AAQEP Annual Report for 2025

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 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 (Birth-2) & Students with Disabilities (Birth-2)
Childhood (1-6) & Students with Disabilities (All grades)
Childhood (1-6) & ESOL (Grades Pre-K-12)
Adolescence Education (7-12)
Adolescence Education (7-12) & Students with Disabilities Generalist (All grades)
Visual Art Education (Grades Pre-K-12)
Physical Education (Grades Pre-K-12)
Music Education (Grades Pre-K-12)

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

The Initial Certification Master of Education program, offered as a distance education program, includes the following areas:
Early Childhood (Birth-2) & Students with Disabilities Generalist (Birth-2)
Childhood (1-6) & Students with Disabilities Generalist (All grades) (Initial/Professional Certification)
Adolescence (7-12) & Students with Disabilities Generalist (All grades) (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 (Birth-2) & Students with Disabilities Generalist (Birth-2)
Childhood (1-6) & Students with Disabilities Generalist (All grades) (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, PreK - Grade 12)

The Master of Education - Special Education program, offered as a distance education program for previously certified teachers, includes the following certification area:
Special Education (Initial/Professional Certification, Birth-Grade 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/departments/department-of-teacher-education/teacher-education-accreditation/

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	**Certificate, License, Endorsement, or Other Credential** granted by the state	**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			
Bachelor of Science	Childhood 1-6 and SWD 1-6	30	4
Bachelor of Science	Early Childhood Birth-2 and SWD Birth-2	5	2
Bachelor of Science	Biology 7-12 and possible SWD	0	0
Bachelor of Science	Chemistry 7-12 and possible SWD	0	0
Bachelor of Science	English 7-12 and possible SWD	7	3
Bachelor of Science	Math 7-12 and possible SWD	2	1
Bachelor of Science	Physics 7-12 and possible SWD	0	0
Bachelor of Science	Social Studies 7-12 and possible SWD	10	5
Bachelor of Science	Music Education PreK-12	22	3
Bachelor of Science	Physical Education PreK-12	31	3

Bachelor of Science	Visual Arts Education PreK-12	7	2
Bachelor of Science	Childhood 1-6 and ESOL PreK12	6	0
Bachelor of Science	Pathway to Teaching Childhood 1-6 and SWD	76	33
Bachelor of Science	Pathway to Teaching Biology 7-12 and SWD	1	0
Bachelor of Science	Pathway to Teaching Chemistry 7-12 and SWD	1	1
Bachelor of Science	Pathway to Teaching Earth Science 7-12 and SWD	1	1
Bachelor of Science	Pathway to Teaching English 7-12 and SWD	5	1
Bachelor of Science	Pathway to Teaching French 7-12 and SWD	0	0
Bachelor of Science	Pathway to Teaching Math 7-12 and SWD	1	0
Bachelor of Science	Pathway to Teaching Physics 7-12 and SWD	0	0
Bachelor of Science	Pathway to Teaching Social Studies 7-12 and SWD	1	0
Bachelor of Science	Pathway to Teaching Spanish 7-12 and SWD	2	0
Bachelor of Science	Pathway to Teaching SWD Generalist	10	2
Master of Education	Childhood Education 1-6 and SWD	25	14
Master of Education	Early Childhood Education Birth-2 and SWD Birth - 2	6	3
Master of Education	Biology 7-12 and SWD	7	5
Master of Education	Chemistry 7-12 and SWD	1	1
Master of Education	Earth Science 7-12 and SWD	0	0
Master of Education	English 7-12 and SWD	7	3
Master of Education	French 7-12 and SWD	0	0
Master of Education	Math 7-12 and SWD	3	2
Master of Education	Physics 7-12 and SWD	0	0
Master of Education	Social Studies 7-12 and SWD	5	2
Master of Education	Spanish 7-12 and SWD	2	1

Master of Education	Childhood Education 1-6 and SWD All Grades PreK-12 (NYC)	53	53
Master of Education	Early Childhood Education Birth-2 and SWD Birth-2- 2 (NYC)	81	81
	Total for programs that lead to initial credentials	408	226
Programs that lead to additional or advanced credentials for already-licensed educators			
Master of Education	Literacy Birth-Grade 12	21	10
Master of Education	Leads to any of the following based on the license held: SWD Birth-2, SWD 1-6, SWD 7-12, SWD All Grades, Severe and Multiple Disabilities annotation/extension	30	14
	Total for programs that lead to additional/advanced credentials	51	24
Programs that lead to P-12 leader credentials			
	Total for programs that lead to P-12 leader credentials		
Programs that lead to credentials for specialized professionals or to no specific credential			
	Total for programs that lead to specialized professional or no specific credentials		
	TOTAL enrollment and productivity for all programs	459	250
	Unduplicated total of all program candidates and completers	455	250

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.)

