



## AAQEP Annual Report for 2021

Nazareth College

Provider/Program Name:

June 30, 2027

End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):

### 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 encompassed in its AAQEP review.

**Institution origin.** Currently an independent, co-educational, comprehensive institution, [Nazareth College](#) was established in 1924 by the Sisters of St. Joseph as a Roman Catholic college offering liberal arts and professional programs for women. Historically, it was known for its mission of preparing women to meet community needs in programs in teacher education, nursing, and social work, as well as in programs in foreign languages and the liberal arts. While maintaining many favorable connections with the founding religious congregation, Nazareth College has grown to be an inclusive, non-denominational, comprehensive college. Nazareth proudly supports an array of liberal arts majors and professional programs that serve the Rochester region through

degree programs in teacher education, business, and nursing, programming in the fine and performing arts, and on-campus clinics in reading, speech, music, art, and physical and occupational therapy.

### **Teacher Education Origin, Context, and Commitments**

**Teacher education program origins and context.** Education programs have been an integral part of Nazareth College since its founding. Initially, education program options were offered at the undergraduate level. Graduate courses in Education were first offered in 1952, with new program options being approved throughout the ensuing decades. Course offerings in teacher education remained relatively stable during that time, providing undergraduate and graduate students choices across a range of certification foci and age levels.

In 2003, the Nazareth College Board of Trustees adopted an Academic Restructuring Plan which changed the institution's academic organizational structure from one of many independent departments to a College and three Schools, each with a Dean: the College of Arts and Sciences, the [School of Education](#), the School of Health and Human Services, and the School of Management (renamed School of Business and Leadership in 2019).

The following undergraduate certification options are currently offered (all lead to initial certification):

- Inclusive Early Childhood/Childhood Education
- Inclusive Adolescence Education (Grades 7-12) in the following academic subjects: Biology, Chemistry, English, Foreign Languages (including Chinese, French, Italian and Spanish), Mathematics, Theatre/English, and Social Studies
- Art Education (Birth-Grade 12) [College of Arts and Science]
- Music Education (Birth-Grade 12) [College of Arts and Science]

The following graduate teacher certification options are offered:

- Art Education (Birth-Grade 12) (Initial and Professional certifications) [College of Arts and Science]
- Educational Technology Specialist (Additional certification) [program offering dependent on candidate enrollment]
- Inclusive Education, Early Childhood (Birth-Grade 2) (Initial, Additional - Changing Developmental Levels, and Additional - Same Developmental Level, and Professional Level certifications)
- Inclusive Education, Childhood (Grades 1-6) (Initial, Additional - Changing Developmental Levels, Additional - Same Developmental Level, and Professional certifications)
- Inclusive Education, Adolescence (Grade 7-12) (Initial, Additional - Changing Developmental Levels, and Additional - Same Developmental Level, Professional certifications)
- Literacy Education (Birth-Grade 6 and Grades 5-12) (Additional certifications)
- Music Education (Birth-Grade 12) (Initial and Professional certifications) [College of Arts and Science]

- Teaching English to Speakers of Other Languages (Birth-Grade 12) (Initial, and Additional certifications)
- Speech-Language Disabilities (Birth-Grade 12) (offered through the Department of Communication Sciences & Disorders) (Initial) [College of Health and Human Services]

In addition, two extension and one annotation program is offered (Bilingual Education, Gifted and Talented Education, and Students with Severe or Multiple Disabilities), as well as three certification-only programs (Post-Baccalaureate ACCESS program for career changers interested in teaching at the secondary level, and two Post-Masters' programs: Teaching English to Speakers of Other Languages, Literacy Specialist, and ).

There also are two graduate programs in the School of Education which are designed to meet the needs of international students, and do not lead to teacher certification. One program is focused on TESOL, particularly in international contexts, and one program is focused on Inclusive Early Childhood/Childhood Education.

This overview of the teacher education program at Nazareth College gives a sense of the size and scope of the program and the close collaborative relationship of teacher education to the Nazareth College community. The foundation of liberal arts, the commitment to civic engagement, and the endeavor to recognize diversity defined in a multiplicity of ways are core to the college and to the program. Finally, the Nazareth College teacher education program options have continued to build programmatic offerings on current educational research and theory linked with practice in diverse educational settings.

The School of Education faculty made the decision to bundle all the teacher preparation certification options into one Quality Assurance Report, since all of the individual certification program options share a common logic, structure, quality control system, and similar and comparable categories of evidence which will be explicated in the report.

Note, teacher education programs that are situated outside the School of Education are all accredited by another accreditor, and thus were not included as part of the AAQEP accreditation process: art education (National Association of Schools of Art and Design), music education (National Association of Schools of Music), and Speech-Language Pathology (Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association). Also, the two non-certification graduate programs offered within the School of Education were also not included.

