



## AAQEP Annual Report for 2023

Provider/Program Name:	Le Moyne College Teacher Education Program
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	6/30/29

### 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.

**Institutional Origins:**

Le Moyne College was established in Syracuse, New York in 1946, one of 27 Jesuit institutions of higher education in the United States. Initially serving the post-World War II educational needs of local business and industry with programs in accounting and industrial relations and guided by the Jesuit mission of *cura personalis* -- care of the whole person -- Le Moyne first evolved as a small liberal arts college and, with subsequent changes to its charter, became a comprehensive institution that includes professional graduate programs. Le Moyne offers undergraduate and graduate academic programs in three schools, the College of Arts and Sciences, the Madden College of Business and Economics, and the Purcell School of Professional Studies. The programs of the Department of Education reside within two divisions. The *Master’s of Science for Teachers* and the *Master’s of Science in Education* degree programs are in the Purcell School of Professional Studies. Most of the undergraduate *Inclusive Childhood 1-6* and *Adolescent 7-12* programs are advised through departments in the College of Arts and Sciences. As of December 2023, there

are now two approved undergraduate Inclusive Childhood majors (with concentrations in English and History) that are (or will be) advised in the Education Department.

### **Department Origins:**

With the college's traditional emphasis on the liberal arts, secondary teacher certification has been an optional concentration program within related subject matter disciplines since the 1960s. In the early 1990s Dr. Mary L. Collins provided the foundation for the Le Moyne Program. Dr. Collins was a strong teacher educator who was recognized at local, state and national levels as an innovator who transformed these programs. Le Moyne College earned a strong local reputation for educators who were prepared beyond basic certification requirements. Dr. Collins also recognized the needs of the field and area schools, and developed additional undergraduate programs for both elementary and special education. Responding to the positive reputation of these programs, a re-chartered Le Moyne College offered its first graduate programs in 1995 with degrees in the *Master's of Science for Teachers* and *Master's of Science in Education* providing a variety of certification options for entering (MST) or continuing (MSED) a career in teaching at either the elementary or secondary levels. Additionally, a non-certification MSED in Professional Education program was created and has shown to be a useful alternative for candidates who wish to specialize in the study of education without the intention of K-12 teaching.

### **Culture of Teacher Education:**

While no single factor is responsible for the strong reputation of Le Moyne teachers in area school districts, a word needs to be said about the enduring norms and expectations established by Dr. Collins that continue to guide the Education Department and faculty today:

- **Early emphasis on clinically rich field experiences:** Prior to becoming a New York State certification requirement in 2004, Le Moyne students have always been expected to fulfill 100 hours of practicum experiences in area schools. During the semester prior to student teaching, teacher candidates complete practicum in each of their two student teaching sites. This provides an intentional developmental experience that facilitates professional communication with the host teachers, more realistic expectations of students and a more substantive understanding of the school and curriculum during student teaching.
- **Intensive Supervision of Student Teaching:** Among area teachers and administrators, Le Moyne has long been favorably acknowledged for having its supervisors provide consistent weekly observational visits. Retired professional educators seem to love to commit their accumulated knowledge and expertise to Le Moyne's education program. Securing professional educators who themselves are recognized as excellent teachers ensures Le Moyne's student teachers both a rigorous and supportive professional launching into their professional careers. The supervisors' frequent observational visits provide more opportunities for healthy three-way conversations in clarifying expectations and performances, or for identifying and resolving potential issues at the earliest possible time.

- **Collaboration with Current Practitioners:** Since the inception of teacher education at Le Moyne, pre-service teachers learn their instructional methodologies from currently practicing field practitioners. Selected for their reputation as superior teachers, this ongoing collaborative adjunct practice ensures that our student teachers meld the strong theoretical background provided by full-time faculty with the most currently validated methodologies, techniques and expectations of area educators.
- **Emphasis on Professional Expectations:** The core of our reputation and to what characterizes a “Le Moyne student teacher” is a high standard of professional appearance, behavior and performance. Students learn early and are reminded often that these are minimal expectations, not goals “to be developed.” Professional dress, timely attendance, thorough preparation, respectful interactions and positive dispositions are central rather than peripheral concerns. Closely monitored and evaluated in each of their practicum experiences and education classes, students who signal even the least possible concern are quickly brought in to meet with the Chair. If necessary, an “action plan” is created and mutually agreed upon to bring about a satisfactory resolution, enabling the student to continue or, in some cases, opt out of the program.

Degrees offered by the Teacher Education Programs:

#### *Undergraduate*

Le Moyne College has a number of programs registered with the New York State Education Department that lead to initial teacher certification in the following areas:

- Inclusive Childhood (1-6)/Students with Disabilities (1-6)
- Inclusive Childhood (1-6)/Students with Disabilities (All Grades)
- Inclusive Adolescent (7-12)/Students with Disabilities (7-12)
- Teaching English to Speakers of Other Languages (PreK-12)
- Adolescent Education (7-12)

#### *Master’s of Science for Teachers (MST)*

The programs listed below lead to initial teacher certification. These programs were revised, developed and registered during the 2018-2019 academic year. The institutional recommendation is also made for both initial certification and professional certification at the time of degree completion. However, students must meet additional requirements (such as three years classroom teaching experience) to earn that professional certification. The graduate degree is only one component.

