



AAQEP Annual Report for 2022

Provider/Program Name:	Nazareth College of Rochester
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 30, 2027

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.

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]
- 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 are 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' certification programs: Teaching English to Speakers of Other Languages, and Literacy Specialist).

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 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 filing this report must post at least Part I):

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

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 2021-2022

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”

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/22)	Number of Completers in most recently completed academic year (12 months ending 08/22)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Science (Biology)	BS.BIO.ADOL-G	N<10	N<10

	Initial Certification in Biology 7-12 and SwD Generalist 7-12		
	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	No completers in 2021-2022
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 Education B-2; Childhood 1-6; SwD Childhood 1-6	No candidates currently enrolled	No completers in 2021-2022
	BS.CHM.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 2021-2022
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	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 (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	No candidates currently enrolled	No completers in 2021-2022
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 2021-2022
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 Education B-2; Childhood 1-6; SwD Childhood 1-6	No candidates currently enrolled	No completers in 2021-2022
Bachelor of Arts (English)	BA.ENG.ADOL-G Initial Certification in English 7-12 and SwD Generalist 7-12	13	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	23	N<10
Bachelor of Arts (French)	BA.FRN.ADOL-G Initial Certification in French 7-12 and SwD Generalist 7-12	N<10	No completers in 2021-2022
	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 2021-2022
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	22	N<10
	BA.HIS.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	10	N<10

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	No candidates currently enrolled	No completers in 2021-2022
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 2021-2022
	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 2021-2022
Bachelor of Arts (Mathematics)	BA.MTH.ADOL-G Initial Certification in Mathematics 7-12 and SwD Generalist 7-12	N<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	No completers in 2021-2022
Bachelor of Arts (Modern Foreign Languages)	BA.MFL.ADOL-G Initial Certification in Language 7-12 and SwD Generalist 7-12	N<10	No completers in 2021-2022
	BA.MFL.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood	No candidates currently enrolled	No completers in 2021-2022

	Education B-2; Childhood 1-6; SwD Childhood 1-6		
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	No completers in 2021-2022
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	70	19
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	N<10	No completers in 2021-2022
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	14	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	N<10	No completers in 2021-2022

	Education B-2; Childhood 1-6; SwD Childhood 1-6		
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 2021-2022
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	No candidates currently enrolled	No completers in 2021-2022
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	No completers in 2021-2022
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 2021-2022
Bachelor of Arts (Theatre Arts)	BA.THA.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood	No candidates currently enrolled	No completers in 2021-2022

	Education B-2; Childhood 1-6; SwD Childhood 1-6		
Bachelor of Science (Undergraduate Inclusive Adolescence: Undeclared)	BS.UND.ADOL-G Initial Certification in Adolescence Content Area 7-12 and SwD Generalist 7-12	N<10	No completers in 2021-2022
Bachelor of Arts (Undergraduate Inclusive Adolescence: Undeclared)	BA.UND.ADOL-G Initial Certification in Adolescence Content Area 7-12 and SwD Generalist 7-12	No candidates currently enrolled	No completers in 2021-2022
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 2021-2022
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	N<10	No completers in 2021-2022
Bachelor of Arts (Open Path)	BA.PATH.ADOL-G Initial Certification in Adolescence Content Area 7-12 and SwD Generalist 7-12	N<10	No completers in 2021-2022
Bachelor of Arts (Open Path)	BA.PATH.INCH Initial Certification in Early Childhood Education B-2; SwD Early Childhood Education B-2; Childhood 1-6; SwD Childhood 1-6	12	No completers in 2021-2022

Master of Science in Education (Inclusive Adolescence Education)	MSED.INAD.ICG Initial/Professional Certification in Adolescence Content Area 7-12; SwD Generalist 7-12	15	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	35	16
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	15	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	N<10	N<10
Master of Science in Education (Teaching English to Speakers of Other Languages and Adolescence Education)	MSED.TSL.ADOL.I Initial/Professional Certification in Teaching English to Speakers of Other Languages B-12, and Adolescence Content Area 7-12	N<10	No completers in 2021-2022
Total for programs that lead to initial credentials		295	86
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Science in Education (Inclusive Adolescence Education)	MSED.INAD.AG Initial/Professional Certification in SwD Generalist 7-12	N<10	No completers in 2021-2022