**School of Education mission.** The mission of the School of Education is to prepare teachers who are educated in the liberal arts and committed to a life guided by intellectual, moral and ethical values. To carry out its mission, the School of Education:

- demonstrates the liberal arts' contribution to supporting and enhancing professional preparation;
- recruits faculty members who support the school's goals, are sensitive to the needs of individual students, are committed to teaching and scholarship, and connect practice to theory;

- provides curricula that challenge students to high academic achievement and prepare them to become ethical and reflective teachers;
- advances in its students the intellectual development necessary for critical thinking, problem-solving, and effective communication;
- promotes respect for diversity through culturally responsive study and instruction, diverse clinical placements, and a commitment to recruit a more diverse faculty and student population;
- employs technology to extend the professional expertise of both faculty and students;
- serves the community's children and families;
- supports dynamic collaboration between its faculty and the broader community of schools, agencies, and cultural institutions for mutual professional growth.

### **Public Posting URL**

Part I of this report is posted at the following web address (accredited members of AAQEP must post at least Part I):

<https://www2.naz.edu/school-education/accreditation>

## 2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021: F20, Sp21, Su21**

Note: Given that this is a publicly shared document, to protect teacher candidate privacy, we are only reporting data with N>10 throughout the Annual Report.

Note: “SwD” is the abbreviation for “Students with Disabilities”

<b>Degree or Certificate</b> granted by the institution/organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Candidates</b> currently enrolled	<b>Number of Completers</b> in 2020-21
Bachelor of Science (Biology)	BS.BIO.ADOL-G Initial Certification in Biology 7-12 and SwD Generalist 7-12	N<10	N<10
	BS.BIO.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	N<10
Bachelor of Science (Chemistry)	BS.CHM.ADOL-G Initial Certification in Chemistry 7-12 and SwD Generalist 7-12	N<10	N<10
	BS.CHM.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood	No candidates currently enrolled	No completers in 2020-2021

	Education B-2; Childhood 1-6; SwD Childhood 1-6		
Bachelor of Science (Theatre Arts)	BS.THA.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	N<10
Bachelor of Arts (American Studies)	BA.AMS.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	N<10
Bachelor of Arts (Anthropology)	BA.ANT.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	N<10
Bachelor of Arts (Chinese/Mandarin)	BA.CHN.ADOL-G Initial Certification in Chinese/Mandarin 7-12 and SwD Generalist 7-12	No candidates currently enrolled	No completers in 2020-2021
Bachelor of Arts (Communications Media)	BA.COMM_MEDIA.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	N<10
Bachelor of Arts (Communications Rhetoric)	BA.COMM_RHET.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood	No candidates currently enrolled	No completers in 2020-2021

	Education B-2; Childhood 1-6; SwD Childhood 1-6		
Bachelor of Arts (English)	BA.ENG.ADOL-G Initial Certification in English 7-12 and SwD Generalist 7-12	10	N<10
	BA.ENG.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	18	N<10
Bachelor of Arts (French)	BA.FRN.ADOL-G Initial Certification in French 7-12 and SwD Generalist 7-12	N<10	N<10
	BA.FRN.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	No candidates currently enrolled	No completers in 2020-2021
Bachelor of Arts (Global Studies)	BA.GLO.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	N<10
Bachelor of Arts (History)	BA.HIS.ADOL-G Initial Certification in History 7-12 and SwD Generalist 7-12	21	N<10
	BA.HIS.INCH	N<10	N<10

	Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6		
Bachelor of Arts (International Studies)	BA.INS.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	N<10
Bachelor of Arts (Italian)	BA.ITL.ADOL-G Initial Certification in Italian 7-12 and SwD Generalist 7-12	No candidates currently enrolled	No completers in 2020-2021
	BA.ITL.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	No candidates currently enrolled	No completers in 2020-2021
Bachelor of Arts (Mathematics)	BA.MTH.ADOL-G Initial Certification in Mathematics 7-12 and SwD Generalist 7-12	10	N<10
	BA.MTH.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	N<10
Bachelor of Arts (Modern Foreign Languages)	BA.MFL.ADOL-G Initial Certification in Language 7-12 and SwD Generalist 7-12	N<10	N<10



	BA.MFL.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	No candidates currently enrolled	No completers in 2020-2021
Bachelor of Arts (Political Science)	BA.PSC.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	N<10
Bachelor of Arts (Psychology)	BA.PSY.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	74	13
Bachelor of Arts (Religious Studies)	BA.RES.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	No candidates currently enrolled	No completers in 2020-2021
Bachelor of Arts (Sociology)	BA.SOC.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	13	N<10
Bachelor of Arts (Spanish)	BA.SPN.ADOL-G Initial Certification in Spanish 7-12 and SwD Generalist 7-12	N<10	N<10

	BA.SPN.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	N<10
Bachelor of Arts (Social Science)	BA.SSC.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	No candidates currently enrolled	No completers in 2020-2021
Bachelor of Arts (Social Science with Anthropology Specialization)	BA.SSC-ANT.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	N<10
Bachelor of Arts (Social Science with Psychology Specialization)	BA.SSC-PSY.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	N<10
Bachelor of Arts (Social Science with Sociology Specialization)	BA.SSC-SOC.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	N<10	N<10
Bachelor of Arts (Theatre Arts/English)	BA.THA.ADOL-G Initial Certification in English 7-12 and SwD Generalist 7-12	No candidates currently enrolled	No completers in 2020-2021

