AAQEP Annual Report for 2024

Provider/Program Name:	St. Thomas Aquinas College, Teacher Preparation Programs
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	Spring 2030

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.

Consistent with the mission of the College, the vision of the School of Education (SOE) is to prepare knowledgeable, caring educators who are dedicated to their students' intellectual and social growth and to their own development as articulate, responsible professionals and lifelong learners. This vision is reflected in the mission statement of the school: *to prepare educators who are informed decision-makers who create effective learning opportunities for all students*. We strive to prepare our graduates to make informed decisions that will result in effective, inclusive learning opportunities for all students; to prepare future educators to become effective communicators and collaborators who have a strong understanding of their disciplines and the assessment practices that drive their instruction; and to create reflective, lifelong learners who will have a positive effect on student achievement and will become master teachers and leaders. Regardless of content area or developmental levels, this mission applies to all teacher education programs, at both the undergraduate and graduate levels.

Conceptual Framework of the School of Education

The vision of the SoE is drawn from our conceptual framework and reflected in the College's mission statement delineated in the introduction. The proficiencies that we expect of our candidates are articulated in **eight learning outcomes** that clearly articulate the knowledge, skills, and dispositions expected of candidates in all teacher preparation programs at both the baccalaureate and graduate levels. The outcomes guide the design of curriculum, instruction, learning activities, field-based assignments, clinical practice, and assessment measures of candidate competence. Our learning outcomes are aligned with NY State teaching standards, InTASC and AAQEP standards**.** Though listed separately, the learning outcomes are interrelated. Moreover, for each outcome we have chosen to integrate the knowledge component with the corresponding skill. The learning outcomes of our teacher education programs lead our candidates to create student-centered, and knowledge-centered environments in which they use assessment to support learning, and to develop as reflective, responsible professionals.

Our learning outcomes are the following:

Student-Centered Environment

1. An *understanding* of human development and of the diverse individual and contextual factors that influence motivation and learning, and the *ability* to differentiate instruction to promote student learning. 2. An *understanding* of classroom organization and management, and the *ability* to design and maintain safe and mutually respectful learning environments that support student motivation, social interaction, and learning.

Knowledge-Centered Environment

3. An *understanding* of the disciplines and their specific pedagogy, and the *ability* to organize and express knowledge in multiple ways to promote mastery of content.

4. An *understanding* of learning as a socially-mediated, constructive process, and the *ability* to use evidence-based instructional methods and emerging technologies to support student learning, problem solving, and critical thinking.

The Use of Assessment to Support Learning

5. An *understanding* of assessment as an ongoing process involving multiple sources of information and varied assessment techniques, and the *ability* to design/select assessments to monitor and evaluate student progress.

6. An *understanding* of how assessment informs instruction, and the *ability* to use assessment data to adjust instruction to support student learning.

Professional Practices

7. An *understanding* of the importance of effective interpersonal relationships and ethical practice, and the *ability* to collaborate with students, parents, colleagues, and the community to promote students' learning and well-being.

8. An *understanding* of the use of self-evaluation and reflection as tools for professional growth and the *ability* to use the resources within the school and broader professional community supports for professional growth as a teacher and leader.

School of Education Programs

The SoE offers both undergraduate and graduate programs. The teacher certification programs at the **undergraduate level** include BSEd. in Childhood Education, Childhood and Early Childhood Education, and Childhood and Special Education; BA/BS degrees with grades 7-12 teacher certification in English, mathematics, Spanish, and social studies, and BA in Visual Arts with K-12 certification. Starting fall 2022, secondary science certifications are offered as dual degree programs, BA in biology, chemistry, or physics with MST in Adolescence Education, grades 7-12 certification. At the **graduate level,** the school offers Master of Science in Teaching (MST) programs for initial teacher certification in Childhood Education, Art Education and Adolescent Education. All three programs can be combined with Special Education. We offer advanced programs

including Master of Science in Education (MSEd.) for professional certification in Literacy, and Special Education. Additionally, we offer post-master's certificate programs in Literacy, Special Education, and Autism.

The design of the teacher education program ensures that candidates develop the knowledge, skills, and dispositions essential for effective teaching. In accordance with NYSED regulations, candidates in the Childhood Education programs complete a 30 credit concentration in an academic area, while Adolescence Education candidates complete a major in an academic area. Methodology coursework in each of the content areas that candidates will be required to teach strengthens their preparation and is a distinguishing feature of our programs. Field-based experiences, including work with diverse learners, are a critical component of our candidates' preparation and serve to support theoretical concepts acquired in the college classroom. Additionally, participation required in professional development activities offered at the College provides opportunities to interact with and learn from the broader professional community.