	MSED.INAD.CG Initial/Professional Certification in Adolescence Content Area 7-12; SwD Generalist 7-12	N<10	No completers in 2021-2022
	MSED.INAD.PG Professional Certification in Adolescence Content Area 7-12; SwD Generalist 7-12	N<10	No completers in 2021-2022
Master of Science in Education (Inclusive Childhood Education)	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 2021-2022
	MSED.INCH.P Professional Certification in Childhood Education 1-6; SwD Childhood Education 1-6	16	N<10
Master of Science in Education (Inclusive Early Childhood Education)	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 2021-2022
Master of Science in Education (Literacy)	MSED.LED.A.B-6	25	12

	Initial/Professional Certification in Literacy Education B-6		
	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.C.B-12 Initial/Professional Certification in Teaching English to Speakers of Other Languages B-12	N<10	N<10
Gifted and Talented Education Extension (Graduate)	ND.PMC.GTE Initial/Professional Certification in Gifted and Talented Education Extension	0	N<10
Bilingual Extension (Graduate)	ND.PMC.BIL Initial/Professional Certification in Bilingual Education Extension	No candidates currently enrolled	No completers in 2021-2022
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 2021-2022
TESOL Certification Only (Graduate)	ND.PMC.TSL Initial/Professional Certification in Teaching English to Speakers of Other Languages K-12	N<10	No completers in 2021-2022
Literacy Education Certification Only (Post-Master's)	ND.PMC.LED B-6 Initial/Professional Certification in Literacy Education B-6	N<10	N<10

	ND.PMC.LED 5-12 Initial/Professional Certification in Literacy Education 5-12	No candidates currently enrolled	No completers in 2021-2022
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, Mathematics, Physics, Social Studies, Spanish); SwD Generalist 7-12	N<10	No completers in 2021-2022
Total for programs that lead to additional/advanced credentials		74	40
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
	(None included as part of the AAQEP accreditation process.)		
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		369	126
Unduplicated total of all program candidates and completers		351	126

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.)

N/A

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.

351 (per Institutional Research)

B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.

126 (per Institutional Research)

C. Number of recommendations for certificate, license, or endorsement included in Table 1.

410 recommendations for certificates (initial, initial and professional, and professional) were submitted to the New York State Education Department in Fall 2021 (48), Spring 2022 (240), and Summer 2022 (122).

D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe.

Undergraduate Programs: 2016 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 freshman year, nor does it include transfers. (This is consistent with our college-wide data reporting protocols.)

<i>Program</i>	<i>N</i>	<i>4-Year Graduation</i>	<i>6-Year Graduation</i>
Adolescence Education	N<10	71.4%	71.4%
Inclusive Early Childhood/Childhood Education	31	66.7%	75.8%

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

Graduate Programs: Retention and Graduation (Academic Years 2016 through 2021)

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)	5.97	21.7
	Additional/Professional (36-39 cr hrs)	5.13	17.2
Inclusive Childhood	Initial (48 cr hrs)	7.08	31.4
	Additional/Professional (36-39 cr hrs)	5.81	19.0
Inclusive Early Childhood	Initial (48 cr hrs)	7.18	27.6
	Additional/Professional (36-39 cr hrs)	5.11	17.0
Literacy Education	Additional (33 cr hrs)	5.43	17.5
TESOL	Initial (43 cr hrs)	6.44	23.7
	Additional (36 cr hrs)	6.00	20.2

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

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

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 (ATS-W) (the test that could 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: F21, Sp22, Su22
(Best Attempt; Data taken August 31, 2022)

Program	N=# of Exams	N=# of Students	N=# of Students Passed	% of Students Passed
Undergraduate Subtotal (Initial certification programs: INEC/INCH, ADOL)	54	51	51	100.00%
Graduate Subtotal (Initial certification programs: INEC, INCH, INAD, TSL)	23	23	23	100.00%
Overall Total	77	74	74	100.00%
Not taken	10			
Total Initial Completers	86			