- Inclusive Childhood (1-6)/Students with Disabilities (1-6)
- Inclusive Adolescent (7-12)/Students with Disabilities (7-12)
- Teaching English to Speakers of Other Languages

#### *Master’s of Science in Education (MS Ed)*

In the recently revised and updated programs that were approved through the College Curriculum Committee and NYSED, each program totals 30 credits.

### MS Ed I

These programs are designed for students who already hold initial certification in New York State. The programs provide the required 12 credits in the original area of certification, and additional courses to extend their knowledge and skills.

### MS Ed II

These programs are designed for students who already hold initial certification in New York State and wish to add initial certification in at least one other area. The programs provide the required 12 credits in the original area of certification, and additional courses to meet the requirements for initial certification in the additional area(s). The graduate degree leads to recommendation for professional certification in the original area, and initial and professional certification in the new certification area(s), although the degree is only one component.

- Dual Childhood/Students with Disabilities 1-6 (designed for teachers who are certified in another area such as Adolescent 7-12, Art PreK-12, etc.)
- Dual Adolescent/Students with Disabilities 7-12 (designed for teachers who are certified in another area such as Childhood 1-6 but have the required content coursework)
- Teaching English to Speakers of Other Languages, PreK-12
- Teaching Literacy (Birth-Grade 6)
- Teaching Literacy (Grades 5-12)

### ***Student-Centered, Faculty-Driven***

Since 2001, we have made multiple and significant changes that reflect new NYSED mandates and issues faced by K-12 schools. Guiding all department and faculty activities, the theme of “student-centered, faculty-driven” grew from a number of factors over the past few years. By 2017-18, the decline of student enrollments signaled for the consolidation of course offerings. With fewer courses and adjuncts, full-time faculty took on a larger presence for the students in our programs, both groups sharing important insights into the changing nature of teaching and teacher preparation. Consequently, work responsibilities changed. With a necessary reduction of office staff, the faculty embraced full responsibility and involvement in creating and maintaining (a) program admission and standards; (b) advisement of all students; (c) active participation in all practicum/student teaching experiences. Full-time faculty now direct and lead all activities relating to each of these three areas, positions that place them in frequent contact with students and equally as important, with our school and district partners. Faculty members have worked diligently to develop quality systems for registering, tracking and analyzing the progress of students through each program, responsibilities that will be further enhanced and informed through our accreditation process.

## 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 for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023**

Degree or Certificate granted by institution	State Certification, License	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/23)	Number of Completers in most recently completed academic year (12 months ending 08/23)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts	Biology, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0
	General Science, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0
	French, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0
	Spanish, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	1	0
	English, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0

	Philosophy, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0
	Religious Studies, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	1	0
	Mathematics, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	3	0
	Economics, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0
	History, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	5	1
	Political Science, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0
	Sociology, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	5	1
Bachelor of Science	Biology, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0
	Physics, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0
	Chemistry, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0
	Psychology, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	28	5
	Inclusive Childhood Education Grades 1-6, Concentration: English	5	0

Bachelor of Arts	Biology and General Science, Certification- Adolescent Education (Grades 7-12)	1	1
	French, Certification- Adolescent Education (Grades 7-12)	0	0
	Spanish, Certification- Adolescent Education (Grades 7-12)	0	0
	English, Certification- Adolescent Education (Grades 7-12)	1	0
	Math, Certification- Adolescent Education (Grades 7-12)	0	1
	Physics and General Science, Certification- Adolescent Education (Grades 7-12)	0	0
	Chemistry and General Science, Certification- Adolescent Education (Grades 7-12)	0	0
	History, Certification- Adolescent Education (Grades 7-12)	2	1
Bachelor of Science	Biology and General Science, Certification- Adolescent Education (Grades 7-12)	0	0
	French, Certification- Adolescent Education (Grades 7-12)	0	0
	Spanish, Certification- Adolescent Education (Grades 7-12)	0	0
	English, Certification- Adolescent Education (Grades 7-12)	0	0
	Math, Certification- Adolescent Education (Grades 7-12)	0	0
	Physics and General Science, Certification- Adolescent Education (Grades 7-12)	0	0
	Chemistry and General Science, Certification- Adolescent Education (Grades 7-12)	1	0
	History, Certification- Adolescent Education (Grades 7-12)	0	0