In response to the increase in English language learners in P-12 classrooms, the SOE offers graduate programs in TESOL (Teaching English to Speakers of Other Languages) programs at the MST, MSEd, and Post-Master's certificate levels. These programs were NYSED registered after our AAQEP accreditation in July 2023.

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):

Will be linked to our college website by January.

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 (10/23) in most recently completed academic year (12 months ending 05/24	**Number of Completers** in most recently completed academic year (12 months ending 05/24)
Programs that lead to initial teaching credentials			
BSEd./Early Childhood & Childhood (Birth- grade 6)	Early Childhood, Childhood	41	12

BSEd. Childhood (grades 1-6)	Childhood	32	4
BSEd. Childhood & Special Education (grades 1-6)	Childhood, Students with Disabilities	16	2
BA English (grades 7-12)	English Language Arts	8	1
BS Mathematics (grades 7-12) Mathematics	Mathematics	7	2
BS Science (grades 7-12)	Biology or Chemistry	0	0
BS Social Studies (grades 7-12)	Social Studies	13	3
BA Spanish (grades 7-12)	Spanish	2	1
BA Art Education (grades K-12)	Art	7	0
MST Childhood (grades 1-6)	Childhood	2	6
MST Childhood & Special Education (grades 1-6)	Childhood, Students with Disabilities	32	14
MST Adolescence Education (grades 7-12): English, Mathematics, Science, Social Studies, Spanish	English, Mathematics Biology, Chemistry, Physics, Social Studies, Spanish	6	4
MST Adolescence & Special Education (grades 7-12): English, Mathematics, Science, Social Studies, Spanish	English, Mathematics Biology, Chemistry, Physics, Social Studies, Spanish, **and** Students with Disabilities	22	14
MST Art Education (grades K-12)	Art	3	2
MST Art Education (grades K-12) & Special Education Grades 1-6 or Grades 7-12	Art, Students with Disabilities	6	0

	Total for programs that lead to initial credentials	197	65
Programs that lead to additional or advanced credentials for already-licensed educators			
MSEd. Literacy, All Grades/Grades 1-6/ Grades 5-12	Literacy	17	8
MSEd. Special Education Grades 1-6/Grades 7-12	Students with Disabilities	45	20
MSEd. Teachers of Speakers of Other Languages, All Grades		0	0
Post Masters/Literacy All Grades/ Birth-grade 6/5-12	Literacy	14	3
Post Masters Special Education, Grades 1-6/7-12	Students with Disabilities	2	0
Post Master's TESOL		7	0
Post Master's/Advanced Certificate in Autism	Endorsement for Severe and Multiple Disabilities	2	0
	Total for programs that lead to additional/advanced credentials	87	37
Programs that lead to credentials for other school professionals or to no specific credential			
	Total for additional programs	N/A	
	TOTAL enrollment and productivity for all programs	N/A	
	Unduplicated total of all program candidates and completers	N/A	

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.)

In response to NYSED regulations regarding literacy certification, we revised and replaced our band specific MSEd Literacy and Post-Master's Certificate Programs in literacy (B-6 and 5-12) MSEd so that they are now approved as Literacy All Grades certificates. Our Band Specific Literacy Programs will graduate the last candidates in August 2025. All Literacy candidates graduating after August 2025 will have the All Grades Certification.

Similarly, NYSED has required all special education certificates to move to All Grades by 2029. We revised and replaced our grade band specific (BSED Childhood and Special Education (grades 1-6) to BSED Childhood (1-6) and Special Education (All Grades).

In response to the increase in English language learners in P-12 classrooms, the SOE developed and was approved by NYSED to offer graduate programs in TESOL (Teaching English to Speakers of Other Languages) programs at the MST, MSEd, and Post-Master's certificate levels.

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.
284
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.
96
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
96
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.
According to IPEDS report data for the year 2023-2024, at the undergraduate level, the 4 year graduation rate for the 2020 cohort is 47.2 %. The 6 year graduation rate for the 2018 cohort is 54.5%. This data is across all majors as the College does not calculate this statistic by individual majors. As teacher education programs are professional programs, we believe that the program completion rates would be higher. At the MST level, 80% of the candidates complete the program in the expected time frame of 18 months; some candidates choose to complete the program at a slower pace and complete the program in two to two and a half years.

MSED candidates are generally practising teachers and pursue the program part time, generally completing the program in two years.

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Across both Childhood and Adolescence programs, on the Educating All Students (EAS), the passing rate for undergraduate students ranged from 93% to 100%. The passing rate for MST students was 100%.