Four programs have been internally paused due to low enrollment: B.S.Ed. English to Speakers of Other Languages, B.S.Ed. Early Childhood and Special Education, M.Ed. Early Childhood and Special Education, and Post-Graduate Certificate in English to Speakers of Other Languages. For each program, any current students are being taught to completion of their degree without disruption. However, no new students are being accepted. The programs are not being eliminated at this time to allow for a potential relaunch when enrollment trends shift.

The Department of Teacher Education received approval from the New York State Education Department to offer a residency apprenticeship track for the Master of Education initial certification programs. The courses are the same as those in the traditional track, but this new track will aim to expand partnerships with community partners and provide employment opportunities for future students.

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.
455
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.
250
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
462
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 below table, 31 traditional undergraduate students began their studies at Roberts Wesleyan in the fall of 2019. Of those 31 students, 19 students graduated within 4 years while 3 students graduated within 6 years; this indicates that 61% 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 2019	ECE/SWD	3	1	0	33%	N/A
Fall 2019	Childhood/ SWD	8	6	0	75%	N/A
Fall 2019	Adolescent Ed (Bio, Chem, ELA, Physics, Math, SS, SPAN) with optional SWD	2	2	0	100%	N/A
Fall 2019	Music Ed	6	2	2	33%	33%
Fall 2019	PE	7	4	1	57%	14%
Fall 2019	Vis Arts	3	3	0	100%	N/A
Fall 2019	ESOL/Childhood	2	1	0	50%	N/A

Pathway to Teaching Cohort Completion Rates

Our expected timeframe is 21 months, and 1.5 times that is approximately 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

Term	Major	Number of Students in Initial Cohort	Number of Students who Graduated in 100% time (21 months)	Number of Students who Graduated in 150% time (32 months)	Graduation Rate % (21 months)	Graduation Rate % (32 months)
Cohort 30	Childhood/SWD	20	12	1	60%	5%
	Adolescence/SWD	5	3	0	60%	n/a
Cohort 31	Childhood/SWD	8	6	1	75%	13%
	Adolescence/SWD	1	0	0	0%	n/a
Cohort 32	Childhood/SWD	10	9	0	90%	n/a
	Adolescence/SWD	2	0	0	0%	n/a
Cohort 33	Childhood/SWD	16	14	0	88%	n/a
	Adolescence/SWD	1	0	0	0%	n/a
	Generalist	2	2	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 or life circumstances.

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.

Start Date	Major	# of Students	# of Students	# of Students	# of Students	Graduation Rate	Graduation Rate	Graduation Rate	# of Students	Rate of Students

			who Graduated in 16 months	who Graduated in 28 months	who Graduated In 40 months	16 months	28 months	40 months	Still active	Still Active
Fall 2022	ECE/SWD	6	2	1	2	33%	17%	33%	0	0%
Fall 2022	CH/SWD	12	7	2	2	58%	17%	17%	0	0%
Fall 2022	Adol/SWD	12	2	5	2	17%	42%	17%	0	0%
Spring 2023	ECE/SWD	2	0	2	0	0%	100%	0%	0	0%
Spring 2023	CH/SWD	5	0	2	1	0%	40%	20%	1	20%
Spring 2023	Adol/SWD	7	1	3	2	14%	43%	29%	0	0%

Initial Certification Master's Program - Brooklyn-Based

The expected timeframe is 12 months.

Start Date	Major	# of Students	# of Students who Graduated in 100% time (12 months)	Graduation Rate 100% (12 months)
Cohort 6, Early Childhood August 2024	ECE/SWD	43	43	100%
Cohort 6, Childhood August 2024	CH/SWD	28	28	100%

Master of Education in Literacy Professional Program

The MED Literacy Program has two formal starts: August and January. Students who start in August can complete the program with full-time studies in one year. Students who start in January can complete the program, part-time, in 18 months. Part-time studies can take 2 or 3 years to complete, respectively. Many students are also full-time teachers and may decide that part-time studies offer them a better work-life balance.

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% (1 year)	Graduation Rate 150% (18 months)	Graduation Rate 200% (2 years)
January 2023	8	0	6	0	0	75%	0
August 2023	10	4	0	4	40%	0	40%

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%.

