assessment & Evaluation) Literacy CST (Component 2) (Foundations of Literacy Instruction and Assessment) 2.2 foundations of effective assessment, 2.3 assessment of students' literacy development	Students are expected to pass the Literacy CST and the portfolio evaluation. It is expected that students will earn 3s and 4s for each component of each assessment.	Of the 19 completers in the 2023-2024 academic year, none have reported scores for the Literacy CST to date (11/8/24).

		For the portfolio presentation evaluation, Standard 3 is composed of four components (3.1, 3.2, 3.3, 3.4). For component 3.1, 16/19 students earned 3s and 4s. For components 3.2, 17/19 earned 3s and 4s. Of the two that earned 1s and 2s, they also earned 1s and 2s on component 3.1. For component 3.3, 18/19 students earned 3s and 4s. The one that earned a 2 also earned 1s and 2s on the standards mentioned above. For component 3.4, 17/19 students earned 3s and 4s. Again, the two that did not, also earned 1s and 2s in the above components. So, 85% of students earned 3s and 4s for Standard 3.

Master of Education in Special Education 1a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought 1c. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning CEC Advanced Standard 2.0 Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.	One of the identified assessments for measuring proficiency in 1a. and 1c. of this standard is an assignment that expects students to understand assessment results, create culturally responsive lessons that align with students' IEP goals, and determine prescriptive curricular and supports based upon a student's individual needs. This is the GSPE 5665: Language Learning & Disabilities "Academically Responsive Support Plan and Mock Meeting" assignment. This assignment expects students to review a case study with a plethora of student evaluation data and standardized diagnostic test scores to determine program needs and to prescriptively adapt a curriculum unit that aligns with the most pressing student needs. Students also meet with the course instructor in a virtual, synchronous, "mock" student intervention meeting to assess their abilities to orally discuss the student's needs and advocate for services and accommodations. To meet the criteria for this assignment, the total assignment rubric scores are averaged, and the student must earn at least a 90% of all possible points (27/30 pts) and (4.5/5 pts on the effective advocacy criterion component); all assignment outliers are identified, documented, and supported as pertinent for student success in these areas.	All students in the program who completed this assignment during the 2023-2024 timeframe (n=15) earned a total rubric score of at least 28/30 (93% - 100%) and an advocacy score of 5/5 (100%).

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
Initial Certification Programs AAQEP Aspect 2c CPAST Rubric I: Safe and Respectful Learning Environment	Students are expected to earn a 2 or 3 on this scale (0-3).	During the Fall 2023 semester, students across all initial certification programs averaged a score of 2.83. This average score indicates that, on average, students demonstrate the skills and dispositions to create productive and respectful learning environments. Disaggregated data by program: Pathway to Teaching (2.85, n=14), Traditional Undergraduate (2.92, n=13), Graduate Initial Certification (2.77, n=26). Only one student did not meet the expectation.
Initial Certification Program AAQEP Aspect 2e Benchmark Assessment	On a seven-point scale, the expectation is that students will earn a score of at least 5.	The average score across programs was (n=144) was 6. Scores below 5 were only found in the Traditional Undergraduate program (n=7). These students elected to change their major or retake the course. Beginning in Fall 2024, this assessment will have a revised scale that is more narrow to allow greater internal consistency.
Master of Education in Literacy 2e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection Portfolio - ILA Standard 6 (Professional Learning & Leadership)	Students must present a programmatic portfolio aligned with the International Literacy Association (ILA) Standards. It is expected students will earn 3s and 4s for each component. Standard 6 (Professional Learning & Leadership) has four components (e.g., 6.1, 6.2, 6.3, 6.4).	For component 6.1, 100% students earned 3s and 4s. For components 6.2, 6.3, and 6.4, 18/19, or 94% of students earned 3s and 4s. One student earned 1s and 2s in the components above.

Master of Education in Special Education 2e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection

CEC Standard 5 (Leadership and Policy): Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments. | All students in the program (Professional and Initial Certification Tracks) must complete an assignment on professional growth competencies they display during their daily teaching at their respective schools. This assignment focuses specifically on students' level of performance aligned with Standard 5 (Leadership and Policy) of the Council for Exceptional Children (CEC) Advanced standards. The assignment is completed in an advanced specialization course offered in the Spring semester entitled GSPE 6743: Diagnostic and Prescriptive Collaborative Teaming. The assignment's evaluation tool uses a rating scale that is aligned to the five key components of Standard 5 (i.e., 5.1, 5.2, 5.3, 5.4, 5.5), which is divided into three distinct competency levels: mastery, proficient, developing, with points of 3, 2, 1, respectively. There is also an N/A rating if the competency is not available. These competency rows are excluded from the average score. All students are expected to earn an average score of no less than 2.0, demonstrating they are proficient in all of the advanced preparation leadership skills focused on in Standard 5. | During the Spring 2024 semester (offered in the Spring only), all students (n=14) in the course earned a score of 19 or higher out of 20 points on the assignment, with rubric scores of 3 or 2 on the rating tool. These scores indicate that all students demonstrate the skills and dispositions to set a goal, choose an accurate assessment measure, effectively self-assess and monitor their progress, and determine a "next steps" action plan based on their level of progress. |

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.

