



AAQEP Annual Report for 2024

Provider/Program Name:	SUNY Old Westbury
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	2028

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.

The mission of the SOE is to prepare teacher candidates with the pedagogical content knowledge and skills to educate learners in diverse and socially just classrooms by empowering them to use their training to build equitable and inclusive learning communities in and outside of the classroom. Our mission and vision are guided by the three tenants of the conceptual framework:

1. A commitment to preparing teachers as professionals,
2. A commitment to foster an active engagement in promoting a just world,
3. A commitment to instill in candidates a belief in the interdisciplinary nature

of knowledge and practice

Overall, the SOE is dedicated to providing teacher candidates with the specialized knowledge, skills, and professional attributes essential to meeting the education needs of students in today's schools. We foster an environment for teacher education candidates to develop educational philosophies within the context of a dynamic socio-cultural and political environment. The overarching goal of the SOE is to cultivate the understanding of the interrelationship among academic content, pedagogical application, and continued learning as essential to excellence in teaching. The faculty aim to prepare future teachers who are competent, confident, and excited to be an integral part of the educational process that leads to a just society.

At SUNY Old Westbury, we strive to include coverage of an array of theorists in our programs to ground our candidates' understandings. Thus, we introduce them to constructivists, behaviorists, social justice scholars, along with classic educational pioneers. Candidates' course of study provides for in depth knowledge of theories to guide them in developing their own philosophies of teaching. For example, to explore behaviorism in education, our practice is grounded in works by Lev Vygotsky, B.F. Skinner, and Albert Bandura's social learning theory. In studying the theory of constructivism, we include the work of Bruner and Piaget as well as Richard Skemp which addresses instrumental and relational learning among others. The main thrust of constructivist theory is that learners construct schemata to link what they already know with new learning and enable context- and content- dependent knowledge construction. Additionally, research on cultural competence and culturally responsive pedagogy by Gloria Ladson Billings, Paulo Freire, and Mariana Souto-Manning among others underpin our curriculum and instructional practices.

The teacher education degree programs share many commonalities. Aside from the study of our program theorists, within the SOE we share a vision and mission that are deeply rooted in social justice and diversity of thought. We are committed to the development of teacher leaders, agency, and advocacy. Hence, we provide services and supports to our students, families and the community through our New York State Education Department grant-funded Regional Center for Autism Spectrum Disorders which is housed on campus. We also provide supports through our Teacher Opportunity Corp II (TOC II) grant, as well as our Literacy Learning Clinic which serves the local communities. Additionally, our courses are interdisciplinary, and the general education curriculum is consistent with the mission of the College and School. All departments within the SOE have close working relationships with partnering school districts including several high needs school districts. These relationships afford our candidates the opportunity to student teach, observe, and engage in rich teaching models which eventually lead to work opportunities for many of our graduates who are later hired as educators within these districts. Likewise, teachers and administrators from these partnering districts serve as adjuncts, advisory board members, mentor teachers and/or employers of our alumni.

Below is the table of SOE programs accredited by AAQEP:

Degree	Certification Area
Childhood Education-grades 1-6 (B.S.)	Initial Certification-Childhood Education
Childhood Education-grades 1-6 with Bilingual Extension (B.S.)	Initial Certification-Childhood Education with Bilingual Extension
Special Education with Childhood Education-grades 1-6 (B.S.)	Initial Certification-Students with Disabilities Grades 1-6 and Childhood Education Grades 1-6
Special Education with Childhood Education and Bilingual Extension (B.S.)	Initial Certification-Students with Disabilities Grades 1-6 and Childhood Education Grades 1-6 and Bilingual Extension
Adolescence Education Biology-Grades 7-12 (B.A., B.S., M.A.T., ***B.S./M.A.T., and Advanced Certificate)	Initial Certification-Biology Education- Grades 7-12
Adolescence Education Chemistry-Grades 7-12 (B.A., B.S., and Advanced Certificate)	Initial Certification-Chemistry Education- Grades 7-12
Adolescence Education English Language Arts-Grades 7-12 (M.A.T. and Advanced Certificate)	Initial Certification-English Language Arts Education- Grades 7-12
Adolescence Education Mathematics-Grades 7-12 (B.S., M.A.T., and Advanced Certificate)	Initial Certification-Mathematics Education- Grades 7-12