Bachelor of Arts (Theatre Arts)	BA.THA.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	No candidates currently enrolled	No completers in 2020-2021
Bachelor of Science (Undergraduate Inclusive Adolescence: Undeclared)	BS.UND.ADOL-G Initial Certification in Adolescence Content Area 7-12 and SwD Generalist 7-12	No candidates currently enrolled	No completers in 2020-2021
Bachelor of Arts (Undergraduate Inclusive Adolescence: Undeclared)	BA.UND.ADOL-G Initial Certification in Adolescence Content Area 7-12 and SwD Generalist 7-12	N<10	N<10
Bachelor of Science (Undergraduate Inclusive Early Childhood/Childhood: Undeclared)	BS.XXX.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	No candidates currently enrolled	No completers in 2020-2021
Bachelor of Arts (Undergraduate Inclusive Early Childhood/Childhood: Undeclared)	BA.XXX.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	17	N<10
Bachelor of Arts (Open Path)	BA.PATH.ADOL-G Initial Certification in Adolescence Content Area 7-12 and SwD Generalist 7-12	N<10	N<10
Bachelor of Arts (Open Path)	BA.PATH.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood	N<10	N<10

	Education B-2; Childhood 1-6; SwD Childhood 1-6		
Master of Science in Education (Inclusive Adolescence Education)	MSED.INAD.ICG Initial/Professional Certification in Adolescence Content Area 7-12; SwD Generalist 7-12	18	N<10
	MSED.INAD.AG Initial/Professional Certification in SwD Generalist 7-12	N<10	N<10
	MSED.INAD.CG Initial/Professional Certification in Adolescence Content Area 7-12; SwD Generalist 7-12	N<10	N<10
	MSED.INAD.PG Professional Certification in Adolescence Content Area 7-12; SwD Generalist 7-12	N<10	N<10
Master of Science in Education (Inclusive Childhood Education)	MSED.INCH.I Initial/Professional Certification in Childhood Education 1-6; SwD Childhood Education 1-6	38	16
	MSED.INCH.S SwD Childhood 1-6	N<10	N<10
	MSED.INCH.C Initial/Professional Certification in Childhood Education 1-6; SwD Childhood Education 1-6	No candidates currently enrolled	No completers in 2020-2021
	MSED.INCH.P Professional Certification in Childhood Education 1-6; SwD Childhood Education 1-6	14	N<10

Master of Science in Education (Inclusive Early Childhood Education)	MSED.INEC.I Initial/Professional Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2	16	N<10
	MSED.INEC.S Initial/Professional Certification in SwD Early Childhood Education B-2	N<10	N<10
	MSED.INEC.C Initial/Professional Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2	No candidates currently enrolled	No completers in 2020-2021
Master of Science in Education (Literacy)	MSED.LED.A.B-6 Initial/Professional Certification in Literacy Education B-6	19	12
	MSED.LED.A.5-12 Initial/Professional Certification in Literacy Education 5-12	N<10	N<10
Master of Science in Education (Teaching English to Speakers of Other Languages)	MSED.TESL.I.B-12 Initial/Professional Certification in Teaching English to Speakers of Other Languages B-12	15	N<10
	MSED.TESL.C.B-12 Initial/Professional Certification in Teaching English to Speakers of Other Languages B-12	N<10	N<10
Master of Science in Education (Teaching English to Speakers of Other Languages and Adolescence Education)	MSED.TSL.ADOL.I	N<10	N<10

	Initial/Professional Certification in Teaching English to Speakers of Other Languages B-12, and Adolescence Content Area 7-12		
Gifted and Talented Education Extension (Graduate)	ND.PMC.GTE Initial/Professional Certification in Gifted and Talented Education Extension	N<10	N<10
Bilingual Extension (Graduate)	ND.PMC.BIL Initial/Professional Certification in Bilingual Education Extension	N<10	N<10
Students with Severe or Multiple Disabilities Annotation (Graduate)	ND.PMC.SMD Initial/Professional Certification in Students with Severe or Multiple Disabilities Annotation	No candidates currently enrolled	No completers in 2020-2021
TESOL Certification Only (Graduate)	ND.PMC.TSL Initial/Professional Certification in Teaching English to Speakers of Other Languages K-12	N<10	N<10
Literacy Education Certification Only (Post-Master's)	ND.PMC.LED B-6 Initial/Professional Certification in Literacy Education B-6	No candidates currently enrolled	No completers in 2020-2021
	ND.PMC.LED 5-12 Initial/Professional Certification in Literacy Education 5-12	No candidates currently enrolled	No completers in 2020-2021
ACCESS Certification Only (Post-Master's)	NC.PBA.I.***-G Initial/Professional Certification in Adolescence Education Content Area 7-12 (Biology, Chemistry, English, French, Italian,	N<10	N<10

	Mathematics, Physics, Social Studies, Spanish); SwD Generalist 7-12		
	TOTALS:	382	108

### 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.)

We are not currently offering our Master of Science in Education (leading to initial/professional certification as an Educational Technology Specialist).

The Master of Science in Education (Teaching English to Speakers of Other Languages and Adolescence Education) is a new program offering. The two Post-Master’s Literacy Education Certification programs are also new program offerings.