In the Spring 2024 semester, department leadership completed a needs analysis of the department's workgroups. The Department created most of these workgroups in response to the 2022 AAQEP self-study. Through this needs analysis, we determined which ad hoc groups had met their objective and could be phased out and which were still necessary. At the start of the Fall 2024 semester, department leadership reimagined how any critical remaining work would be accomplished. We reframed this work as interest groups to allow faculty and staff to choose a department initiative of interest that would support commitment and buy-in. Then, the Dean and Chair identified time in scheduled department meetings to allow opportunity for this work to be completed. This format ensures time is available and work does not need to be added to busy schedules. One of the workgroups is reviewing progress monitoring across initial certification programs. This workgroup created assessments to develop a monitoring system to track progress. After a year of this process, we want to review the effectiveness of these assessments and our tracking mechanisms. We have identified some inefficiencies and are developing a more streamlined data analysis process. Additionally, with the help of a new Instructor in the department, we used quantitative analysis to review the internal consistency of our Teacher Performance Assessment. This analysis showed that rubrics must be revised to create more consistent outcome measures. The progress monitoring interest group will be responsible for these revisions. The ability to do quantitative analysis is a new opportunity for the department and will support the continued improvement of our assessments and outcomes.

As noted in the 2023 Annual Report, the Department's Brooklyn-based initial certification graduate program continues in a distance learning format and increased enrollment by 16%. A new program director has taken leadership of the program and updated tracking and coordination systems to improve efficiency and oversight. Additionally, several instructors (full-time faculty and adjunct instructors) have been shifted to this program to ensure courses are taught by highly qualified instructors with expertise in their field.

The Department slightly modified the leadership structure. In the 2023-2024 academic year, the Department had two Chairs to oversee initial and professional certification programs, respectively. For the 2024-2025 academic year, the Department moved to a traditional model with one Chair - Dr. Katie Heath. Dr. Adam Huck continues as Dean of the School of Education and Social Work. This continuity has allowed the Department to continue with previous initiatives and smooth transitions.

The New York State Education Department (NYSED) revised regulations to require special education and literacy programs to be inclusive of all grades. As a result, each program director needed to revise program and course requirements to meet the new regulations. NYSED has approved all of the Department's program changes. Updates for three programs (Literacy, MED Elyon, Pathway to Teaching) were implemented in the Fall 2024 semester. The updates for the remaining programs (Traditional Undergraduate, MED Initial Certification, MED Special Education) will begin with students entering in Fall 2025. In addition to the all-grades designation for Students with Disabilities certification, the changes to the Traditional Undergraduate programs included content-specific methods courses in the Early Childhood and Childhood programs. For the Traditional Adolescence programs, students will now be required to take TEDU 3940 Culturally Responsive Teaching. This change was a priority for the Department to align with AAQEP standards, NYSED regulations, and the needs of community partners.

The coming year will present challenges similar to those of last year. The Department's overall enrollment numbers are steady. These enrollment numbers are due to increases in some programs and decreases in other programs. These changes have caused shifts in personnel and resources as faculty loading is changed to enhance growth areas. Programs with enrollment decreases are modifying the frequency of course offerings and working with the Admissions department to support recruiting efforts. Two programs - Traditional Undergraduate ESOL and post-Master's ESOL - will be paused due to low enrollment. The Department hopes to reimagine how students can obtain or extend their certification to this area due to its critical need in schools. Coupled with enrollment challenges are the regional and national teacher shortages. So, we must work to encourage students to attend our university and highlight the benefits of becoming a teacher.

Finally, we face challenges in filling faculty positions in meeting NYSED regulations and AAQEP standards. Last year, we posted for three open faculty positions. Two positions were to replace faculty who left, and one was to increase capacity due to AAQEP's position that the University needed to provide the Department with more resources. The Department hired the equivalent of 1.5 FTE through the 2023-2024 search process. So, this process and a faculty step-down plan have resulted in the Department entering the 2024-2025 academic year being down the equivalent of 1.0 FTE. Two faculty members left the University during the Fall 2024 semester, so the Department is currently down 3.0 FTE compared to the 2022 self-study. The Department has received approval to hire one faculty member to support all programs, especially the Pathway to Teaching and Master of Education in Initial Certification (Brooklyn) programs. Additionally, the Physical Education program director announced her retirement effective at the conclusion of the 2024-2025 academic year. As of the writing of this annual report, a replacement hire has been approved. The Department hopes that this posting will be live by early January 2025.