Submission Rate = (as of August 31, 2022)	86.05%			
Content Specialty Test Data: F21, Sp22, Su22 (Best Attempt; Data taken August 31, 2022)				
Program	N=# of Exams	N=# of Students	N=# of Students Passed	% of Students Passed
Undergraduate Subtotal (Initial certification programs: INEC/INCH, ADOL)	258	251	237	94.42%
Graduate Subtotal (Initial programs: INAD, INEC, INCH, TSL; Additional certification programs: INEC, INAD, TSL, LTED)	87	81	79	97.53%
Overall Total	345	332	316	95.18%
<p>The data above represents the pass rate on 12 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. (Note, as reported in our 2021 Annual Report, the pass rate on one individual Content Specialty test was below 80%. The N was below 5. Our plan was to monitor this to see if there was a pattern. This year's data did not indicate a pattern.)</p>				

Assessment of Teaching Skills - Written (ATS-W) Test Data: F21, Sp22, Su22
(Best Attempt; Data taken August 31, 2022)

Program	N=# of Exams	N=# of Students	N=# of Students Passed	% of Students Passed
Undergraduate Subtotal (Initial certification programs: INEC/INCH, ADOL)	46	46	46	100.00%
Graduate Subtotal (Initial certification programs: INEC, INCH, INAD)	9	9	9	100.00%
Overall Total	55	55	55	100.00%
Not taken	25			
Total Initial Completers	113			
Submission Rate = (as of August 31, 2022)	48.67%			

Note: As of April 27, 2022, the edTPA was no longer a requirement for certification in New York State (as determined by the New York State Board of Regents). Therefore, the ATS-W (edTPA safety net) was no longer required for certification, which significantly impacts candidates' submission rates.

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

The School of Education designed a *Program Completer Survey* and an *Alumni Survey*.

The Alumni Survey was last administered in Fall 2019 (results of which were included in our Quality Assurance Report). The data collection for the instrument is a three-year cycle (spring semester). The instrument will be sent to alumni one and five years out. The next administration will be Spring 2023.

The Program Completer Survey is administered during all semesters in which capstone/senior seminar courses are offered. During 2021-2022, capstone/senior seminar courses were offered Spring 2022 and Summer 2022. During Spring 2022, 57 program completers completed the survey. During Summer 2022, 22 program completers completed the survey. Forty-two (42) items on the survey provide evidence of program completers' perception of aspects related to Standard 1. The mean of all items related to Standard 1 was 3.51. Twelve (12) items on the survey provide evidence of program completers' perception of aspects related to Standard 2. The mean of all items related to Standard 2 was 3.49. Twenty-five (25) of the items on the survey provide evidence of program completers' perception of aspects related to Standard 3. The mean of all items related to Standard 3 was 3.43. These means exceed the expectation of scores of "Proficient (3)."

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

The School of Education designed an *Employer Survey* (modeled after the EPP-designed *Program Completer Survey* and *Alumni Survey*). The Employer Survey was last administered in Fall 2019 (results of which were included in our Quality Assurance Report). The data collection for the instrument is a three-year cycle (fall semester). The next administration will be Fall 2023. Although we do not have survey data specific to 2021-2022, we believe the strong percentage of program completers being employed (see H. below) demonstrates employers' perceptions of our program completers' competence and growth.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The 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.

First Destination Outcomes Data

For the 2021-2022 School of Education graduating class (undergraduates and graduates), 95% of program completers are employed, are in graduate school, or are employed and in graduate school (with a 56.9% knowledge rate, i.e., the percentage of students for whom we have post-graduate information on their outcomes). This is compelling first destination outcomes data. [For the 2021-2022 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 64.2% knowledge rate, i.e., the percentage of students for whom we have post-graduate information on their outcomes). For the 2021-2022 graduate School of Education graduating class, 88.9% of program completers are employed (with a 51.4% knowledge rate).]

For the 2020-2021 School of Education graduating class (undergraduates and graduates), 97.9% of program completers are employed, are in graduate school, or are employed and in graduate school (with an 87.5% knowledge rate). For the 2019-2020 School of Education graduating class, 100% of program completers are employed, are in graduate school, or are employed and in graduate school (with an 86.3% knowledge rate). For the 2018-2019 School of Education graduating class, 99.16% of program completers are employed, are in graduate school, or are employed and in graduate school (with an 85.7% knowledge rate). For the 2017-2019 School of Education graduating class, 98.96% of program completers are employed, are in graduate school, or are employed and in graduate school (with a 72.9% knowledge rate).