### 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**

1. <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.
368 (per Institutional Research)
2. <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.
108 (per Institutional Research)
3. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
262 recommendations for certificates were submitted to the New York State Education Department in Fall 2020 (53), Spring 2021 (145), and Summer 2021 (64).

4. **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.

**Undergraduate Programs: 2015 Freshmen Cohort**

These data only include first time freshmen who declared education during the fall of their freshmen year. Note, it does not include other students who entered education after their freshmen year, nor does it include transfers.

<i>Program</i>	<i>N</i>	<i>4-Year Graduation</i>	<i>6-Year Graduation</i>
Adolescence Education	16	72.2%	77.8%
Inclusive Early Childhood/Childhood Education	29	66.7%	70.0%

Source: IR, “Graduation Rate of SoE Freshmen Cohorts” (Tableau)

**Graduate Programs: Retention and Graduation (Academic Years 2015 through 2020)**

Most of our graduate teacher candidates do not move through the programs as cohorts. In addition, SoE graduate teacher candidates can enroll with full time status (9-12 credit hours per fall and spring semesters, and 3-6 credit hours per each of the two summer terms) or can enroll with part time status. It is up to the teacher candidate to determine what works best for them, given their personal and professional circumstances, therefore there is no “expected time frame” for completion. The data below shows the average time to degree completion for all candidates

<i>Program</i>	<i>Certification</i>	<i>Avg Time to Degree Completion</i>	
		<i>Terms to Degree (including F, Sp, SuA, SuB)</i>	<i>Months to Degree</i>
Inclusive Adolescence	Initial (48 cr hrs)	6.00	21.9
	Additional/Professional (36-39 cr hrs)	6.43	22.3
Inclusive Childhood	Initial (48 cr hrs)	7.21	24.3
	Additional/Professional (36-39 cr hrs)	5.76	18.6



Inclusive Early Childhood	Initial (48 cr hrs)	7.44	28.9
	Additional/Professional (36-39 cr hrs)	6.11	19.0
Literacy Education	Additional (33 cr hrs)	5.80	18.9
Educational Technology	Additional (39 cr hrs)	5.71	21.5
TESOL	Initial (43 cr hrs)	6.54	22.7
	Additional (36 cr hrs)	6.14	22.7

Source: IR, "School of Education Grad Program Retention/Completion" (Tableau)

**5. 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%.

Below is a summary of state license examination results for the Educating All Students (EAS) test (required for all candidates in initial certification programs), the Content Specialty Tests (required for all candidates in initial and additional certification programs), and the Assessment of Teaching Skills - Written Test (ATS-W) (the test that currently can be taken by candidates as part of the New York State edTPA safety net).

Data were aggregated to ensure N>10.

**Educating All Students (EAS) Test Data: F20, Sp20, Su 21**

(Best Attempt; Data taken August 31, 2021)

Program	N=# of Exams	N=# of Students	N=# of Students Passed	% of Students Passed
Undergraduate Subtotal (Initial certification programs: INEC/INCH,	37	37	37	100.00%

ADOL)				
Graduate Subtotal (Initial certification programs: INEC, INCH, INAD, TSL)	27	27	26	96.30%
<b>Overall Total</b>	64	64	63	98.44%
Not taken	16			
Total Initial Completers	80			
Submission Rate = (as of August 31, 2021)	80.00%			

**Content Specialty Test Data: F20, Sp20, Su 21**  
(Best Attempt; Data taken August 31, 2021)

<b>Program</b>	<b>N=# of Exams</b>	<b>N=# of Students</b>	<b>N=# of Students Passed</b>	<b>% of Students Passed</b>
Undergraduate Subtotal (Initial certification programs: INEC/INCH, ADOL)	170	165	161	97.58%
Graduate Subtotal (Initial programs: INAD, INEC, INCH, TSL; Additional certification	102	97	93	95.88%

programs: INAD, LTED)				
<b>Overall Total</b>	272	262	254	96.95%
<p>The data above represents the pass rate on 15 individual Content Specialty Tests. Which test(s) candidates take is dependent on their area(s) of certification. The pass rate on the vast majority of all individual Content Specialty Tests was 100%. The pass rate on one individual Content Specialty Test was below 80%. The N was below 5; therefore our plan is to monitor this to see if there is a pattern.</p>				

**Assessment of Teaching Skills - Written (ATS-W) Test Data: F20, Sp20, Su 21**  
(Best Attempt; Data taken August 31, 2021)

<b>Program</b>	<b>N=# of Exams</b>	<b>N=# of Students</b>	<b>N=# of Students Passed</b>	<b>% of Students Passed</b>
Undergraduate Subtotal (Initial certification programs: INEC/INCH, ADOL)	36	36	36	100.00%
Graduate Subtotal (Initial certification programs: INEC, INCH, INAD, TSL)	27	27	26	96.30%
<b>Overall Total</b>	63	63	62	98.41%
Not taken	17			
Total Initial Completers	80			
Submission Rate =	78.75%			