For Childhood programs, the CST Muli-subject passing rate across all three sections for undergraduate students ranged from 87% to 100% and for MST students ranged from 92%-100%. However, students opting to take the Early Childhood Certification tests, likely before they took their literacy courses, had a passing rate on Part 1:Literacy and ELA at the undergraduate level of 67% and 100% at the MST level.

For Adolescence programs, the passing rate on discipline specific Content Speciality tests was 100% for MST and undergraduate program completers was 100%. Exceptions include performance of undergraduate completers on Social Studies 67% (N=3) and Mathematics 0% (N=2). Given the small number of candidates, no conclusions can be drawn. However, the Dean routinely shares test data with Deans of the STEM school and the School of Arts and Social Sciences to address this statistic and consider changes to coursework..

For MSED completers, passing rate on both Content Specialty Tests, Literacy and Special Education, was a 100%

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

We emailed alumni from the best contact list possible two separate surveys: The *Alumni Survey* regarding employment and post-graduation plans and the *Program Completion Survey* regarding the teacher certification programs at STAC.

Of the 96 emails sent out, 45 responded to The *Alumni Survey* while10 responded to the Program *Completion Survey*.

Data from the *Alumni Survey (45 responses):*

84% of those who respond are employed or seeking advanced degrees in education.
17 are employed within their certification; 10 are employed in education as TAs or substitutes; 11 are in continuing education programs; and 7 did not respond to current status or are in jobs or placements unrelated to education.

Data from the *Program Completion Survey (10 responses)*:

Responses regarding program evaluation were few, but positive. Of note, completers selected "agreed" or "strongly agreed" to the following questions:

The School of Education prepared me to…

- personalize instruction based on students' needs and knowledge of developmental and learning theories.
- teach all students including students from diverse economic, religious, and cultural backgrounds.
- present content material in multiple ways to promote student understanding.
- differentiate instruction in response to students' learning needs.
- use evidence-based instructional practices to facilitate learning
- use content-specific pedagogy to help students develop a deep understanding of the content area(s).
- use technology to enhance teaching and promote student learning.
- present content material in multiple ways to promote student understanding.
- select/design assessment procedures to monitor and evaluate student performance
- use student performance data to adapt instruction.
- use effective communication and collaboration strategies with students, parents, and professionals to support student learning.
- use self-evaluation and reflection as tools for professional growth.

Individual comments were also positive. Here are a select few examples:

I strongly agree that strengths included focus on Teacher Efficacy and Teacher Reflection.
Using research and evidence based practices to drive instructional planning.
Meeting the needs of all learners, and viewing students holistically.
Embedding CRSE framework, UDL and differentiation into lesson planning.
Preparing for special education meetings/referral
I feel really educated about curriculum and content and classroom management
Faculty, student support and advisement, project/fieldwork based learning and practice
Close support, variety of different topics covered in courses, simulation of classroom scenarios

Suggestion and/or critiques included the following:

I would suggest implementing a discussion of the issue of student inattention and the behavioral struggles arising in more and more children. I believe providing strategies to teachers on how to motivate learners who may be inattentive or struggling behaviorally in all content area courses would be very beneficial!

As a first year teacher I feel so prepared and confident in my lesson planning and overall instruction. However, the classroom management and behavior aspect of teaching has been the most struggling part of this new journey! Overall, STAC's teacher program was amazing and I couldn't recommend it more! I am constantly thinking back and using information from my classes I took with the amazing professors

SOE has a heavy focus on preparation for Childhood teachers. Would like more focus on Adolescent programs. Handling student behavior and overall class management systems.

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

An **Employer Survey** was sent out. The employer survey asks employers to rate new teachers from our program using a five point scale ranging from Strongly Agree to Strongly Disagree.

Based on my professional opinion as supervisor of this teacher, I feel that the teacher education program at St. Thomas Aquinas College has prepared the teacher to:

personalize instruction for students based on knowledge of development and learning theories; use different instructional methods in response to students' needs; teach all students including students from diverse economic religious and cultural backgrounds; use technology to enhance teaching and promote student learning; present information clearly and accurately to facilitate student understanding; make a positive impact on student learning; design and manage learning environments based on principles of classroom organization/management; use effective communication and collaboration strategies with students, parents and professionals to support student learning; use assessment procedures to monitor and evaluate students' performance and adjust instruction; use of reflection for personal growth; overall review of program

Response was minimal (3 out of 40), but positive. All areas were rated as Agree to Strongly Agree.

One employer emphasizing:
Strong focus on lesson design, standards, self-reflection and professional collaboration.

Another stating:
The students from STAC that have been hired in our School District are very committed to working with a Diverse Student Population.
Thoughtful, forward thinking

Suggestions focused on preparing students to teach in the age of AI as well as being ready for new programing that is being adopted:

Additional coursework in technology (AI, Assistive tech, VR) and integration of SEL and MH standards.
Please make sure that the students understand the NYS Initiative of The Science of Reading.

