AAQEP Annual Report for 2025

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):

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			
BSEd./Early Childhood & Childhood (Birth- grade 6)	Early Childhood, Childhood	34	7
BSEd. Childhood (grades 1-6)	Childhood	27	9
BSEd. Childhood & Special Education (grades 1-6)	Childhood, Students with Disabilities	18	2
BA English (grades 7-12)	English Language Arts	8	1
BS Mathematics (grades 7-12) Mathematics	Mathematics	3	0
BS Science (grades 7-12)	Biology or Chemistry	0	0
BS Social Studies (grades 7-12)	Social Studies	9	0
BA Spanish (grades 7-12)	Spanish	0	0
BA Art Education (grades K-12)	Art	10	0
MST Childhood (grades 1-6)	Childhood	8	1

MST Childhood & Special Education (grades 1-6)	Childhood, Students with Disabilities	39	16
MST Adolescence Education (grades 7-12): English, Mathematics, Science, Social Studies, Spanish	English, Mathematics Biology, Chemistry, Physics, Social Studies, Spanish	4	0
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	26	7
MST Art Education (grades K-12)	Art	1	0
MST Art Education (grades K-12) & Special Education Grades 1-6 or Grades 7-12	Art, Students with Disabilities	9	2
Total for programs that lead to initial credentials		196	45

Total for programs that lead to initial credentials			
Programs that lead to additional or advanced credentials for already-licensed educators			
MSEd. Literacy, All Grades/Grades 1-6/ Grades 5-12	Literacy	20	11
MSEd. Special Education Grades 1-6/Grades 7-12	Students with Disabilities	29	20
MSEd. Teachers of Speakers of Other Languages, All Grades		2	0

Post Masters/Literacy All Grades/ Birth-grade 6/5-12	Literacy	8	4
Post Masters Special Education, Grades 1-6/7-12	Students with Disabilities	4	1
Post Master's TESOL		7	1
Post Master's/Advanced Certificate in Autism	Endorsement for Severe and Multiple Disabilities	0	0
Total for programs that lead to additional/advanced credentials		70	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		266	82

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.)

Phys Ed?

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.
264
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.
82
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
108
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 2024-2025, for the undergraduate certificate-seeking cohort, the 4 year graduation rate for the all 2019 cohort is 57 % and 67% in 5 years. The 6 year graduation rate for the 2019 cohort is 73%. 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.
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 was 100%. This was a slight improvement from last year during which the undergraduate passing rate ranged from 93% to 100% depending on the certification. For Childhood programs, the CST Muli-subject passing rate across all three sections for undergraduate candidates ranged from 93% (Literacy/ELA) to 100% (math and Arts & Science) and for MST candidates ranged from 81% (math)-100% (Literacy/ELA and Arts & Science). Candidates in the undergraduate Early Childhood/Childhood program had a passing rate of 100% (1:Literacy and ELA) and 75% (Math).

For Adolescence programs, the passing rate on discipline specific Content Speciality tests was 100% for MST and 100% for undergraduate program completers.

For those who took the CST Students with Disabilities, the passing rates were as follows: 100% undergraduate candidates in childhood/SWD, 75% at the MST level in Childhood, 83% at the Adolescence MST level, and 100% for all candidates in the MSED program. Since then, much work has been done to review the coursework in the MST program to ensure it aligns well with the SWD CST exam.

For MSED completers in literacy, the passing rate was 80%, 4 out of 5 candidates passed the exam. One candidate is still planning to retake it.

F. 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 70 emails sent out, 39 responded to The *Alumni Survey* while10 responded to the Program *Completion Survey*.

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

79% of those who respond are employed or seeking advanced degrees in education.
10 are employed within their certification; 13 are employed in education as TAs or substitutes; 11 are in continuing education programs; and 5 did not respond to current status or are in jobs or placements unrelated to education.

Data from the *Program Completion Survey*:

Responses regarding program evaluation were few (12), but positive. Of note, completers selected "agreed" or "strongly agreed" to the following questions–The Teacher Education Program 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.**
- **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**

- **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.**

G. 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:
STAC's classroom instruction seems to directly support the work the teachers do with their students.

Another stating:
The preparation for teaching is very thorough and the oversight given to student teachers is very helpful and supportive.

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

I'm not sure if this is already happening, but I think all education students should receive instruction on working with students with special needs - particularly with managing behavior- since there will always be challenges in every classroom.

Please focus on 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 shared with us that our alumni were strong lesson planners and were very willing to adapt lesson plans based on individual resources and needs. Suggestions included that we maintain a focus on technology and make sure that all candidates have an understanding of the Science of Reading (an NYSED initiative).

H. 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 196 undergraduates surveyed, 100% responded. Data from our recent graduates indicates the following:

Based on those completers who responded 170 (87%) were either employed as teachers, Teaching Assistants, paraprofessionals, or seeking an advanced degree.

Breakdown of the 170 alumni: 48% are employed within their certification; 22% are employed in education as TAs or substitutes. 27% are in advanced programs only and not currently employed in education.