(as of August 31, 2021)				
6. Narrative explanation of <b>evidence available from program completers</b> , with a characterization of findings.				
<p>For 2020-2021 we have more limited quantitative data from program completers. The School of Education designed a <i>Program Completer Survey</i> and an <i>Alumni Survey</i>. The Alumni Survey was last administered in Fall 2019 (results of which were included in our Quality Assurance Report). We are currently determining the most appropriate data collection cycle (we anticipate administering the survey every three years). The Program Completer Survey was last administered in Spring 2019 (results of which were included in our Quality Assurance Report). The Program Completer Survey will next be administered in Spring 2022.</p>				
7. Narrative explanation of <b>evidence available from employers of program completers</b> , with a characterization of findings.				
<p>The School of Education designed an <i>Employer Survey</i> (modeled after the EPP-designed <i>Program Completer Survey</i> and <i>Alumni Survey</i>). The Employer Survey was last administered in Fall 2019 (results of which were included in our Quality Assurance Report). Given the challenges faced by our P12 partners due to issues related to COVID-19, and not wishing to add an additional task to school and district administrators, we made the decision not to administer the Employer Survey in 2020-2021. We are currently determining the most appropriate data collection cycle to ensure both relevant data and the greatest number of respondents.</p> <p>Although we do not have survey data specific to 2020-2021, we believe the strong percentage of program completers being employed (see #8 below), demonstrates employers' perceptions of our program completers' competence and growth.</p>				
8. Narrative explanation of how the program investigates <b>employment rates for program completers</b> , with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.				
<p>The College gathers First Destination Outcome data on program completers: the numbers of program completers who are employed, in graduate school, employed and in graduate school, seeking employment, or unknown. There is a multi-step process to gather First Destination Outcomes data that includes survey administration and data collection, utilization of Clearinghouse data, gathering of anecdotal reports, scrubs of social media, and phone calling.</p> <p><b>First Destination Outcomes Data</b></p> <p>For the 2020-2021 undergraduate School of Education graduating class, 100% of program completers are employed, are in graduate school, or are employed and in graduate school (with a 95.0% knowledge rate, i.e., the percentage of students for whom we have post-graduate information on their outcomes).</p>				

For the 2020-2021 graduate School of Education graduating class, 100% of program completers are employed (with a 48.6% knowledge rate).

Source: IR, "Alumni Outcomes Dashboard" (Tableau)

#### 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
<p>Educating All Students Test (EAS)</p> <p>The <i>Educating all Students Test</i> (EAS) is a proprietary assessment. It is one of the licensure tests Pearson VUE provides for the New York State Teacher Certification Examinations (NYSTCE). It is a requirement of initial teacher certification in New York State. The test focuses on five areas: diverse student populations, English language learners, students with disabilities and other special learning needs, teacher responsibilities, school-home relationships. A more detailed description of the test can be found here: <a href="#">Educating All Students Test</a>.</p>	<p>The EAS has a total test score range of 400 to 600; the minimum passing score is 520. The performance expectation is a passing score.</p>	<p>64 teacher candidates took the EAS (37 undergraduates and 27 graduates). 98.44% of the candidates passed the test (100% of undergraduates and 96.3% of graduates).</p>

		<p>The New York State Education Department requires that certification-granting institutions maintain a pass rate of 80% on certification examinations. The very strong pass rate of 98.44% demonstrated by candidates in 2020-2021 exceeds the state's requirements and is a testament to the preparation of the candidates in areas addressed by AAQEP Standard 1 specifically given that it addresses: diverse student populations, English language learners, students with disabilities and other special learning needs, teacher responsibilities, and school-home relationships.</p>
<p>Content Specialty Test(s) (CST)</p>	<p>The CSTs are in the process of being redeveloped. The redeveloped CSTs have a total test score range of 400 to 600; the minimum passing score is 520. The performance expectation is a passing score.</p>	<p>The overall passing rate on the CSTs was 96.95% (the passing rate for undergraduates was 97.58% and the passing rate for graduates was 95.88%). These data represent the passing rates on fifteen different content specialty tests.</p>

<p>The <i>Content Specialty Test/s</i> (CST) is a proprietary assessment. It is one of the licensure tests Pearson VUE provides for the New York State Teacher Certification Examinations (NYSTCE). It is a requirement of initial and “additional” (initial/professional) teacher certification in New York State. Candidates are required to take a Content Specialty Test in each area of their certification (for example, if a candidate is applying for certification in Childhood Education and Teaching Students with Disabilities at the Childhood Level, they would need to take the Multi-Subject: Teachers of Childhood CST and the Students with Disabilities CST). A description of the test can be found here: <a href="#">Content Specialty Test</a>.</p>		<p>The Content Specialty Tests (CST)(s) provide evidence of candidates’ demonstration of 1.1, as it measures knowledge and skills in the content area of the candidate's field(s) of certification (for both initial and additional certification programs). Note, the newly revised CSTs also include knowledge of learners and/or pedagogical content knowledge competencies, and some include a constructed response assignment that provides an opportunity of demonstration of those competencies. The very strong pass rate of 97.58% demonstrated by candidates in 2020-2021 exceeds the state’s requirements and is a further testament to the preparation of the candidates in areas addressed by AAQEP Standard 1.</p>
<p>Assessment of Teaching Skills – Written (ATS-W)</p> <p>The <i>Assessment of Teaching Skills Written</i> (ATS-W) is a proprietary assessment. It is one of the licensure tests Pearson VUE provides for the New York State Teacher Certification Examinations (NYSTCE). The test focuses on three areas: student development and learning, instruction and assessment, and the professional environment. A more detailed description of the test can be found here: <a href="#">Assessment of Teaching Skills - Written</a>.</p>	<p>The ATS-W has a total test score range of 100 to 300; the minimum passing score is 220. The performance expectation is a passing score.</p>	<p>63 teacher candidates took the ATS-W (36 undergraduates and 27 graduates). 98.41% of the candidates passed the test (100% of undergraduates and 96.3% of graduates).</p> <p>The very strong pass rate of 98.41% demonstrated by candidates in 2020-2021 again exceeds the state’s requirements and is a further testament to the preparation of the candidates in areas addressed by AAQEP Standard 1.</p>