Bachelor of Arts	Inclusive Adolescent Education: Biology, Grades 7-12	2	0
	Inclusive Adolescent Education: Math, Grades 7-12	7	0
	Inclusive Adolescent Education: French, Grades 7-12	0	0
	Inclusive Adolescent Education: Spanish, Grades 7-12	1	0
	Inclusive Adolescent Education: English, Grades 7-12	1	1
	Inclusive Adolescent Education: Social Studies, Grades 7-12	8	0
Bachelor of Science	Inclusive Adolescent Education: Social Studies, Grades 7-12	0	0
Bachelor of Arts	Teaching English to Speakers of Other Languages	2	2
Bachelor of Science	Teaching English to Speakers of Other Languages	2	0
4+1 Bachelor of Arts & Master's of Teaching	English, Certification- Adolescent Education, Grades 7-12	0	0
	History, Certification- Adolescent Education, Grades 7-12	0	0
	Spanish, Certification- Adolescent Education, Grades 7-12	0	0
	Inclusive Adolescent Education: English, Grades 7-12	0	0
Master's of Science in Teaching (MST)	Inclusive Childhood Education, Grades 1-6	20	5
	Dual Adolescent Special Education Grades 7-12	11	3
	Teaching English to Speakers of Other Languages	3	1
<b>Total for programs that lead to initial credentials</b>		<b>110</b>	<b>22</b>
	Professional Certification: Childhood Education	3	2



Master's of Science in Education I (MSEd I)	Professional Certification: Dual Childhood/Special Education	4	3
	Professional Certification: Adolescent Education (American Sign Language, Cantonese, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, Spanish, Urdu, English, Chemistry, Earth Science, Physics, Mathematics, Social Studies)	0	0
	Professional Certification: Dual Adolescent/Special Education (American Sign Language, Cantonese, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, Spanish, Urdu, English, Chemistry, Earth Science, Physics, Mathematics, Social Studies)	0	2
Master's of Science in Education II (MSEd II)	Professional in Original Certification Area and Initial Certification in: Childhood Education (Grades 1-6)	0	0
	Professional in Original Certification Area and Initial Certification in: Childhood Education with Students with Disabilities (Grades 1-6)	3	1
	Professional in Original Certification Area and Initial Certification in: Adolescent Education (Grades 7-12) (American Sign Language, Cantonese, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, Spanish, Urdu, English, Chemistry, Earth Science, Physics, Mathematics, Social Studies)	0	0
	Professional in Original Certification Area and Initial Certification in: Adolescent Education with Students with Disabilities (Grades 7-12) (American Sign Language, Cantonese, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, Spanish, Urdu, English, Chemistry, Earth Science, Physics, Mathematics, Social Studies)	3	0

	Professional in Original Certification Area and Initial Certification in: Literacy Education (Birth-Grade 6)	3	0
	Professional in Original Certification Area and Initial Certification in: Literacy Education (Grades 5-12)	0	0
	Professional in Original Certification Area and Initial Certification in: Teaching English to Speakers of Other Languages (Pre-K-Grade 12)	0	1
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
<b>Total for programs that lead to additional/advanced credentials</b>		<b>16</b>	<b>9</b>
<b>TOTAL enrollment and productivity for all programs</b>		<b>126</b>	<b>31</b>
Unduplicated total of all program candidates and completers		126	31

### **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.)

Added programs:

Bachelor of Science- Inclusive Childhood, Grades 1-6, English Concentration

Bachelor of Science- Inclusive Childhood History. Certifications associated are for Childhood, Grades 1-6, Students with Disabilities, All Grades, This was approved by New York State Education Department as of December 13, 2023.

### **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**

<p>A. <b>Total enrollment</b> 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.</p>
<p>126</p>
<p>B. <b>Total number of unique completers</b> (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.</p>
<p>31</p>
<p>C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.</p>
<p>31</p>
<p>D. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program’s expected timeframe <b>and</b> in 1.5 times the expected timeframe.</p>
<p>Undergraduates- 100%</p> <p>MST- 75% (two 2023 completers delayed student teaching for one year and moved outside of their initial cohort to complete the program just outside 1.5 times. A general MST program occurs in 21 months. They completed in 33 months).</p> <p>MSEd- Not Applicable. Students are not in a cohort model and take their own pacing for completion of their program. No students in 2022-2023 needed an extension on NYSED’s requirement of completing a Master’s within 5 years of their graduation from a Bachelors program.</p>
<p>E. <b>Summary of state license examination results</b>, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.</p>
<p>The summary of the following scores focus on our initial certification programs.</p> <p>NYSTCE- Students with Disabilities Exam- Undergraduate Cohort 2023- 100% pass rate Graduate MST Cohort 2023- 100% pass rate</p> <p>NYSTCE- Educating All Students Exam- Undergraduate Cohort 2023- 92% pass rate</p>

Graduate MST Cohort 2023- 100% pass rate

NYSTCE- Multisubject Exam Grades 1-6- Combined Scores for English Language Arts, Math, and Arts and Sciences

Undergraduate Cohort 2023- 90% pass rate

Graduate MST Cohort 2023- 93% pass rate

NYSTCE- Multisubject Exam Grades 7-12- Combined Scores for English Language Arts, Math, and Arts and Sciences

Undergraduate Cohort 2023- 100% pass rate

Graduate MST Cohort 2023- 100% pass rate

NYSTCE- Content Specialty Tests- Content Areas Grades 7-12

Undergraduate Cohort 2023- 75% pass rate\*

Graduate MST Cohort 2023- 100% pass rate

\*The size of this cohort is below 5. One student's attempt impacted this pass rate.