63% of undergraduates are in continuing education programs whether they are employed or not

Additionally, we know that 30% of the teaching force in Clarkstown District (our largest K-12 partner district) are graduates from our program.

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.

The School of Education Faculty and Staff consists of 8 full time employees, 3 part-time employees, and 18 adjuncts. Below is a detailed breakdown.

We have a new Dean of the School of Education who was previously a faculty member who mainly taught Early Childhood and TESOL courses. Therefore, we have added 2 TESOL adjuncts and 1 Early Childhood Adjunct to maintain the high level of program delivery for which we are noted. We appointed a new Graduate Director who is also a fulltime faculty member and maintains a full teaching load. We have hired a new Director of Clinical Experiences who also teaches 3 courses for us throughout the year. We are confident that all changes have maintained and/or improved the quality of our program delivery.

Fulltime Employees:
1 Dean with expertise in TESOL, Early Childhood, and Bilingual Education
5 Tenure Track Faculty Members, together provide expertise in Educational Psychology, Curriculum, Developmental Psychology, Pedagogy, Literacy, Special Education, Childhood Education, Adolescence Education (English, Literacy)

1 Non-tenure Track Instructor with expertise in Physical Education, Educational Psychology, and Pedagogy

1 Administrative Assistant

Part-Time Employees:

1 Director of Clinical Experiences, organizes and supervises all field placements and student teaching experiences
1 MST Coordinator, oversees admissions to MST program and advises all MST candidates
1 Part-time Professor Emerita, teaches core courses for MSED program

Adjuncts:
All of our adjuncts have at least one master's degree in the area in which they teach.
5 Adolescence Adjuncts (Math, Science, Social Studies/History, Art, Spanish)
3 Special Education Adjuncts (All Grades)
3 TESOL Adjuncts (All Grades)
2 Literacy Adjuncts (All Grades)
2 Middle School Adjuncts
1 Early Childhood Adjunct
1 Educational Psychology
1 Childhood Math

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
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 load. Candidates who do not meet the criteria will be moved to Educational Studies which is not a certification program.	**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%
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	**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.	All candidates were at standard or above. Results indicate that candidates are well prepared to assess, plan, reflect, and reteach if necessary: **Results:** 100% of 16 Undergraduates in Childhood were above standard. 100% of Undergraduates in Adolescence were above standard. 100% of MST candidates in Childhood were above standard. 100% of MST candidates in Adolescence were above standard. Overall, undergraduate and MST candidates did well, but since there is always room for improvement, the team identified areas of focus:

faculty members who teach the Seminar Course. Additionally, the Teacher Performance Assessment (TPS) was approved by NYSED in July 2023.		• For childhood, candidates should be able to develop a rubric based on lesson goals, put the data into a table, and analyze it. • For Adolescence, candidates need to focus on research/resources and feedback • All candidates would benefit from more focus on curriculum based assessment. • All methods courses should have 2 weeks that focus on Curriculum Based Assessments.
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. **Student Teacher Evaluation Undergraduate**–Overall, data shows that student teachers are performing well. Areas of focus are management and assessment which is consistent with national data and our own data over the years. **MST**--Overall, data shows that the candidates are doing well. However, faculty can always continue to work with candidates in areas of diversifying lessons for students, management, and assessment.
Educating All Students (EAS) The EAS is usually the first of the New York	**Educating All Students (EAS) --** Currently, EAS is one of two state certification exams that are among the requirements for obtaining	Results for candidates at the undergraduate and graduate levels were strong.

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.	licensure in New York state.	**Passing Rates:** All Undergraduate Programs: 100% Childhood: 100% Adolescence: 100% All MST Programs: 100% Childhood: 100% Adolescence: 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.	For Childhood programs, the CST Muli-subject passing rate across all three sections for undergraduate candidates ranged from 93% (Literacy/ELA) to 100% (math and Arts & Science) and for MST candidates ranged from 81% (math)-100% (Literacy/ELA and Arts & Science). Candidates in the undergraduate Early Childhood/Childhood program had a passing rate of 100% (1:Literacy and ELA) and 75% (Math). For Adolescence programs, the passing rate on discipline specific Content Speciality tests was 100% for MST and 100% for undergraduate program completers. For those who took the CST Students with Disabilities, the passing rates were as follows: 100% undergraduate candidates in childhood/SWD, 75% at the MST level in Childhood, 83% at the Adolescence MST level, and 100% for all candidates in the MSED program. Since then, much work has been done to review the coursework in the MST program to ensure it aligns well with the SWD CST exam. Moving forward, candidates will be told to take the exam after they have completed the coursework, not before. For MSED completers in literacy, the passing rate

		was 80%, 4 out of 5 candidates passed the exam. One candidate is still planning to retake it.
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. 100% Pass rate. The Passing Rate for candidates in Special Education and Literacy was 100%. Evidence indicates that our graduate alumni are able 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 in the use of technology for practice but continues to be an area of focus with regard to assessment potential. 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 (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Student Teacher Evaluation Forms

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.

Student Teacher Evaluation Undergraduate–Overall, data shows that student teachers are performing well. Areas of focus are management and assessment which is consistent with national data and our own data over the years.