Additionally, we have also come to rely on the members of our Advisory Board for feedback on our completers. The Advisory Board consists of administrators from local districts. Response mirrors those from the **Employer Survey.**

Members of our Advisory board stressed that students were confident with regard to lesson planning and reading student assessments.
Suggestions included that we focus on preparing new teachers to teach students from diverse backgrounds, maintain a focus on technology, and include an understanding of Social Emotional Learning in our programs.

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 Career Center tracks each class's post-graduation plans through the *First Destination Survey,* which begins mid-spring, before May commencement, and concludes late in the following fall semester. This data is to help us understand post-graduation career and education trajectories by program and school. Of the 102 graduates, 45 responded. Data from our recent graduates indicates the following:

Based on those completers who responded 100% were either employed as teachers, Teaching Assistants, paraprofessionals, or seeking an advanced degree. 83% are either employed in education and/or seeking an advanced degree.

Breakdown: 17 are employed within their certification (37%); 10 are employed in education as TAs or substitutes (22%); 11 are in continuing education programs (24%); and 7 did not respond to current status or are in jobs or placements unrelated to education.

Additionally, we know that 30% of the teaching force in Clarkstown District (our largest K-12 partner district) are graduates from our 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: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Grade Point Averages (GPAs) These are calculated by the Dean of Institutional and Administrative Technology and shared with the Dean. In addition to computing the overall grade point average, GPAs are also computed for the major/concentration courses, and for teacher education courses. The Dean and Director of Graduate Education review the candidates' GPAs at several transition points, matriculation, prior to entry to student teaching (Initial Certificate programs), practicum (Advanced Certificate Programs) and program completion. If a candidate does not have the minimum required GPAs candidates are required to meet with the Dean to consider remediation strategies such as a reduced course	**Grade Point Averages (GPAs)** **NYSED requires a minimum cumulative GPA of 2.5 for all those seeking initial and/or advanced certification.** Undergraduates in certification programs must maintain a GPA of 2.75 or higher. Graduates must maintain a GPA of 3.0 or higher at matriculation and graduation.	100% 100%

load. Candidates who do not meet the criteria will be moved to Educational Studies which is not a certification program.

Reflective Teacher/Action Research Project TPA

Candidates complete the capstone Reflective Teacher/Action Research Project during the Senior Seminar class that they enroll in concurrently with student teaching. They write a paper based on the student teaching experience, the assessment of student learning, and feedback from their mentor teacher and college supervisor. Part of this assignment includes reflecting on their teaching performance and setting professional goals to improve their teaching practice. This project has been tested for inter-rater reliability by the two faculty members who teach the Seminar Course. Additionally, the Teacher Performance Assessment (TPS) was approved by NYSED in July 2023.

Reflective Teacher/Action Research Project -- Faculty evaluate candidate performance using a rubric, the 12 indicators are assessed on a five point scale with a score of 3 at standard and 5 as exemplary.

Reflective Teacher Project - 2023-2024

	N	% Above Standard
Undergraduates		
Childhood	18	100%
Adolescents	7	100%

	N	% Above Standard
MST		
Childhood	14	100%
Adolescents	20	100%

All students were at standard or above.

However, analysis of data suggests that there is a need for faculty to reinforce reflection on changes to instruction throughout all our classes.

As we continue to implement this new TPA, we will support candidate reflection throughout our methods classes and maintain a focus on reinforcing students' research skills and assessment evaluation.

Student Teacher Evaluation Student teachers are evaluated by their cooperating teacher in each of two placements and by their college supervisor. Student teachers are evaluated in each of their seven-week placements and the data presented are combined ratings from mentor teachers in Placement 1, Placement 2, and the College Supervisor. This form was developed in 2020 and is aligned with InTASC standards and has been extensively reviewed by our SoE Advisory Board and tested for inter-rater reliability.	**Student Teacher Evaluation –** The rubric contains 35 indicators. Indicator scores range from one to five, with five being an exceptional score. The SoE faculty set a score of three as the standard.	The data was separated by undergraduate and MST candidates, all of which were rated at Standard or Above Standard. Overall, Student Teachers are generally doing well in their placements and that is reflected in their evaluations from their mentor teachers and supervisors. Though certainly not deficient, we noted areas in which some **undergraduate candidates showed a need for improvement (89% above standard).** These are noted below and organized by program. **Undergraduate Candidates/Childhood–areas of focus:** Management and recognizing student misconceptions. **Undergraduate Candidates Adolescence–areas of focus:** Creating developmentally appropriate lessons, collaborating with colleagues, and selecting/designing appropriate assessments. These areas of focus were most pronounced with mathematics candidates. **MST students performed strong consistently in all areas.**
Educating All Students (EAS)	**Educating All Students (EAS) --** Currently, EAS is one of two state certification exams that are among the requirements for obtaining licensure in New York state. The test is pass/fail and a total test score of 500 is the passing score.	MST 100% pass rate Undergraduate 95%