NYSTCE- Content Specialty Tests English as a Second Language

Undergraduate Cohort 2023- 100% pass rate

Graduate MST Cohort 2023- 100% pass rate

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

Post-Program Feedback (Provided During Student Teaching Seminar) (Combined information from Undergraduates and MST Completers)

- Positives
  - Courses we take and the knowledge gained from them.
  - Preparation for classroom diversity
  - Amount of time in student teaching site (Fall for 50-60 hours before being in the same placement in Spring).
- Areas for Development/Change
  - Additional time and preparation for lesson planning before student teaching placements.
    - In Spring 2024, all students in Literacy 1 coursework will complete two lessons (in addition to the time in the Planning course). One will occur in the Literacy 1 classroom and one will occur in their practicum placement. Inclusive Childhood/TESOL students will focus on Phonics or Word Study/Spelling. Dual Adolescent/Adolescent students will focus on Academic Vocabulary.
  - Change in how weekly student teaching evaluations occur.
    - Faculty are revising the weekly feedback format to be used in Spring 2024 for all student teachers (Undergraduate and MST).

- Have one lesson plan format used throughout program and student teaching (since edTPA was removed we have used a variety of formats in coursework).
  - Faculty are reviewing this over the Winter Break to rollout a consistent lesson plan in the Spring Planning courses for Sophomores and MST students).

Alumni Feedback (Provided 7 months after graduation)

- Undergraduates
  - 80% of respondents rated their preparation for their teaching career at 4 or 5 (5 being excellent).
  - 100% of respondents identified that they intend to remain the field of education.
  - 100% of respondents noted that they needed to complete 1-5 applications before finding their job.
  - 100% of respondents noted that they felt Le Moyne prepared them for thinking/problem solving and to be a leader.
  - An area noted for concern by a small portion of respondents were preparation for working with racially and ethnically diverse students, linguistically diverse students, and students qualifying for free/reduced lunch.
    - While this has been a focus of the Inclusive Childhood Literacy courses, this likely needs to be spiraled/wrapped throughout the curriculum.
    - In Fall 2023, in the EDU 200 course, Teaching in a Diverse Society, the students engaged with the Culturally Responsive and Sustaining Framework developed by NYSED. In addition there was a focus on needs of diverse students in their practicum activity work.
    - This topic will be addressed by the Department at the February Department meeting.
- MST Graduates- Not enough students provided feedback to comment about the overall reflections.

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

The information provided comes from our Advisory Council meetings. These currently occur twice a year with attendance including local Superintendents, Principals, Teachers, and Alumni of our programs. In recent meetings, attendees have complimented our program for how our completers make personal connections with faculty, staff, and students where they work. Additionally they noted that Le Moyne completers are “very prepared and demonstrate a willingness to learn.” Further, it was noted that completers are able to create individualized plans for the needs of all students. Another attendee noted that “Le Moyne comprehensively prepares them (completers) in all aspects of the teaching and learning process. They come with realistic expectations and understand the complexities of the currently learning environment. Having been a Le Moyne graduate of the education program I am very aware of the rigor and preparedness of those partaking in the program. I am comforted in knowing that such standards continue.” Another attendee described her experiences with Le Moyne prepared teachers as being “confident, well-prepared, have a solid foundation in both content knowledge and pedagogy.”

In recent meetings attendees have recommended working on the following areas:

- Make all programs dual-certified

- Most of our programs at the initial certification level are Dual-Certified. The Education Department faculty are considering ending the one string of programs, Bachelor of Arts and Bachelor of Science in Adolescent Education that do not lead to dual certifications. The programs would remain as options under Dual Certification programs.
- Working on how to help students become more confident and connected to multicultural communities and culturally responsive and sustaining practices
  - In Spring 2023 (our Spring 2024 completers), the Inclusive Childhood and TESOL Undergraduate and MST candidates read [Gholdy Muhammad's 2023 book- Unearthing Joy: A Guide to Culturally and Historically Responsive Curriculum and Instruction](#) and completed a 20 minute lesson to their peers in class within EDU 305, Principles and Methods of Multicultural Literacy Methods and EDG 530, Childhood Literacy 1. This framework for lesson and unit planning provides a focus on culturally and historically responsive practices. The conversations in class preparing for the lesson plan were very positive as was the feedback from students.
  - A few of the comments were:
    - "I feel as though it was one of the most applicable and helpful assignments thus far in this program. Being able to examine a variety of books from the lens of a culturally responsive teacher and choose one autonomously was an important takeaway...Combining that with the presentation of a lesson itself was all the more relevant as we prepare to be future teachers in the world of literacy as well."
    - "I feel that this project was very influential as a future educator. This project allowed me to gain knowledge in choosing and teaching about diverse literacy. Not only did I gain knowledge about the importance from providing my students with a diverse library but I have also gained confidence in delivering a lesson plan based on a diverse book."
  - In Spring 2024 (our Spring 2025 completers), all Undergraduate and MST candidates (Inclusive Childhood, TESOL, Dual Adolescent, and Adolescent) will read the text and complete a 20 minute lesson plan to their peers in class in EDU 305, EDG 530 as well as EDU 303, Multicultural Literacy methods and EDG 531, Adolescent Literacy 1.
- Developing the capacity for completers to understand and implement Social Emotional Learning in their classrooms.
  - The faculty have discussed this issue several times and have included it in some coursework. However, as this issue has come up at the last three Advisory Council meetings, we will need to make a more comprehensive plan for this throughout coursework. This will be discussed at our January Department meeting to find places to spiral this idea throughout our curriculum.