2024_2025 Certification Exam Data

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 Name	RWU Pass Rate	NYS Pass Rate
Biology	Low N (5)	77%
Chemistry	Low N (1)	90%
Earth Science	Low N (1)	90%
Educating All Students (EAS)	90%	91%
English Language Arts	Low N (7)	76%
ESOL	Low N (3)	89%
Literacy	100%	84%
Mathematics	Low N (2)	57%
MS B-2 Part 1	92%	81%
MS B-2 Part 2	95%	84%
MS 1-6 Part 1	87%	85%
MS 1-6 Part 2	85%	79%
MS 7-12 Part 1	86%	64%
MS 7-12 Part 2	83%	79%
MS Part 3	94%	92%
Music	Low N (6)	99%
Physical Education	Low N (4)	73%
Physics	Low N (1)	78%
Social Studies	73%	84%
Students with Disabilities	88%	79%
Visual Arts	Low N (3)	97%

All RWU pass rates were comparable to or exceeded NYS pass rates except for the Social Studies CST. For that exam, there were only 11 best annual attempts, and of those 11, three were failures. Of the three failures, one student was from our non-traditional undergraduate program (Pathway to Teaching) and one student was from the initial certification graduate program. Students in these programs received pedagogical instruction only through their programs; the social studies content coursework was transferred in from other institutions. Thus, Roberts Wesleyan University does not provide the content for these exams in these programs. Additionally, students in these two programs are often non-traditional students who have sometimes been away from school for an extended period.

F. Explanation of **evidence available from program completers**, with a characterization of findings.
Program completers participated in a completer survey sent in October 2025, which included 12 questions. Thirty-three people participated in the survey out of 247 total completers (approximately 13.36%) from various 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, or not enough information to say. Also, an optional question asked for comments they would like to share. Within this data set of responses, 19 responses were given for "poorly" (7.20%), 41 responses were given for "adequately" (15.53%), 80 responses were given for "well" (30.30%), and 90 responses were given for "very well" (34.09%). The option "not enough information to say" was noted for 34 responses (12.88%).

Program representation was heavily concentrated in the Elyon Master's Program (Brooklyn-based), which accounted for 72.73% of respondents (24 individuals). Other programs had smaller participation: Pathway to Teaching Undergraduate (9.09%, 3 respondents), Traditional Undergraduate and Initial Certification Master's (6.06% each, 2 respondents each), and Master's in Literacy and Master's in Special Education (3.03% each, 1 respondent each). This indicates a strong predominance of responses from the Elyon Master's Program.

Survey responses highlight both program strengths and areas for improvement. Responses categorized as "poorly" (7.20%) or "adequately" (15.53%) identify specific opportunities for growth. Completers indicated a need for stronger connections with local school districts to support job placement, more comprehensive training in behavior management and classroom strategies, particularly for undergraduate students, deeper integration of culturally responsive teaching, and broader, content-specific field experiences across diverse settings and grade levels. Addressing these areas will enhance the program's effectiveness in preparing educators for real-world teaching challenges.

Conversely, the majority of responses, "well" (30.30%) and "very well" (34.09%), totaling 64.39%, affirm high overall program quality and completer satisfaction. Positive feedback emphasizes strong preparation for certification exams and initial teaching positions, development of teacher leadership skills, program flexibility, excellence in the literacy program, proficiency in content and data analysis, and effective pedagogical strategies. Additionally, completers consistently praise the program's organization

and the expertise of its faculty. These strengths provide a solid foundation for continued program improvement and refinement. This opportunity provided insights into the perspectives of completers through quantitative and qualitative data.

G. Explanation of **evidence available from employers of program completers**, with a characterization of findings. 5

An employer survey was conducted from October 7 to October 29, 2025. Of the 66 employers contacted, 15 responded. The purpose of the survey was to assess the performance of our program completers from the perspective of their employers. By collecting both quantitative ratings and qualitative feedback, the survey provided a comprehensive view of completer performance.

Quantitative responses indicate strong overall performance from program completers. The anonymous data, based on 15 responses, highlights the following strengths (rated "Well" or "Very Well"): Managing Learning Environment (16 responses, highest positive ratings), Collaboration (16 responses), Content Knowledge (15 responses), Community Engagement (15 responses), Professional Goal Setting (15 responses), Culturally Responsive Practices (15 responses), and Family Engagement (12 responses). Areas with some lower ratings or "Not enough information to say" included Global Perspectives (5 responses indicated "Not enough information to say," suggesting less observable opportunities for this competency), Family Engagement (3 "Adequately" ratings and 1 "Not enough information to say" rating), and Community Engagement, Culturally Responsive Practices, and Content Knowledge (each received one "Adequately" rating).