The EAS is usually the first of the New York State certification exams taken by candidates. Candidates traditionally take this exam after they have completed either EDSP 241 Exceptional Individuals (undergraduate) or GESP 2601 Exceptional Individuals (MST). This exam assesses a candidate's knowledge and skills in teaching special needs students, English Language Learners, Gifted and Talented students, as well as collaboration between families and educational professionals.

	U.G		MST	
	N	%Pass	N	%Pass
All Programs	21(23)	95%	27 (33)	100%
Childhood	15(16)	93%	14(15)	100%
Adol	6(7)	100%	13(18)	100%

Content Specialty Tests (CSTs)

This NYSED test assesses a candidate's content knowledge and pedagogical content knowledge in the area of certification. For the early childhood and childhood licensure, the Multi-Subject Test has three separate parts, and candidates are required to pass all the parts.. For the early childhood and childhood versions, there are three separate parts. The Part One assesses literacy and English Language Arts. Part Two assesses Mathematics and Part Three (which is the same for both the early childhood and the childhood exam) assesses content knowledge in the arts and sciences. Topics included in Part Three are science and technology, social studies, fine arts, health and fitness, family and consumer science, and career development.

For adolescent certification, candidates take the exam in the area that they are seeking certification.

Content Specialty Tests (CSTs) -- Currently, the CST is one of two state certification exams that are among the requirements for obtaining licensure in New York state. The test is pass/fail and a score of 520 or above passes the test.

The CST Muli-subject scores for undergraduate students ranged from 87% to 100% and for MST students ranged from 92%-100%.

The Passing rates for the CST Content Specialty tests in Chemistry, English, and Spanish were 100%.

Students in the MSED Literacy and Special Education are doing well on their CST exams with a Pass Rate of 100% in both areas.

Pass rates remain high for undergraduates and MST completers.
The areas with lower pass rates were the following:
Multi Subject B-2 Literacy (test 211) 67%

A deeper analysis of Early Childhood showed the following: Subarea 1 (Knowledge of Literacy and Language Arts) proved challenging. The content is literacy based and is covered in the School of Arts and Sciences (SASS). We will meet with SASS faculty to discuss ways to support our candidates.

		Subarea 2 (Instruction in Foundational Literacy Skills) has content covered in SOE classes. Perhaps students are not taking it at the right time in their program. Subarea 3 on Instruction had 100% pass rate. Regarding Social Studies, the 2 areas in which candidates did well on were Economics and Pedagogical Knowledge. The area in which candidates struggled was in Social Studies literacy. This area includes evaluating the appropriateness of resources and distinguishing expressions of opinion from fact.
Comprehensive Exam This capstone assessment allows candidates in both MSED Literacy and Special Education to demonstrate their substantive and integrative knowledge in their respective field (Literacy or Special Education), specifically, understanding of theory, and evidence-based practices in classroom organization, assessment, and instruction.	**Comprehensive Exam --** Faculty evaluate candidate performance using a rubric, all 8 indicators are assessed on a five point scale with a score of 3 at standard and 5 as exemplary. The indicators measure each candidate's understanding of the diverse needs of students, the importance of assessment, knowledge of high-quality instructional practices, equitable and responsive teaching practices, research and professional writing.	100% Pass rate. Scores are reported as Low Pass to High Pass Special Education Candidates: 7 High Pass 9 Pass 4 Low Pass Literacy Candidates: 2 High Pass 4 Pass 1 Low Pass The Passing Rate for candidates in Special Education and Literacy was 100%.

		This is strong evidence that our candidates in the advanced programs are well prepared to assess and plan successful, researched-based lessons that support the learning of a diverse population. Equally strong is evidence that our candidates in the advanced programs demonstrate the professional behavior of referring to research to inform professional practice.
Practicum Report Candidates in both programs MSED Literacy and Special Education prepare the Practicum Report during the Practicum, GESP 6105/6106 and GED 6202/6203, the capstone experience of the program. In this report the candidates address their mastery of course objectives related to assessment, instruction, and collaboration, and reflect on their professional development.	**Practicum Report --** Faculty evaluate candidate performance using a rubric, all 10 indicators are assessed on a five point scale with a score of 3 at standard and 5 as exemplary.	Candidates at or above standard is 100% The evidence indicates that 100% of candidates in the Special Education program and 100% of candidates in the Literacy program are at or above standard on each indicator. This is strong evidence that our candidates in the advanced programs demonstrate a collaborative and reflective disposition that is necessary to be successful in professional practice. Improvement was noted on rubric indicators 3 and 6 which relate to working with students from diverse backgrounds and understanding diverse perspectives. Area of focus that was noted was on assessment with regard to the use of technology. We will look to include more of a focus on technology and assessment. The two areas that were highlighted as potential areas of focus are technology use and implications for professional growth. The rubric for the practicum says "uses technology for assessment data," and students don't have access to all of the assessment technologies. With regard to the area of professional growth, candidates would benefit from more explicit focus on ways in which to remain up to date with current best practices through conference attendance,