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.

Undergraduates Students- 100% of the completers in 2022-2023 are either employed full-time as teachers or in part time positions and completing a full-time graduate program.

MST Graduate Students- 7/9 graduates are teaching in full-time positions. The information about the other 2 completers was not available to the report writer.

MSEd Graduate Students- 8/9 graduates are teaching in full-time positions. The information about the other completer was not available to the report writer.

#### 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				
<b>Undergraduate and Graduate (MST) Programs- Candidate Preservice Assessment of Student Teaching (CPAST)-</b> Valid and Reliable Measure used through a Memorandum of Understanding with The Ohio State University	Score 2 or above on each subsection Mean Score above 1.75	<b>Undergraduate Program N=13 Site 1</b>				
		AAQEP Standard	CPAST Item	Met Standard	Mean Score	Standard Deviation
		1a	Learning Target & Directions	100%	2.77	0.44
		1b	Connections to Research and Theory	69%	1.85	0.69
		1d	Assessment for P-12 Learning	92%	2.38	0.65
		1d	Data-Guided Instruction	85%	2.0	0.58
		1d	Feedback to Learners	92%	2.38	0.65
		1d	Assessment Techniques	77%	2.0	0.71

The assessment covers Pedagogy and Dispositions and engages evaluators (College Supervisors, Cooperating Teachers, and Student Teachers) in individual evaluations and then a three-way conference where they make a final decision on the score. This occurs once at the end of Site 1 of student teaching and once at the end of Site 2.

This is a nationally recognized [assessment system based at Ohio State University](#), with 0.94 content validity ratio, 0.676~0.84 construct validity (all at 0.001 significance level), adjacent agreement rate of 98%, Cronbach's Alpha Coefficient 0.927.

1e	Safe and Respectful Learning Environment	100%	2.85	0.38
1f	Collaboration	92%	2.69	0.63

**Undergraduate Program Site 2 N=13**

AAQEP Standard	CPAST Item	Met Standard	Mean Score	Standard Deviation
1a	Learning Target & Directions	100%	2.54	0.52
1b	Connections to Research and Theory	100%	2.15	0.38
1d	Assessment for P-12 Learning	100%	2.54	9.52
1d	Data-Guided Instruction	100%	2.38	0.51
1d	Feedback to Learners	100%	2.62	0.51
1d	Assessment Techniques	100%	2.46	9,52
1e	Safe and Respectful Learning Environment	100%	2.62	0.51
1f	Collaboration	100%	2.77	0.44

**MST Program N=9  
Site 1**

AAQEP Standard	CPAST Item	Met Standard	Mean Score	Standard Deviation
1a	Learning Target & Directions	100%	2.78	0.44
1b	Connections to Research and Theory	89%	2.22	0.67



		1d	Assessment for P-12 Learning	100%	2.78	0.44
		1d	Data-Guided Instruction	89%	2.44	0.73
		1d	Feedback to Learners	100%	2.89	0.33
		1d	Assessment Techniques	100%	2.44	0.53
		1e	Safe and Respectful Learning Environment	100%	2.89	0.33
		1f	Collaboration	100%	3.0	0.0
<b>MST Program Site 2</b>						
		AAQEP Standard	CPAST Item	Met Standard	Mean Score	Standard Deviation
		1a	Learning Target & Directions	100%	2.89	0.33
		1b	Connections to Research and Theory	100%	2.22	0.44
		1d	Assessment for P-12 Learning	100%	2.67	0.50
		1d	Data-Guided Instruction	100%	2.67	0.50
		1d	Feedback to Learners	100%	2.67	0.50
		1d	Assessment Techniques	100%	2.44	0.53
		1e	Safe and Respectful Learning Environment	100%	3.0	0.0
		1f	Collaboration	100%	3.0	0.0

**Undergraduate and Graduate (MST) Programs-Educating All Students Exam-**  
 This exam is required for all students for certification in New York State. The content covers Diverse Students, English Language Learners, Students with Disabilities, Teacher Responsibilities, and Student-Home Relationships. Each sub section has multiple choice questions and the first three categories also requires an answer to a constructed response.

Standardized tests required for initial certification by the New York State Education Department. According to NYSTCE ([New York State Teacher Certification Examinations™ Test Validation Process and Reliability of Test Results Test Validation Pro](#)), “One hundred percent of each test is content validated for New York State,” and “Estimates of reliability (Total Test Decision Consistency) for the NYSTCE tests required of all candidates for certification are typically in the range of 0.95 to 0.98.” Based on these large-scale, objective measurement indicators, both tests are trustworthy and fair measures for all teacher candidates in New York State.