<p>Given the ways the COVID-19 pandemic created challenges, particularly impacting clinical experiences and the completion of the edTPA, the New York State Education Department created an edTPA safety net for candidates who completed a student teaching or similar clinical experience during the 2020-2021 academic year. The safety net states that candidates may pass the ATS-W in lieu of passing the edTPA.</p> <p>Note: as of 8/31/21 no 2020-2021 program completers took the edTPA; they took the ATS-W.</p>		
<p>Student Teaching/Graduate Practicum Assessment</p> <p>The <i>Student Teaching/Graduate Practicum Assessment</i> is an EPP-designed assignment. All programs' student teaching/graduate practicum rubrics contain 14 common, cross-programmatic constructs, and each program includes from 2 to 5 program-specific constructs. The Student Teaching/Graduate Practicum Evaluation Rubric is completed during the student teaching/graduate practicum semester.</p>	<p>The rubric is a 4-point scale that includes numerical and descriptive proficiency level labels: Exemplary (4), Proficient for a Beginning Teacher (3), Developing (2), Not Yet Acceptable (1). The standard for demonstration of proficiency is "Proficient (3)," which is consistent across all programs, and explicitly indicates the criteria for success for candidates.</p>	<p>96 student teachers/graduate practicum students completed their culminating clinical experience in F22, Sp 21 and Su21 (41 undergraduates and 55 graduate students).</p> <p>All items on the assessment are directly related to the aspects of Standard 1.</p> <p>The total mean score for all candidates on all item assessments demonstrating competencies related to Standard 1 was 3.67 (undergraduate student teacher mean was 3.68; graduate student teacher/practicum mean was 3.66). These means exceed the expectation of scores of "Proficient (3)."</p>



<p>During the student teaching semester, teacher candidates are assessed with this instrument two to three times during the semester. At the end of each placement, the school-based teacher educator (SBTE) assesses the candidate using this instrument. Additionally, at the end of the semester, the college-based supervisor also assesses the candidate. During the graduate practicum semester, teacher candidates are assessed with this instrument once by the school-based teacher educator (SBTE), and once by the college-based teacher educator (CBTE).</p> <p>Given that the assessment is given at the end of teacher candidates' programs, it provides evidence of both Standard 1 and Standard 2.</p>		
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**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
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<p>Student Teaching/Graduate Practicum Assessment</p> <p>The <i>Student Teaching/Graduate Practicum Assessment</i> is an EPP-designed assignment. All programs' student teaching/graduate practicum rubrics contain 14 common, cross-programmatic constructs, and each program includes from 2 to 5 program-specific constructs. The Student Teaching/Graduate Practicum Evaluation Rubric is completed during the student teaching/graduate practicum semester. During the student teaching semester, teacher candidates are assessed with this instrument two to three times during the semester. At the end of each placement, the school-based teacher educator (SBTE) assesses the candidate using this instrument. Additionally, at the end of the semester, the college-based supervisor also assesses the candidate. During the graduate practicum semester, teacher candidates are assessed with this instrument once by the school-based teacher educator (SBTE), and once by the college-based teacher educator (CBTE).</p> <p>Given that the assessment is given at the end of teacher candidates' programs, it provides evidence for Standard 2.</p>	<p>The rubric is a 4-point scale that includes numerical and descriptive proficiency level labels: Exemplary (4), Proficient for a Beginning Teacher (3), Developing (2), Not Yet Acceptable (1). The standard for demonstration of proficiency is "Proficient (3)," which is consistent across all programs, and explicitly indicates the criteria for success for candidates.</p>	<p>96 student teachers/graduate practicum students completed their culminating clinical experience in F22, Sp 21 and Su21 (41 undergraduates and 55 graduate students). Seven items on the student teaching/graduate practicum assessment are directly tied to aspects of Standard 2. The total mean score for all candidates on all item assessments demonstrating competencies related to Standard 2 was 3.68 (undergraduate student teacher mean was 3.68; graduate student teacher/practicum mean was 3.67). These means exceed the expectation of scores of "Proficient (3)."</p>
<p>Portfolio</p>	<p>The portfolios are assessed using a 4-point scale rubric that includes numerical</p>	<p>The data below show the percentage of teacher candidates who met the standard</p>