		membership in professional organizations, professional development opportunities, professional reading, and advanced degree programs.
Practicum (Supervisor) Evaluation In this culminating experience, candidates complete closely supervised clinical experience and demonstrate their ability to impact student learning, either teaching students with disabilities or working in the capacity of a literacy specialist.	**Practicum Evaluation --** The Practicum Evaluation is completed by the candidate's supervisor. Faculty evaluate candidate performance using a rubric, all 10 indicators are assessed on a five point scale with a score of 3 at standard and 5 as exemplary. Indicators include a focus on the following dispositions and behaviors: each candidate's use of effective communication techniques to support parental involvement, each candidate's use of multiple evaluation sources, each candidate's ability to establish an equitable learning community, and each candidate's inclusion of culturally sensitive pedagogy.	100% of Candidates achieved Standard or Above. The evidence indicates that 100% of candidates in the Special Education program and 100% of candidates in the Literacy program are at or above standard on each indicator. This is strong evidence that our candidates in the advanced programs possess the knowledge and skills to support student learning and demonstrate the dispositions we deem necessary to create equitable and engaging learning environments which are qualities of highly qualified teachers.

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

Student Teacher Evaluation Forms	Student Teacher Evaluation – The rubric	The data was separated by undergraduate and MST
	contains 35 indicators. Indicator scores range from	candidates, all of which were rated at Standard or
Student teachers are evaluated in each of their	one to five, with five being an exceptional score.	Above Standard overall.
seven week placements and the data presented are	The SoE faculty set a score of three as the	
combined ratings from mentor teachers in	standard.	Overall, Student Teachers are generally doing well
Placement 1, Placement 2, and the College		in their placements and that is reflected in their
Supervisor. This form was developed in 2020 and		evaluations from their mentor teachers and
is aligned with InTASC standards and has been		supervisors.
extensively reviewed by our SoE Advisory Board		
and tested for inter-rater reliability.		Though certainly not deficient, we noted areas in
		which some **undergraduate candidates showed a**
		need for improvement (89% above standard).
		These are noted below and organized by program.
		Undergraduate Candidates/Childhood–areas of
		focus:
		Management and recognizing student
		misconceptions.
		Undergraduate Candidates Adolescence–areas
		of focus:
		Creating developmentally appropriate lessons,
		collaborating with colleagues, and
		selecting/designing appropriate assessments. These
		areas of focus were most pronounced with
		mathematics candidates.
		MST students performed strong consistently in
		all areas.
Reflective Teacher/Action Research Project	**Reflective Teacher/Action Research**	All students were at standard or above.
TPA	**Project --** Faculty evaluate candidate	
	performance using a rubric, the 12 indicators	However, analysis of data suggests that there is a
		need for faculty to reinforce reflection on changes
		to instruction throughout all our classes. As we

Candidates complete the capstone Reflective Teacher/Action Research Project during the Senior Seminar class that they enroll in concurrently with student teaching. They write a paper based on the student teaching experience, the assessment of student learning, and feedback from their mentor teacher and college supervisor. Part of this assignment includes reflecting on their teaching performance and setting professional goals to improve their teaching practice. This project has been tested for inter-rater reliability by the two faculty members who teach the seminar course.	are assessed on a five point scale with a score of 3 at standard and 5 as exemplary.	continue to implement this new TPA, we will focus on reinforcing students' research skills and assessment evaluation.