Score above 520  
 Individual Subsection scores above 2

**Undergraduate Programs: N=13**

Overall Score (520 or higher)

Met Standard	Mean Score	Standard Deviation
92%	530.69	27.47

**Diverse Students**

Type of Question	Met Standard	Mean Score	Standard Deviation
Multiple Choice	92%	2.54	0.75
Constructed Response	92%	2.62	0.74

**English Language Learners**

Type of Question	Met Standard	Mean Score	Standard Deviation
Multiple Choice	100%	2.69	0.72
Constructed Response	92%	2.69	0.91

**Students with Disabilities**

Type of Question	Met Standard	Mean Score	Standard Deviation
Multiple Choice	85%	2.62	1.00
Constructed Response	100%	3.15	0.53

**Teacher Responsibilities**

Type of Question	Met Standard	Mean Score	Standard Deviation
Multiple Choice	92%	3.15	0.86

Student-Home Relationships

Type of Question	Met Standard	Mean Score	Standard Deviation
Multiple Choice	85%	3.31	1.07

**MST Programs N=9**

Overall Score (520 or higher)

Met Standard	Mean Score	Standard Deviation
100%	538.5	15.01

Diverse Students

Type of Question	Met Standard	Mean Score	Standard Deviation
Multiple Choice	100%	3.0	0.94
Constructed Response	89%	2.89	0.87

English Language Learners

Type of Question	Met Standard	Mean Score	Standard Deviation
Multiple Choice	100%	2.44	1.17
Constructed Response	100%	2.78	0.42

Students with Disabilities

Type of Question	Met Standard	Mean Score	Standard Deviation
Multiple Choice	100%	2.89	0.57
Constructed Response	100%	2.78	0.79

Teacher Responsibilities

Type of Question	Met Standard	Mean Score	Standard Deviation
Multiple Choice	100%	3.44	0.50

Student-Home Relationships

Type of Question	Met Standard	Mean Score	Standard Deviation
Multiple Choice	100%	3.56	0.68

<p><b>Phase 1 Student Teaching Lesson Plan- Literacy 2</b> (All Undergraduates and MST Graduate Students). This assignment was piloted for the first time in Fall 2022 with all of our Phase 1 Student Teachers (completers finishing Student Teaching in Spring 2023 with a May graduation date). Students completed the assignment in their Literacy 2 course.</p> <p>The assignment description included:  Plan and implement a lesson plan (ELA for Childhood/Content area for Adolescent/TESOL).  Collect artifacts (student work samples at the end of the lesson)...  Receive feedback from your cooperating teacher and create a goal for student teaching based on the feedback.  Reflect on the lesson plan and implementation.</p>	<p>Overall score- 21 or higher  Rubric Subsets- Lesson Plan (5.5/7 points)  Rubric/Checklist to Evaluate Student Artifacts (1.5/2 points)  Feedback on Student Artifacts (3/4 points)  Goal for Student Teaching (1.5/2 points)  Reflective Writing (5.5/7 points)</p>	<p><b>Undergraduate Programs: N=13</b>  Overall Score (21/25 or higher)</p> <table border="1"> <thead> <tr> <th>Met Standard</th> <th>Mean Score</th> <th>Standard Deviation</th> </tr> </thead> <tbody> <tr> <td>85%</td> <td>22.35</td> <td>1.63</td> </tr> </tbody> </table> <p>Lesson Plan (5.5/7 points)</p> <table border="1"> <thead> <tr> <th>Met Standard</th> <th>Mean Score</th> <th>Standard Deviation</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>6.61</td> <td>0.49</td> </tr> </tbody> </table> <p>Rubric/Checklist to Evaluate Student Artifacts (1.5/2 points)</p> <table border="1"> <thead> <tr> <th>Met Standard</th> <th>Mean Score</th> <th>Standard Deviation</th> </tr> </thead> <tbody> <tr> <td>69%</td> <td>1.69</td> <td>0.46</td> </tr> </tbody> </table> <p>Feedback on Student Artifacts (3/4 points)</p> <table border="1"> <thead> <tr> <th>Met Standard</th> <th>Mean Score</th> <th>Standard Deviation</th> </tr> </thead> <tbody> <tr> <td>46%</td> <td>2.31</td> <td>1.43</td> </tr> </tbody> </table> <p>Goal for Student Teaching (1.5/2 points)</p> <table border="1"> <thead> <tr> <th>Met Standard</th> <th>Mean Score</th> <th>Standard Deviation</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>2.0</td> <td>0.0</td> </tr> </tbody> </table> <p>Reflective Writing (5.5/7 points)</p> <table border="1"> <thead> <tr> <th>Met Standard</th> <th>Mean Score</th> <th>Standard Deviation</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>6.73</td> <td>0.50</td> </tr> </tbody> </table> <p><b>MST Programs: N=7</b>  *Note- 2 MST students completed the course before this rubric was used during the Fall 2021 semester. Their scores are not included.</p>	Met Standard	Mean Score	Standard Deviation	85%	22.35	1.63	Met Standard	Mean Score	Standard Deviation	100%	6.61	0.49	Met Standard	Mean Score	Standard Deviation	69%	1.69	0.46	Met Standard	Mean Score	Standard Deviation	46%	2.31	1.43	Met Standard	Mean Score	Standard Deviation	100%	2.0	0.0	Met Standard	Mean Score	Standard Deviation	100%	6.73	0.50
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Overall Score (21/25 or higher)