A five-year pattern of data provides additional compelling evidence regarding our employment rates/ongoing education rates of our program completers.

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
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<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: Educating All Students Test.</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>74 teacher candidates took the EAS (51 undergraduates and 23 graduates). 100.00% of the candidates passed the test.</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 100.00% demonstrated by candidates in 2021-2022 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 95.18% (the passing rate for undergraduates was 94.42% and the passing rate for graduates was 97.53%). These data represent the passing rates on twelve 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: Content Specialty Test.</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 95.18% demonstrated by candidates in 2021-2022 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: Assessment of Teaching Skills - Written.</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>55 teacher candidates took the ATS-W. 100.00% of the candidates passed the test.</p> <p>The very strong pass rate of 100.00% demonstrated by candidates in 2021-2022 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 beginning during the 2020-2021 academic year. The safety net states that candidates may pass the ATS-W in lieu of passing the edTPA. In April 2022, the New York State Board of Regents eliminated the edTPA as a certification requirement (and therefore the edTPA safety net was also eliminated). Note: as of 8/31/21 no 2020-2021 nor 2021-2022 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 16 common, cross-programmatic constructs, and each program includes from 1 to 4 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>112 student teachers/graduate practicum students completed their culminating clinical experience in F21, Sp22 and Su22 (56 undergraduates and 56 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 3.63 (undergraduate student teacher mean was 3.60; graduate student teacher/practicum mean was 3.68). 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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
<p>Student Teaching/Graduate Practicum Assessment</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>112 student teachers/graduate practicum students completed their culminating clinical experience in F21, Sp22 and Su22 (56 undergraduates and 56 graduate students).</p>

<p>The <i>Student Teaching/Graduate Practicum Assessment</i> is an EPP-designed assignment. All programs' student teaching/graduate practicum rubrics contain 16 common, cross-programmatic constructs, and each program includes from 1 to 4 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>Nine items (seven common, cross-programmatic constructs) on the student teaching/graduate practicum assessment are directly tied to aspects of Standard 2. The total mean score for all candidates on all seven common, cross-programmatic construct items, demonstrating competencies related to Standard 2 was 3.65 (undergraduate student teacher mean was 3.63; graduate student teacher/practicum mean was 3.70). These means exceed the expectation of scores of "Proficient (3)."</p>
<p>Portfolio</p> <p>Each of the School of Education programs, with the exception of the undergraduate inclusive adolescence</p>	<p>The portfolios are assessed using a 4-point scale rubric that includes numerical and descriptive proficiency level labels: Pass with Distinction (4), Pass (3), In Progress (2), Not Yet (1). The</p>	<p>The data below show the percentage of teacher candidates who met the standard for proficiency on all portfolio elements related to all aspects of Standard 2.</p>