Optional comments offered valuable qualitative feedback, revealing both strengths and areas for improvement. Strengths included exceptional individual performance, with employers praising specific completers for their instructional skills, relationship-building, and dedication. For example, "(Roberts Student) is one of the top teachers at my school. Her instructional practice and how she prioritizes relationships are outstanding!" The program's emphasis on social justice was also recognized as a significant asset: "I appreciate the social justice lens that RWU instills in all of their teaching candidates." Employers generally expressed satisfaction with their hires. Areas for improvement included specific pedagogical knowledge, with one comment suggesting a need for more focused training: "Please ensure candidates are familiar with the science of reading." Additionally, some comments indicated a potential mismatch during interviews regarding specific school values, suggesting a need for completers to articulate their approaches in diverse contexts.

Program completers consistently demonstrate strong performance in key competencies, including managing learning environments, collaboration, and content knowledge. This point is reinforced by positive qualitative feedback, including recognition of individual excellence and the program's effective emphasis on social justice. While there are minor areas for growth, particularly

in global perspectives and specific pedagogical knowledge, the overall assessment of program completers and the program's effectiveness is highly positive.

I. Explanation of how the **staffing capacity** for program delivery and administration, and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

In the past year, the department lost two staff members (one full-time, one part-time) due to institutional reductions in force. The program also saw two full-time faculty members retire and replaced one of those positions. While student enrollment has remained steady at 372 students in the 2024–2025 academic year compared to 376 students in the 2025–2026 academic year, the department experienced a reduction of 1.5 FTE in staff and 1.0 FTE in faculty over the last year.

Since its self-study in 2022, the department has seen a reduction of 3.0 FTE in faculty and 2.0 FTE in staff while maintaining comparable enrollment numbers (404 students in the 2022–2023 academic year and 376 students in the 2025–2026 academic year).

In addition to the above-mentioned reductions, the university eliminated the Department Chair position from the Department of Teacher Education. The job description for the department chair listed oversight of accreditation as one of the primary responsibilities. The institution reduced course load credits for program leadership roles across all programs and eliminated the program director role for the Physical Education program (2025–2026 enrollment: 34).

As a result of these changes, some programs now rely more on adjunct faculty. Additionally, accreditation oversight is now informally shared by the dean, a program director, two faculty members, and one staff member. The reductions in course load credits and leadership positions have also prompted faculty to teach more courses in an attempt to make up for lost income. However, due to these changes, 8 out of 11 (~73%) faculty members are earning less income from lowered course loading credits and fewer opportunities to teach courses.

On December 2, 2025, the university approved the hiring of 1.0 FTE for the Department of Teacher Education, with a start date of July 1, 2026. This position will seek to provide a full-time faculty member in programs that are currently heavily reliant on adjunct instructors. Additionally, this position will enable the Department to explore program expansion opportunities.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) 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 (name and description)	Criteria for success	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 2024-2025 academic year, each initial certification program (excluding the Master of Education in Initial Certification - Brooklyn-based, as shown in the completion table above) evaluated CPAST data in both the Fall and Spring semesters. The CPAST was completed by 85 students in the 2024-2025 academic year. In this assessment, 22 students (26%) received a score of 2, and 62 students (73%) received a score of 3. Thus, 84 out of 85 students, or 99%, met or exceeded our expectations. There was only one student who received a score of 1 (.01%).
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 2024-2025 academic year, each program evaluated Mentor Teacher Survey data in the Fall and Spring semesters. There were 65 responses in total. Of those responses, one response was a one, three responses were a two, 26 responses were a three, and 35 responses were four. Therefore, 94% of students met expectations, meaning they received either a score of 3 or a 4.

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 10 completers in the 2024-2025 academic year, five reported scores for the Literacy CST to date (10/5/25). Of the 10 students, all passed the CST. When specifically examining Component 2, Foundations of Literacy Instruction and Assessment, only one student scored a 2; all others scored 3s or 4s. All ten students/completers earned 3s and 4s on components 2.2 and 2.3 in the portfolio presentations, showing understanding of literacy assessments and how to use assessment data to inform instruction.

| Master of Education in Special Education

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 | GSPE 5665: Language Learning & Disabilities "Academically Responsive Support Plan and Mock Meeting" assignment is a key assessment for Aspect 1c.