Met Standard	Mean Score	Standard Deviation
86%	22.82	1.94

Lesson Plan (5.5/7 points)

Met Standard	Mean Score	Standard Deviation
100%	6.86	0.35

Rubric/Checklist to Evaluate Student Artifacts (1.5/2 points)

Met Standard	Mean Score	Standard Deviation
86%	1.86	0.35

Feedback on Student Artifacts (3/4 points)

Met Standard	Mean Score	Standard Deviation
57%	2.54	1.37

Goal for Student Teaching (1.5/2 points)

Met Standard	Mean Score	Standard Deviation
100%	2.0	0.0

Reflective Writing (5.5/7 points)

Met Standard	Mean Score	Standard Deviation
100%	6.64	0.58

<p><b>MSEd Portfolio-</b> Portfolio is generally completed in the last semester of their course of study. Independent work with the supervision of one full-time faculty member.</p> <p>Assignment description notes- Collect artifacts to submit to 10 of these categories with prompts responses. Select from both tables (some from AAQEP Standard 1 and some from AAQEP Standard 2).</p> <p>Your artifacts should come from your elective Coursework, NOT EDG 695, 610, or 650/676/675.</p> <p>Show two mini-studies that you engaged in the research process (asked a question about a topic of interest, did background information research on topic (literature review), collected data from practice (or empirical data), analyzed data, and changed practice, made recommendations, or reconsidered how you approach teaching throughout your MSEd program. Reflect using the prompt: “What did you learn about the research process? How will this impact your future teaching career?”</p>	<p>Score of 2 or better</p> <p>Mean score above 2.25</p>	<table border="1"> <thead> <tr> <th>AAQEP Standard</th> <th>N</th> <th>Met Standard</th> <th>Mean Score</th> <th>Standard Deviation</th> </tr> </thead> <tbody> <tr> <td>1a</td> <td>9</td> <td>100%</td> <td>2.88</td> <td>0.31</td> </tr> <tr> <td>1b</td> <td>8</td> <td>100%</td> <td>2.5</td> <td>0.5</td> </tr> <tr> <td>1c</td> <td>7</td> <td>100%</td> <td>2.54</td> <td>0.47</td> </tr> <tr> <td>1d</td> <td>9</td> <td>100%</td> <td>2.5</td> <td>0.47</td> </tr> <tr> <td>1e</td> <td>9</td> <td>100%</td> <td>2.64</td> <td>0.46</td> </tr> <tr> <td>1f</td> <td>6</td> <td>100%</td> <td>2.5</td> <td>0.35</td> </tr> </tbody> </table>	AAQEP Standard	N	Met Standard	Mean Score	Standard Deviation	1a	9	100%	2.88	0.31	1b	8	100%	2.5	0.5	1c	7	100%	2.54	0.47	1d	9	100%	2.5	0.47	1e	9	100%	2.64	0.46	1f	6	100%	2.5	0.35
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1e	9	100%	2.64	0.46																																	
1f	6	100%	2.5	0.35																																	

**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			
<p><b>Supporting Multilingual Learners – Literacy 2 (All Undergraduates and MST Graduate Students)</b>                      This assignment was piloted for the first time in Fall 2022 with all of our Phase 1 Student Teachers (completers finishing Student Teaching in Spring 2023 with a May graduation date). Students completed the assignment in their Literacy 2 course.</p> <p>The assignment description included the following information: After reading the novel (different novels chosen for the grade level differences), you will suggest 8 (Undergraduate) or 10 (Graduate) strategies that would support the character if you were her classroom teacher...In the next section you should identify 2 teaching ideas for global and international education...In the third section you should create a family communication. This should be created as something you can send out to your student teaching placement...In the last section you should identify a goal for yourself specific to teaching global and/or international education.</p>	<p>Overall score- 17 or higher                      Rubric Subsets-                      Teaching Strategies Description (8/10 points)                      Global and International Education Teaching Ideas (3/4 points)                      Family Communication- (1.5/2 points)                      Teaching Goal and Action Plan- (1.5/2 points)</p>	<b>Undergraduate Programs: N=13</b> Overall Score (17/20 or higher)			
		Met Standard	Mean Score	Standard Deviation	
		92%	18.07	1.53	
		Teaching Strategies Description Subset Score (8/10 or higher)			
		Met Standard	Mean Score	Standard Deviation	
		77%	8.5	1.3	
		Global and International Education Teaching Ideas Subset Score (3/4 or higher)			
		Met Standard	Mean Score	Standard Deviation	
		92%	3.73	0.5	
		Family Communication Subset Score (1.5/2 or higher)			
Met Standard	Mean Score	Standard Deviation			
92%	1.92	0.27			
Teaching Goal and Action Plan Subset Score (1.5/2 or higher)					
Met Standard	Mean Score	Standard Deviation			
92%	1.92	0.27			
<b>MST Programs: N=7</b>					



\*Note- 2 MST students completed the course before this rubric was used during the Fall 2021 semester. Their scores are not included.