<p>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>standard for demonstration of proficiency is "Proficient (3)," which is consistent across all programs, and explicitly indicates the criteria for success for candidates.</p>	<table border="1"> <thead> <tr> <th data-bbox="1346 180 1692 326">Standard 2</th> <th data-bbox="1692 180 1890 326">Met Standard for Proficiency</th> </tr> </thead> <tbody> <tr> <td data-bbox="1346 326 1692 456">2.1a Understand and engage local school and cultural communities</td> <td data-bbox="1692 326 1890 456">100.00%</td> </tr> <tr> <td data-bbox="1346 456 1692 586">2.1b Foster relationships with diverse families/guardians/caregivers</td> <td data-bbox="1692 456 1890 586">100.00%</td> </tr> <tr> <td data-bbox="1346 586 1692 748">2.2a Engage in culturally responsive educational practices with diverse learners</td> <td data-bbox="1692 586 1890 748">98.99%</td> </tr> <tr> <td data-bbox="1346 748 1692 878">2.2b Engage in diverse cultural and socioeconomic community contexts</td> <td data-bbox="1692 748 1890 878">100.00%</td> </tr> <tr> <td data-bbox="1346 878 1692 976">2.3a Create productive learning environments</td> <td data-bbox="1692 878 1890 976">99.18%</td> </tr> <tr> <td data-bbox="1346 976 1692 1130">2.3b Can develop productive learning environments in diverse contexts</td> <td data-bbox="1692 976 1890 1130">99.12%</td> </tr> <tr> <td data-bbox="1346 1130 1692 1260">2.4 Support students' growth in international and global perspectives</td> <td data-bbox="1692 1130 1890 1260">100.00%</td> </tr> <tr> <td data-bbox="1346 1260 1692 1390">2.5a Establish goals for their own professional growth</td> <td data-bbox="1692 1260 1890 1390">100.00%</td> </tr> </tbody> </table>	Standard 2	Met Standard for Proficiency	2.1a Understand and engage local school and cultural communities	100.00%	2.1b Foster relationships with diverse families/guardians/caregivers	100.00%	2.2a Engage in culturally responsive educational practices with diverse learners	98.99%	2.2b Engage in diverse cultural and socioeconomic community contexts	100.00%	2.3a Create productive learning environments	99.18%	2.3b Can develop productive learning environments in diverse contexts	99.12%	2.4 Support students' growth in international and global perspectives	100.00%	2.5a Establish goals for their own professional growth	100.00%
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<p>The <i>Program Completer Survey</i> is an EPP-designed assessment. The survey is administered one time to all graduates during their final semester, just prior to graduation. Note, the title of this survey denotes our candidates' understanding of when they would take this survey, at the completion of their program. The survey reflects AAQEP standards. Each prompt in the survey is tagged to specific aspects of AAQEP Standard 1, 2, and/or 3. Data are typically collected each semester (Fall, Spring, Summer A, and Summer B) from all candidates completing their program during that semester (the only candidates not included are those who are absent from class the day the survey is administered).</p>	<p>The rating scale is one (1) to four (4). A "3" is considered proficient, which is consistent with the standard across all EPP-created instruments and reflects consistent use of the 75th percentile heuristic.</p>	<p>79 teacher candidates completed the Program Completer Survey in 2021-2022 (57 in the spring, and 22 in the summer).</p> <p>Thirteen (13) items on the survey provide evidence of program completers' perception of aspects related to Standard 2. The mean of all items related to Standard 2 was 3.50 (SD = 0.69). The item specific means ranged from 3.28 to 3.70 (8 of the 13 item specific means were above 3.50). These means exceed the expectation of scores of "Proficient (3)."</p>				

Given that the assessment is given at the end of teacher candidates' programs, it provides evidence for Standard 2.		
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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 School of Education is able to celebrate many program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities during 2021-2022, including:

Curriculum and Program Development and Instructional Delivery

- Continued implementation of 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. [First implemented Fall 2020.] Conducted evaluation of literacy program delivery.
- Implemented two new Advanced Certificate programs in Literacy: one focused on B-6 and the second focused on 5-12 (both leading to certification).
- Developed new graduate early-intervention interprofessional concentration (track) called Rochester Scholars for Early Intervention (known as Project RISE). The project is designed to strengthen the early childhood workforce and to promote the development and well-being of young children (ages 0-8) and children with different abilities. A key component of Project RISE is support for racially-diverse graduate students in education and allied health programs with the goal of addressing provider shortages as well as diversifying the workforce. Received grant funding for development and implementation. [Implemented Spring 2022.]
- Received New York State Education Department approval to offer the Bilingual Extension program online.
- Submitted ROC Urban Teaching Fellows program proposal to Rochester City School District (RCSD). The proposal supports teacher candidates in a clinically rich year-long program in the RCSD, similar to a medical residency, while they simultaneously complete a master's program leading to initial teacher certification. Funding received for Fall 2022 implementation.
- Revised undergraduate inclusive early childhood/childhood program curricula to more effectively integrate DEI and SEL.

Clinical Experiences/Partnerships

- Implemented second year of new clinical model for revised LTED program, including “Literacy Summer Learning” practicum experience, designed and implemented 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).
- Implemented second year of a new inter-professional partnership with Greece Central School District. Awarded “Power of Partnerships” Community Partner Award by the Greece Central School District. Placed Clinical Assistants with school partners.