MST--Overall, data shows that the candidates are doing well. However, faculty can always continue |

		to work with candidates in areas of diversifying lessons for students, management, and assessment.
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.	**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.	All candidates were at standard or above. Results indicate that candidates are well prepared to assess, plan, reflect, and reteach if necessary: **Results:** 100% of 16 Undergraduates in Childhood were above standard. 100% of Undergraduates in Adolescence were above standard. 100% of MST candidates in Childhood were above standard. 100% of MST candidates in Adolescence were above standard. Overall, undergraduate and MST candidates did well, but since there is always room for improvement, the team identified areas of focus: ● For childhood, candidates should be able to develop a rubric based on lesson goals, put the data into a table, and analyze it. ● For Adolescence, candidates need to focus on research/resources and feedback ● All candidates would benefit from more focus on curriculum based assessment. ● All methods courses should have 2 weeks that focus on Curriculum Based Assessments.
Exit Survey The College administers an Exit Survey to all	**Exit Survey –** Ratings of agree and strongly agree are collapsed to give a favorable rating and the percentage of completers that give a	Overall, the data on the Exit Surveys indicate that candidates feel that their program prepared them well for their role as teachers. Data from

graduates just prior to commencement to evaluate candidates' 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..

favorable rating for each item is tabulated.

1. personalize instruction based on students' needs and knowledge of developmental and learning theories.

2. design and manage learning environments based on principles of classroom organization\management.

3. use culturally responsive strategies to teach all students including students from diverse economic, religious, racial, language, and cultural backgrounds.

4. differentiate instruction in response to students' learning needs.

5. present content material in multiple ways to promote student understanding.

6. use technology to enhance teaching and promote student learning.

7. use content-specific pedagogy to help students develop a deep understanding of the content area(s).

8. use evidence-based instructional practices to facilitate student learning.

9. select\design assessment procedures to monitor and evaluate students' performance.

10. use student performance data to adapt instruction.

11. use effective communication and collaboration strategies with students, parents, and professionals to support student learning.

completers in the undergraduate programs indicated strong favorability with their preparation. In all areas at least 90% of graduates felt prepared.

Data from MST completers was also quite favorable overall.
Topics which more than 20% but no more than 35% of the respondents would have liked to know more about focus on assessment. For example they wanted more information about the following:
- How to select/design assessment procedures to monitor and evaluate students' performance.
- How to differentiate instruction based on students' needs

Data from MSED completers was overall quite favorable. Similarly an area in which 20% of the respondents would have liked to know more about was selecting and designing assessment procedures to monitor students' performance.

Due to the complexity of assessment procedures and analysis in all subject areas, these responses are not surprising, but need to remain continual areas of focus as we reflect upon our curricula offerings.

	12. use self-evaluation and reflection as tools for professional growth. 13. make instructional decisions informed by current research.	
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 ● use student performance data to adapt instruction.	Of the surveys that went out, we received 12 responses. All areas were rated as agree to strongly agree.

	● 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.	
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. The Passing Rate for candidates in Special Education and Literacy was 100%. Evidence indicates that our graduate alumni are able 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.
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 ositive impact on student learning; 7) design and manage learning environments based on*	Response was minimal (3 out of 40), but positive. All areas were rated as Agree to Strongly Agree. One employer emphasizing: The preparation for teaching is very thorough and the oversight given to student teachers is very helpful and supportive. STAC's classroom instruction seems to directly support the work the teachers do with their students. Suggestions focused on preparing students to teach in the age of AI as well as being ready for new programing that is being adopted. *I'm not sure if this is already happening, but I think all education students should receive instruction on working with students with special needs - particularly with managing behavior- since there will always be challenges in every*

	principles of classroom organization/management; 8) use effective communication and collaboration strategies with students, parents and professionals to support 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	*classroom.*
Practicum Report 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.	**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 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 in the use of technology for practice but continues to be an area of focus with regard to assessment potential. 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	**Practicum Evaluation --** The Practicum Evaluation is completed by the candidate's supervisor. Faculty evaluate candidate performance using a rubric, all 10 indicators are	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

experiences and demonstrate their ability to impact student learning, either in teaching students with disabilities or working in the capacity of a literacy specialist.	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.	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.

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 we anticipate some of the changes in NYSED recommendations as well as the needs of the school districts that we work collaboratively with, we have added new graduate courses in Early Childhood that will provide certified childhood teachers the opportunity to extend their certification to Early Childhood (B-2).
In response to the desires of our college student population, especially our student athletes and majors in kinesiology and sports management, we have developed and been approved by NYSED to offer a certification program at the MST level in Physical Education.
In response to current research in the field of literacy as well as to address NYSEd mandates, we are in the process of reviewing and updated all courses that address literacy in some capacity at all levels with content and assignments related to the Science of Reading.
In response to the growing interest in online/hybrid programs at the master's level, we are in the process of developing coursework at all levels that can be offered in either format.
Finally, in response to the growing linguistically diverse population of school-aged students we are developing courses that candidates will be able to take so they can apply for their bilingual certification.