	N	% Above Standard
Undergraduates		
Childhood	18	100%
Adolescents	7	N100%

	N	% Above Standard
MST		
Childhood	14	100%
Adolescents	20	100%

Exit Survey

The College administers an Exit Survey to all graduates just prior to commencement to evaluate students' experiences regarding their perceptions of the quality of the program. For SoE the 13 items are aligned with the goals or outcomes of the program. In this self-assessment program completers rate each of the items on a 5-point scale, strongly disagree, disagree, uncertain, agree, and strongly agree.. | **Exit Survey** – Ratings of agree and strongly agree are collapsed to give a favorable rating and the percentage of completers that give a favorable rating for each item is tabulated. | Overall, the data on the Exit Surveys indicate that candidates feel that their program prepared them well for their role as teachers. Data from completers in the undergraduate programs indicated strong favorability with their preparation. Data from MST completers was also quite favorable overall. However, 19% of completers responded that they did not feel favorably prepared to use culturally responsive strategies to teach all students. Data from MSED completers was also |

		favorable overall. However, 19% of candidates reported their preparation to use technology to enhance instruction as less favorable. The changes in the diverse population of students and the advances in technology, these responses are not surprising, but need to remain continual areas of focus as we reflect upon our curricula offerings.
Alumni Survey Alumni complete this Google survey where the items are similar to those in the Exit Survey approximately one year after graduation. However, unlike the Exit Survey, here the items are rated on a 5-point scale, with 5 represents 'strongly agree' and 1 indicates 'strongly disagree', with a score of 3 as standard and the minimum score to meet the indicator. The survey is emailed to the graduates' STAC email account, and if available to their personal emails.	**Alumni Survey**–The 13 items are rated on a 5-point scale, with 5 represents 'strongly agree' and 1 indicates 'strongly disagree', with a score of 3 as standard and the minimum score to meet the indicator. There is also space for comments and suggestions. ● personalize instruction based on students' needs and knowledge of developmental and learning theories. ● teach all students including students from diverse economic, religious, and cultural backgrounds. ● teach all students including students from diverse economic, religious, and cultural backgrounds. ● present content material in multiple ways to promote student understanding. ● differentiate instruction in response to students' learning needs. ● use evidence-based instructional practices to facilitate ● use content-specific pedagogy to help students develop a deep understanding of the content area(s). ● use technology to enhance teaching and promote student learning. ● present content material in multiple ways to promote student understanding. ● select/design assessment procedures to monitor and evaluate student performance	Of the 40 surveys that went out, we received 10 responses. All areas were rated as agree to strongly agree. When asked to comment and make suggestions, most spoke of being thankful for the faculty support and advisement, project/fieldwork based learning, and practice. They wrote about the variety of different topics covered in courses, simulation of classroom scenarios. Many shared that they felt well prepared, one graduate wrote: "I feel really educated about curriculum and content and classroom management." Some suggestions were as follows: "I wish I had learned more about an IEP in the SPED Program.". "Provide more adolescent focused education and techniques."

	- use student performance data to adapt instruction. - use effective communication and collaboration strategies with students, parents, and professionals to support student learning. - use self-evaluation and reflection as tools for professional growth.	
Employer Survey We reach out to our K-12 partners for feedback on our programs and candidates. Principals are sent a survey similar to the Alumni Survey after the graduates have been teaching for one year and principals rate graduates' performance on a 5-point scale with 3 as standard score. Data from this survey is very limited.	**Employer Survey –** The employer survey asks employers to rate new teachers from our program using a five point scale ranging from Strongly Agree to Strongly Disagree. The Survey Consists of the following 10 prompts: **Based on my professional opinion as supervisor of this teacher, I feel that the teacher education program at St. Thomas Aquinas College has prepared the teacher to:** 1) p*ersonalize instruction for students based on knowledge of development and learning theories; 2) use different instructional methods in response to students' needs; 3) teach all students including students from diverse economic religious and cultural backgrounds; 4) use technology to enhance teaching and promote student learning; 5) present information clearly and accurately to facilitate student understanding; 6) make a positive impact on student learning; 7) design and manage learning environments based on principles of classroom organization/management; 8) use effective communication and collaboration strategies with students, parents and professionals to support*	Response was minimal (3 out of 40), but positive. All areas were rated as Agree to Strongly Agree. One employer emphasizing: *Strong focus on lesson design, standards, self-reflection and professional collaboration.* Another stating: *The students from STAC that have been hired in our School District are very committed to working with a Diverse Student Population.* *Thoughtful, forward thinking* Suggestions focused on preparing students to teach in the age of AI as well as being ready for new programing that is being adopted: *Additional coursework in technology (AI, Assistive tech, VR) and integration of SEL and MH standards.* *Please make sure that the students understand the NYS Initiative of The Science of Reading.*