Overall Score (17/20 or higher)

Met Standard	Mean Score	Standard Deviation
71%	18.2	1.60

Teaching Strategies Description

Subset Score (8/10 or higher)

Met Standard	Mean Score	Standard Deviation
71%	8.5	1.22

Global and International Education Teaching Ideas

Subset Score (3/4 or higher)

Met Standard	Mean Score	Standard Deviation
100%	3.71	0.45

Family Communication

Subset Score (1.5/2 or higher)

Met Standard	Mean Score	Standard Deviation
100%	2	0.0

Teaching Goal and Action Plan

Subset Score (1.5/2 or higher)

Met Standard	Mean Score	Standard Deviation
100%	2	0.0

<p><b>MSEd Portfolio-</b> Portfolio is generally completed in the last semester of their course of study. Independent work with the supervision of one full-time faculty member.</p> <p>Assignment description notes- Collect artifacts to submit to 10 of these categories with prompts responses. Select from both tables (some from AAQEP Standard 1 and some from AAQEP Standard 2).</p> <p>Your artifacts should come from your elective Coursework, NOT EDG 695, 610, or 650/676/675.</p> <p>Show two mini-studies that you engaged in the research process (asked a question about a topic of interest, did background information research on topic (literature review), collected data from practice (or empirical data), analyzed data, and changed practice, made recommendations, or reconsidered how you approach teaching throughout your MSEd program. Reflect using the prompt: "What did</p>	Score of 2 or better	<table border="1"> <thead> <tr> <th>AAQEP Standard</th> <th>N</th> <th>Met Standard</th> <th>Mean Score</th> <th>Standard Deviation</th> </tr> </thead> <tbody> <tr> <td>2a</td> <td>7</td> <td>100%</td> <td>2.86</td> <td>0.35</td> </tr> <tr> <td>2b</td> <td>8</td> <td>100%</td> <td>1.72</td> <td>0.42</td> </tr> <tr> <td>2c</td> <td>9</td> <td>100%</td> <td>2.56</td> <td>0.5</td> </tr> <tr> <td>2d</td> <td>5</td> <td>100%</td> <td>2.6</td> <td>0.49</td> </tr> <tr> <td>2e</td> <td>8</td> <td>100%</td> <td>2.5</td> <td>0.5</td> </tr> <tr> <td>2f</td> <td>5</td> <td>100%</td> <td>2.6</td> <td>0.49</td> </tr> </tbody> </table>	AAQEP Standard	N	Met Standard	Mean Score	Standard Deviation	2a	7	100%	2.86	0.35	2b	8	100%	1.72	0.42	2c	9	100%	2.56	0.5	2d	5	100%	2.6	0.49	2e	8	100%	2.5	0.5	2f	5	100%	2.6	0.49
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<p>you learn about the research process? How will this impact your future teaching career?</p>		
<p><b>Completer Pilot Case Study</b>          In Spring 2024 we have identified three former students (Undergraduate and MST) that we will observe several times and interview their principals. While we have not completed this pilot to offer data to support our completer success, one person has committed to completing the pilot case study this spring with the intention of using a similar format for the entirety of the 2024-2025 academic year with different completers.</p>	<p>Two faculty members have agreed to create an observation format for the case study for the pilot in the Spring.</p>	

## 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.

The 2022-2023 academic year allowed the faculty to focus on several key initiatives throughout the year:

- A proposal was submitted and approved with the Le Moyne College Curriculum Committee and Faculty Senate for a Bachelor of Science, Inclusive Childhood Grades 1-6 with a History Concentration. The proposal was reviewed and approved by NYSED as of December 13, 2023.
- Several new projects were developed and used in coursework (including in the Literacy 2 courses) so all students are engaged with similar expectations to prepare them for working with diverse students in the future classrooms. These projects have been approved by the Faculty to be used.
- Several of our MEd I programs were approved for changes in delivery (to Distance Education formats).

- Dual Adolescent/Special Education
- Inclusive Childhood
- Adolescent Education
- Childhood Education
- Several other MSED programs are in the queue for submission and review to shift to Distance Education though NYSED has allowed for the use of the Distance Learning format through September 2024.
- Faculty were included in the Admissions process (reviewing applications and providing feedback) for the first time in several years.
- Faculty developed a potential pathway to create a Residency program and submitted several recommendations we felt would be necessary for the success of the program. The recommendations are under review with the College Administration.
- Faculty wrote and implemented a pilot for the Le Moyne College Teacher Performance Assessment (LMCTPA) in Spring 2023 in accordance with NYSED mandates and changes for teacher certification. The pilot was used with all Undergraduate and MST students in 2023. Reviewing the pilot and the required standards to cover over the two student teaching placements, the final submission to NYSED in June 2023 was shifted to include some additional or expanded elements to the assessment portfolio. The proposal was approved in June 2023. The first full scale implementation of the LMCTPA will be in Spring 2024.
- The Department engaged in two successful administrative/professional position searches. One for the Director of Graduate Programs and one for the Manager for Field Work Experience position. Both new hires began over the summer.