    This assignment requires students to review a case study with a wealth of student evaluation data and standardized diagnostic test scores to identify program needs and prescribe 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.

    Students must score 90% or above and earn a 4.5/5 on the effective advocacy rubric to meet expectations for success. | All 8 students in the 2024-2025 academic year course scored 90% or higher on the assignment, with every student earning a score of 5 out of 5 (demonstrating proficiency in exemplary ways) on the advocacy skills rubric component. Based on the instructor's feedback, the students were able not only to advocate for the needs of the student via a culturally responsive lens, but they also communicated how and why their identified practices, accommodations, and related service delivery recommendations would build on the student's strengths and meet his needs in targeted and meaningful ways. Of the 8 students, 2 are currently in the Initial Certification Track. The students were assessed by the instructor as "clearly meeting or exceeding" the assignment components, demonstrating that all students (either Initial or Professional Track) were able to recommend prescriptive, targeted program supports and curricular adaptations which align with NYS's Culturally Responsive-Sustaining (CS-R) educational framework. |

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Initial Certification Program AAQEP Aspect 2c	Initial certification students write a comprehensive written Classroom	Of the 166 students who completed the assessment, 163 (98.2%) ultimately

Classroom Management Plan Benchmark Assessment	Management Plan (CMP) demonstrating foundational competencies aligned with AAQEP 2c, NYS Teaching Standards 1 (Knowledge of Students & Student Learning) and 4 (Learning Environment), as well as CR-S Framework Principles 1 (Welcoming & Affirming Environment) and 2 (High Expectations & Rigorous Instruction).
	
	Outcomes Assessment
	  a) The CMP is scored with a three-point Standards-aligned rubric. Students are expected to earn at least 80% of the total points.
	
	  b) Additionally, four Standards-based competency indicators (listed above) are individually evaluated as met or unmet (1, 0).
	
	If a student does not yet meet a) 80% of the total points or b) any of the four competencies, they have the opportunity to revise and resubmit the assessment to complete the benchmark.
		passed the assessment. Across all students, the average score was 92.26% (SD = 12.05%). Two candidates did not submit the assessment, and one candidate chose not to revise after receiving an initial failing score. Included in these outcomes were four candidates who submitted revisions and subsequently earned passing scores.
		
		Across the four standards-aligned competency indicators assessed in the Classroom Management Plan, 164 of 166 candidates (98.8%) demonstrated proficiency by meeting all four competencies. The two non-completers did not meet any of the competency indicators because they did not submit the assessment. The one student who did not meet the 80% performance threshold nonetheless met all four competency indicators, indicating that the overall score was below the threshold, not the competency ratings.

Initial Certification Program
AAQEP Aspect 2e
Professional Goal Setting Benchmark Assessment
	Students are expected to set, revise, and critically reflect on two S.M.A.R.T. professional goals: 1) a career/academic-based goal and 2) a disposition-based goal, to demonstrate their ability to engage in professional growth throughout a semester. This benchmark assessment aligns with AAQEP 2e, NYS Teaching Standard VII: Professional Growth, and CR-S Education Framework 4: Ongoing Professional Learning & Support.
	
	Outcomes Assessment:
	  a) To meet expectations, students must earn at least 80% of the total points (11 of 14) scored on a three-point rubric.
	  b) Additionally, students are evaluated on NYS Teaching Standard VII, "Professional Growth," as a competency indicator, which is assessed as either met or unmet (1, 0).
	
	If a student does not meet (a) 80% of the total points or (b) the competency assessment (NYS Teaching Standard VII), they will have the opportunity to revise and resubmit the assessment in order to complete the benchmark.
		Among initial certification Teacher Education candidates, 146 of 151 students (96.7%) successfully met the standards of the Goal Setting Benchmark Assessment, with four students falling below standards and one non-completer. All students who did not meet standards were advised to retake the course. This pattern of success aligns with performance on NYS Teaching Standard VII, where the same students (96.7%) met the minimum competency threshold.
		
		An additional five students who were not Teacher Education initial certification candidates (N = 5) took the course, of whom four (80%) met the standards, and one student fell below the standards. This pattern of performance mirrors the expectations for NYS Standard VII, where the same students (80%) met the minimum competency threshold.