<p>Each of the School of Education programs, with the exception of the undergraduate inclusive adolescence education program, utilizes portfolio assessment as a component in evaluating candidates' learning. The faculty believes that portfolio assessment provides detailed qualitative and quantitative evidence that clearly reflects the complexity and multi-dimensionality of teaching and learning. The portfolios differ in structure and form from program to program, although all are linked to professional standards which are linked to AAQEP standards, and all include reflective "entry slips"/domain narratives. Each of the program portfolios include some required standards/components that are required, and some which are candidates' choice. There is a high level of congruence across many programs' evaluative rubrics.</p> <p>Given that the assessment is given at the end of teacher candidates' programs, it provides evidence for Standard 2.</p>	<p>and descriptive proficiency level labels: Pass with Distinction (4), Pass (3), In Progress (2), Not Yet (1). The standard for demonstration of proficiency is "Proficient (3)," which is consistent across all programs, and explicitly indicates the criteria for success for candidates.</p>	<p>for proficiency on all portfolio elements related to all aspects of Standard 2.</p> <table border="1" data-bbox="1346 305 1890 1362"> <thead> <tr> <th data-bbox="1346 305 1692 435">Standard 2</th> <th data-bbox="1692 305 1890 435">Met Standard for Proficiency</th> </tr> </thead> <tbody> <tr> <td data-bbox="1346 435 1692 558">2.1a Understand and engage local school and cultural communities</td> <td data-bbox="1692 435 1890 558">98.57%</td> </tr> <tr> <td data-bbox="1346 558 1692 682">2.1b Foster relationships with diverse families/guardians/caregivers</td> <td data-bbox="1692 558 1890 682">97.80%</td> </tr> <tr> <td data-bbox="1346 682 1692 837">2.2a Engage in culturally responsive educational practices with diverse learners</td> <td data-bbox="1692 682 1890 837">97.26%</td> </tr> <tr> <td data-bbox="1346 837 1692 993">2.2b Engage in diverse cultural and socioeconomic community contexts</td> <td data-bbox="1692 837 1890 993">100.00%</td> </tr> <tr> <td data-bbox="1346 993 1692 1084">2.3a Create productive learning environments</td> <td data-bbox="1692 993 1890 1084">98.15%</td> </tr> <tr> <td data-bbox="1346 1084 1692 1240">2.3b Can develop productive learning environments in diverse contexts</td> <td data-bbox="1692 1084 1890 1240">97.76%</td> </tr> <tr> <td data-bbox="1346 1240 1692 1362">2.4 Support students' growth in international and global perspectives</td> <td data-bbox="1692 1240 1890 1362">100.00%</td> </tr> </tbody> </table>	Standard 2	Met Standard for Proficiency	2.1a Understand and engage local school and cultural communities	98.57%	2.1b Foster relationships with diverse families/guardians/caregivers	97.80%	2.2a Engage in culturally responsive educational practices with diverse learners	97.26%	2.2b Engage in diverse cultural and socioeconomic community contexts	100.00%	2.3a Create productive learning environments	98.15%	2.3b Can develop productive learning environments in diverse contexts	97.76%	2.4 Support students' growth in international and global perspectives	100.00%
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<p data-bbox="201 906 751 1377">The results from our Program Completer Survey, Alumni Survey, and Employer Survey serve as additional evidentiary sources to demonstrate our program completers' professional competence and growth (and were included in our Quality Assurance Report submitted in Fall 2019). As aforementioned, given the challenges faced by our P12 partners due to issues related to COVID-19, and not wishing to add an additional task to teachers and school and district administrators, we made the decision not to administer the surveys in 2020-2021.</p>								

## Standard 2: Anecdotal Evidence

We have anecdotal evidence that our program completers demonstrate professional competence and growth. During 2020-2021, school partners who hosted Clinical Assistants (undergraduate teacher education program completers who then enroll in a master's degree program; as part of their graduate assistantship they work two days/week in a school building with a school partner focusing on an action research project that meets their goals and school/district priorities), provided voluntary, unsolicited anecdotal evidence about the strength of these teacher candidates (undergraduate program completers). An ELA Lead Teacher/Reading Specialist wrote: "I just wanted to send a quick thank you and express my appreciation for allowing XX Primary School to be part of your program. We have really enjoyed working with XX and XX and they will definitely be missed. Everyone was so happy to have them working with our neediest learners. We hope you keep us in mind for next year. This duo team did awesome with their communication with each other and all of us." And from another school partner: "I wanted to let you know how amazing XX has been as an intern; she has been a huge asset to my classroom and will be missed. We have learned so much from each other, sharing strategies, resources and ideas. I have truly appreciated the opportunity to work with her, as she is a great teacher." We recognize that this is not a representative sample, but it speaks to the informal feedback we receive regarding our program completers.