Student Success

- Supported teacher candidates with expanded advising and SEL support, and the opportunity to engage in new community building activities.
- Developed and implemented *SoE Student Handbook*.
- Established Nazareth/Special Olympics Hiking Club (a partnership with the New York State Special Olympics, and the Nazareth Special Olympics Club).
- Developed and implemented LYLAC (Launching Youth Leadership Action Conference) event (with follow up on National Public Radio *Connections* with Evan Dawson) (also connected with DEI)
- Teacher Opportunity Corps II program set up a TOC affinity group in Flyer Connect, “TOC Dock” to be used for potential mentoring between current candidates and alums and for alums connecting with each other.

Diversity, Equity and Inclusion (DEI)

- Developed and unanimously adopted *SoE Commitment to Diversity, Equity, Inclusion and Social Justice* statement.
- Continued implementation of the Teacher Opportunity Corps II grant (funded through the New York State Education Department) focused on attracting and supporting teacher candidates from under-represented groups, specifically males of color. (Received funding for five-year grant cycle.)
- Began DEI analysis of curriculum and implemented course-specific DEI revisions.
- Implemented revised Student Teaching/Graduate Practicum assessment (specific analysis/revision based on DEI e.g., word choices, actions, instructional choices and interactions with others).
- Began revision of Professional Behaviors Assessment (specific analysis/revision based on DEI).
- SoE faculty, staff and students participated in multiple professional development opportunities focused on diversity, inclusion and equity. Examples include: 16 faculty, staff, students, and alumni participated in “Teaching for Black Lives” professional learning group (funded through the National ZinnEdProject); offered “Supporting Students and Each Other for Equity, Learning and Healing” (Fall Institute for faculty, staff, students, alumni, community partners); developed and implemented programming for “Week of Teach the Truth.” Full time SoE faculty participated in “Anti-Racist Curriculum Project” professional development at Spring SoE Retreat.

- Developed and implemented Equitable Spaces course, “Mythbusters: Urban Schools Edition” (co-designed by a SoE faculty member and school-based teacher educator; first offered Spring 2022).
- Developed and implemented “Challenging Normalcy” interdisciplinary course (co-taught by faculty members in School of Education, Communication Sciences and Disorders and History Departments).
- Developed and implemented “Children’s Literature” course focused on intersections of identity portrayed in children’s texts (co-designed and co-taught by a SoE faculty member, and faculty members from two other academic units).

College-Wide Strategic Priorities: School of Education Accomplishments, Progress and Innovations

Nazareth College is engaged in strategic planning which has and will drive priorities and innovations across the College and in the School of Education. The Strategic Plan strategies include:

- **Changemaker:** The School of Education 1) submitted a Changemakers in Action proposal centered on “What does it mean to be a Changemaker Educator (funded; work in development), 2) has developed, and will continue to explore, development and implementation of Equitable Spaces courses.
- **Equity Mindset:** The School of Education 1) approved and implemented SoE Commitment to Diversity, Equity, Inclusion and Social Justice statement and action commitments, 2) began examination of SoE policies through DEI lens, 3) revised assessment instruments (see above) through DEI lens, 4) established a SEL/Restorative Practices interest work group
- **Expansive Naz:** The School of Education 1) has implemented new course and program delivery models and will develop criteria for effective online teacher education programs (2022-2023), 2) deepened Encompass 3D partnership to further summer inter-professional opportunities (Spring/Summer 2022), 3) deepened interprofessional partnership with Greece Central School District (and anticipates offering an additional site-based course (the first offered in the undergraduate inclusive adolescence education program) (Spring 2023), 4) will explore implementation of different types of professional learning opportunities with community partners (e.g., Alice Foley Lecture Fall 2022)
- **Engaged with Impact:** The School of Education 1) implemented SoE Commitment to Diversity, Equity, Inclusion and Social Justice statement (which incorporates tenets of active and inclusive pedagogy), 2) established work group focused on Belonging: SEL and Restorative Practices, 3) continue to develop and implement interdisciplinary/interprofessional coursework (e.g., full implementation of Project RISE program focused on early intervention).
- **Campus-Connected:** The School of Education 1) implemented (Summer 2022) interprofessional participation in the Encompass 3D Summer Learning Program, 2) established an Undergraduate Education Club, and 3) submitted capital request for renovations to the Marie Callahan Reading Clinic to more effectively serve children and young adults using the space.