Master of Education in Literacy 2e. Establish goals for their own professional growth and engage in	Students must present a programmatic portfolio aligned with the International Literacy Association (ILA) Standards. It is expected that students will earn 3s and	All ten students earned 3s and 4s for Standard 6 components 6.1, 6.2, 6.3, and 6.4. They showed evidence of professional growth, self-assessment,

self-assessment, goal setting, and reflection Portfolio - ILA Standard 6 (Professional Learning & Leadership)	4s for each component. Standard 6 (Professional Learning & Leadership) has four components (e.g., 6.1, 6.2, 6.3, 6.4).	and reflection through artifacts (assignments) showcased in their portfolios.
Master of Education in Special Education 2e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection	The key assessment for GSPE 6743: Diagnostic and Prescriptive Collaborative Teaming, titled "Professional Growth as Teacher Leaders," requires students to set two self-improvement goals with a school leader, aligning with the CEC Advanced Preparation Standards: one from Standards 1-3 and one from Standards 4-7. Success is achieved by earning an average score of 2.0 or above (out of 3.0) on the assessment's rating tool.	Each of the 7 students in the Spring Term B course met the required average score for the overall assignment. It is important to note that only 1 of the students is in the Initial Certification Track, and she is currently teaching in her 7-12 certification area at a school specifically for students with complex behavioral needs. Since all the students are currently teaching as special education teachers, setting and meeting professional goals aligned with the Advanced CEC standards would seem to be easier to achieve and evaluate. We will continue to monitor student performance on this assignment next Spring.

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.

Due to university reductions, the position of Department Chair was eliminated. Before the end of the 2024-2025 academic year, the program directors within the department met to discuss how to realign oversight and functionality in the absence of this leadership role. For the 2025-2026 academic year, the Department is adopting a decentralized approach, with each program director leading their respective program.

A key component of the Department Chair position was oversight of key aspects of the accreditation process. To address this need, the Dean established an Accreditation Team within the department, comprising key leaders, to leverage strengths and

share the workload related to accreditation. This team meets monthly and communicates accreditation priorities to the program directors.

On May 20, 2025, AAQEP notified the university that the Accreditation Commission removed concern statements related to the 2022 self-study. This news was welcomed and represents a recognition of the department's tremendous efforts to address those needs. The Department is continuing to monitor these areas internally to ensure long-term effectiveness.

The Master of Education initial certification programs received approval from NYSED to offer a residency apprenticeship track beginning in the Fall 2025 semester. This track offers students the opportunity to work while pursuing graduate courses. Although no students have entered this track due to travel distance or already being employed, we continue to target it as an opportunity for growth.

The online initial certification graduate program, targeted for students in Brooklyn, NY, continues to have strong enrollment. This year's cohort represents a 44% increase over last year. This increase in enrollment has created challenges in ensuring overall instructional quality and oversight. The Teacher Education faculty has responded with professionalism to shift time and attention to these students. Curriculum is reviewed by instructors and aligned with NYSED standards as well as comparable courses in other programs.

The Master of Education in Special Education program has shifted to a traditional 15-week calendar. This change was necessitated by NYSED regulations related to student teaching requirements. However, there are additional benefits to the change, as students will have more time to engage and demonstrate proficiency in course content and skills. Additionally, students in the Literacy and Special Education programs now have opportunities to take a course that is shared between the two programs. This change will allow a more robust student experience while simultaneously reducing instruction costs.

The coming year will present challenges similar to those of last year. The Department's overall enrollment numbers have been steady over the last several years. These enrollment numbers are due to varied trends in enrollment across all programs. As a result, the Department shifts personnel and resources accordingly. Programs with enrollment decreases are adjusting the frequency of course offerings and collaborating with the Admissions department to support recruitment efforts. Four programs (B.S.Ed. ESOL, B.S.Ed. Early Childhood and Special Education, M.Ed. Early Childhood and Special Education, and post-Master's ESOL) have been paused due to low enrollment. Students currently enrolled in these programs will complete their respective degrees, but no new students are being accepted into them.

The Master of Education in Literacy program has received internal approvals to offer a post-master's Literacy certificate. This certificate is designed for teachers who already hold professional certification and are seeking an additional credential. These students would take 18 credit hours of courses we already offer, thus providing a cost-efficient opportunity to recruit additional students. The start date is targeted for Fall 2026, pending final NYSED approval.

Recently, the Department signed a Memorandum of Agreement with NYSED to facilitate the sharing of data related to completer information. The Department has received the initial report and will consider its implications and use in supporting program evaluation and assessment. This will be important to continue our outreach and support to first-year completers. Initial attempts have not been successful for various reasons, completers' time for engagement and low response rate on attempts to engage (alumni gathering, newsletter, etc.).