	student learning; 9) use assessment procedures to monitor and evaluate students' performance and adjust instruction; 10) use of reflection for personal growth; overall review of program	
Comprehensive Exam This capstone assessment allows candidates in both Literacy and Special Education to demonstrate their substantive and integrative knowledge in their respective field (Literacy or Special Education), specifically, understanding of theory, and evidence-based practices in classroom organization, assessment, and instruction.	**Comprehensive Exam --** Faculty evaluate candidate performance using a rubric, all 8 indicators are assessed on a five point scale with a score of 3 at standard and 5 as exemplary. The indicators measure each candidate's understanding of the diverse needs of students, the importance of assessment, knowledge of high-quality instructional practices, equitable and responsive teaching practices, research and professional writing.	100% Pass rate. Scores are reported as Low Pass to High Pass Special Education Candidates: 7 High Pass 9 Pass 4 Low Pass Literacy Candidates: 2 High Pass 4 Pass 1 Low Pass The Passing Rate for candidates in Special Education and Literacy was 100%. This is strong evidence that our candidates in the advanced programs are well prepared to assess and plan successful, researched-based lessons that support the learning of a diverse population. Equally strong is evidence that our candidates in the advanced programs demonstrate the professional behavior of referring to research to inform professional practice.
Practicum Report	**Practicum Report --** Faculty evaluate candidate performance using a rubric, all indicators are assessed on a five point scale with a score of 3 at standard and 5 as exemplary.	100% Pass rate. The evidence indicates that 100% of students in the Special Education program and 100% of students in the Literacy program are at or above standard on each indicator. This is strong evidence

Candidates in both programs Literacy and Special Education prepare the Practicum Report during the Practicum, GESP 6105/6106 and GED 6202/6203, the capstone experience of the program. In this report the candidates address their mastery of course objectives related to assessment, instruction, and collaboration, and reflect on their professional development.		that our candidates in the advanced programs demonstrate a collaborative and reflective disposition that is necessary to be successful in professional practice. Improvement was noted on rubric indicators 3 and 6 which relate to working with students from diverse backgrounds and understanding diverse perspectives. Area of focus that was noted was on assessment with regard to the use of technology. We will look to include more of a focus on technology and assessment. The two areas that were highlighted as potential areas of focus are technology use and implications for professional growth. The rubric for the practicum says "uses technology for assessment data," and students don't have access to all of the assessment technologies. With regard to the area of professional growth, candidates would benefit from more explicit focus on ways in which to remain up to date with current best practices through conference attendance, membership in professional organizations, professional development opportunities, professional reading, and advanced degree programs.
Practicum (Supervisor) Evaluation In this culminating experience, candidates complete closely supervised clinical experiences and demonstrate their ability to impact student learning, either in teaching students with	**Practicum Evaluation --** The Practicum Evaluation is completed by the candidate's supervisor. Faculty evaluate candidate performance using a rubric, all 10 indicators are assessed on a five point scale with a score of 3 at standard and 5 as exemplary.	100% of Candidates achieved Standard or Above. The evidence indicates that 100% of candidates in the Special Education program and 100% of candidates in the Literacy program are at or above standard on each indicator.

disabilities or working in the capacity of a literacy specialist.	Indicators include a focus on the following dispositions and behaviors: each candidate's use of effective communication techniques to support parental involvement, each candidate's use of multiple evaluation sources, each candidate's ability to establish an equitable learning community, and each candidate's inclusion of culturally sensitive pedagogy.	This is strong evidence that our candidates in the advanced programs possess the knowledge and skills to support student learning and demonstrate the dispositions we deem necessary to create equitable and engaging learning environments which are qualities of highly qualified teachers.

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.

As mentioned previously, in response to NYSED regulations regarding literacy certification, we revised and replaced our grade band specific MSEd and Post-Master's Certificate Programs in Literacy (B-6 and 5-12). Both programs are registered as Literacy All Grades. Our Band Specific Literacy Programs will graduate the last candidates in August 2025. All Literacy candidates graduating after August 2025 will have the All Grades Certification.

Similarly, NYSED has required all special education certificates to move to All Grades by 2029. We revised and replaced our grade band specific (BSED Childhood and Special Education (grades 1-6) to BSED Childhood (1-6) and Special Education (All Grades). We will be revising our Special Education programs at the graduate level as well.

As we move to support our candidates' ability to teach in classrooms that are diversifying culturally and linguistically, we have developed 3 separate TESOL (Teaching English to Speakers of Other Languages) programs at the MST, MSEd, and Post-Master's certificate levels. We have also included a course entitled *Language Acquisition and Literacy Development for English Language Learners K-12* into our Literacy All Grades MSED program so that the literacy professionals we graduate are able to support the language development of those students learning English as they learn content. We plan to add the course *Language Acquisition and Literacy Development for English Language Learners K-12* to our post-master's program in Literacy as well.

We have developed two free elective courses–one in Social Emotional Learning and one in Supporting Community/Teacher connections– to address the changes we see in the curricula of local school districts.

Currently, we are developing a certificate program in Physical Education at the MST level that we hope will be approved within the school year.