## 5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

**Despite the challenges caused by a world-wide pandemic, the School of Education is able to celebrate progress, accomplishments and innovations made during 2020-2021, including:**

### Curriculum and Program Development and Instructional Delivery

- Designed and implemented new delivery models for the graduate inclusive adolescence, TESOL, and literacy programs. (One day a week cohort model with face-to-face, hybrid, and online course delivery.) Offered beginning Fall 2020.
- New TESOL/Adolescence Education master's program offered Fall 2020.
- Developed, and received NYSED approval, for two new Advanced Certificate programs in Literacy: one focused on B-5 and the second focused on 5-12 (both leading to certification).
- Expanded use of virtual reality simulator; utilized by an expanded number of faculty members. More faculty and teacher candidates have had at least one experience with Mursion. [Given the need to move to virtual clinical experiences, this was particularly useful this year, and was a critical component of our "*Alternative Delivery Plan*" submitted to NYSED.

- All full time and adjunct SoE faculty integrated digital learning during this academic year, and provided virtual learning experiences in courses and clinical experiences. All faculty's technology knowledge and skills deepened and expanded.

#### Clinical Experiences/Partnerships

- Evaluated all course-based clinical experiences, designed "alternative model plan" (submitted to NYSED) to ensure that during their clinical experiences (albeit through face-to-face, virtual, or alternative experiences) our candidates developed the expected knowledge and skills needed to enter the profession. Implemented virtual supervision for all student teaching and practicum experiences.
- Placed all teacher candidates eligible for student teaching into placements that were high quality (note, some were fully remote).
- Developed new clinical model for revised LTED program, including "Literacy Summer Learning" practicum experience: in partnership with EnCompass designed and implemented the "EnCompass 3D" summer learning program on campus, providing around 75 students with a full-day of programming infused with inquiry, language and literacy support, as well as science, technology, engineering and math (STEM).
- Piloted a new student teaching cluster program with two Rochester area elementary schools and a high school, and began the development of a new inter-professional partnership with Greece Central School District. Placed Clinical Assistants with school partners.
- Developed and implemented a new undergraduate Practicum Assessment instrument for closer alignment between both undergraduate programs. Developed *Guide for School-Based Teacher Educators* and *Guide for College-Based Teacher Educators* to support collaboration and clarity of expectations and responsibilities.

#### Student Success

- Supported teacher candidates with expanded advising and mental health support, and the opportunity to engage in new community building activities.
- Worked on development of SoE Student Handbook.

#### Diversity, Equity and Inclusion (DEI)

- Developed draft of a *SoE Commitment to Diversity, Equity, Inclusion and Social Justice* statement (to be brought forward to the SoE in Fall 2021).
- Submitted a Teacher Opportunity Corps II grant proposal to New York State Education Department to attract and support teacher candidates from under-represented groups, specifically males of color. (Received funding for a new five-year grant cycle.)
- Began DEI analysis of curriculum.
- Revised Student Teaching/Graduate Practicum assessment (specific analysis/revision based on DEI e.g., word choices, actions, instructional choices and interactions with others).

- SoE faculty and staff participated in multiple professional development opportunities focused on diversity, inclusion and equity. The majority of SoE faculty and staff participated in a common book read: *Cultivating Genius: An equity framework for culturally and historically responsive literacy* by Dr. Gholdy Muhammad.

**Efforts to address challenges.** Over 2020-2021, School of Education faculty and staff engaged in many efforts to address the challenges presented by the pandemic, and to address the challenges presented by racism, and to take action.

- Explicitly focused on DEI across all areas in the School of Education, and in every School of Education meeting (see above for a partial list of action steps taken during 2020-2021).
- More effectively used technology, including the restructuring of courses to hybrid delivery, increased use of Mursion, and incorporation of virtual supervision. Designed an alternative model for clinical experiences incorporating a blend of face to face, virtual, and alternative experiences.
- Faculty and staff increased support of students, both academically and socially. Implemented new community building events for students, faculty and staff.

#### **Current Priorities and Innovations in Planning or Process**

Nazareth College is engaged in a strategic planning process which will drive priorities and innovations across the College and in the School of Education. The [Strategic Plan](#) strategies include:

- **Changemaker:** The School of Education will 1) submit a *Changemakers in Action* proposal centered on “What does it mean to be a Changemaker Educator, 2) develop and implement an Equitable Spaces course (co-designed by a SoE faculty member and school based teacher educator), 3) establish an UG Education Club
- **Equity Mindset:** The School of Education will 1) approve and implement *SoE Commitment to Diversity, Equity, Inclusion and Social Justice* statement and action commitments, 2) examine SoE policies through DEI lens
- **Expansive Naz:** The School of Education will 1) evaluate implementation of new SoE innovative hybrid models, 2) deepen Encompass 3D partnership to further summer inter-professional opportunities, 3) deepen interprofessional partnership with Greece Central School District, 4) explore implementation of different types of professional learning opportunities with community partners
- **Engaged with Impact:** The School of Education will 1) implement *SoE Commitment to Diversity, Equity, Inclusion and Social Justice* statement (which incorporates tenets of active and inclusive pedagogy), 2) establish work group focused on Belonging: SEL and Restorative Practices, 3) develop and implement interdisciplinary coursework

- Campus-Connected: The School of Education will explore interprofessional participation in the Encompass 3D Summer Learning Program.