Adolescence Education Social Studies-Grades 7-12 (B.A., M.A.T., ***B.A./M.A.T., and Advanced Certificate)	Initial Certification-Social Studies Education- Grades 7-12
Adolescence Education Spanish-Grades 7-12 (M.A.T. and Advanced Certificate)	Initial Certification-Spanish Education- Grades 7-12
*M.S. Childhood Special Education-Grades 1-6	Initial/Professional Certification-Childhood Special Education- Grades 1-6
**M.S. Literacy Education Birth through Grade 6, Grades 7-12, or Birth-Grade 12	Initial/Professional Certification-Literacy Education

** The M.S. program in Childhood Special Education leads to initial certification. After a completer fulfills New York's classroom hours requirement, the completer may apply for a professional certification. As a result of regulatory state changes, as of fall 2024 this program will be changed to SWD (all grades), moving forward the annual report will reflect this change.*

*** The M.S. program in Literacy Education is an additional initial certification for teachers who already have a teaching certificate. After obtaining initial certification from the Literacy M.S. degree, a completer is eligible to apply for professional certification after fulfilling New York's classroom hours requirement. As a result of regulatory state changes, as of fall 2024 this program will be changed to Literacy (all grades), moving forward the annual report will reflect this change.*

****The Advanced Certificate and B.A./M.A.T. and B.S./M.A.T. programs are very low-enrollment programs. Additionally, the curricula are the same for the corresponding M.A.T. programs, except for the Advanced Certificate candidates who take only the pedagogy courses. After consulting with AAQEP, we have decided to aggregate all B.A./M.A.T., B.S./M.A.T., and Advanced Certificate data with the corresponding data for the M.A.T. programs. For instance, when the data for the Adolescence Social Studies M.A.T. is presented, it includes data from the B.A./M.A.T. and Advanced Certificate programs in Adolescence Social Studies.*

Public Posting URL

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

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

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 06/24)	Number of Completers in most recently completed academic year (12 months ending 06/24)
<i>Programs that lead to initial teaching credentials</i>			
Childhood Education-grades 1-6 (B.S.)	Initial Certification-Childhood Education	188	53
Childhood Education-grades 1-6 with Bilingual Extension (B.S.)	Initial Certification-Childhood Education with Bilingual Extension	33	13
Special Education with Childhood Education-grades 1-6 (B.S.)	Initial Certification-Students with Disabilities Grades 1-6 and Childhood Education Grades 1-6	77	29
Special Education with Childhood Education and Bilingual Extension (B.S.)	Initial Certification-Students with Disabilities Grades 1-6 and Childhood Education Grades 1-6 and Bilingual Extension	10	4
Adolescence Education Biology-Grades 7-12 (B.A., B.S., M.A.T., B.S./M.A.T., and Advanced Certificate)	Initial Certification-Biology Education-Grades 7-12	24	12
Adolescence Education Chemistry-Grades 7-12 (B.A., B.S., and Advanced Certificate)	Initial Certification-Chemistry Education-Grades 7-12	1	0

Adolescence Education English Language Arts-Grades 7-12 (M.A.T. and Advanced Certificate)	Initial Certification-English Language Arts Education- Grades 7-12	41	4
Adolescence Education Mathematics-Grades 7-12 (B.S., M.A.T., and Advanced Certificate)	Initial Certification-Mathematics Education- Grades 7-12	36	11
Adolescence Education Social Studies-Grades 7-12 (B.A., M.A.T., B.A./M.A.T., and Advanced Certificate)	Initial Certification-Social Studies Education- Grades 7-12	94	28
Adolescence Education Spanish-Grades 7-12 (M.A.T. and Advanced Certificate)	Initial Certification-Spanish Education-Grades 7-12	28	5
Total for programs that lead to initial credentials		532	159
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
M.S. Childhood Special Education-Grades 1-6	Initial/Professional Certification-Childhood Special Education- Grades 1-6	81	23
M.S. Literacy Education Birth through Grade 6, Grades 7-12, or Birth-Grade 12	Initial/Professional Certification-Literacy Education	57	23
Total for programs that lead to additional/advanced credentials		138	46
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		670	205
Unduplicated total of all program candidates and completers		670	205

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.							
670							
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.							
205							
C. Number of recommendations for certificate, license, or endorsement included in Table 1.							
377							
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.							
There is a table below for each program's cohort completion rates, using the cohorts of candidates who entered in the Fall 2019, Spring 2020, Fall 2020, and Spring 2021 semesters. Some programs have different expected timeframes, and those timeframes are identified before each table.							
<div> Undergrad Childhood Education <u>Expected Completion Timeframe = 6 Semesters</u> </div>							
Semester	Initial Cohort	Graduated in 100% Time (6 Semesters)	Graduated in 150% Time (9 Semesters)	Graduated in 200% Time (12 Semesters)	Graduation Rate % (6 Semesters)	Graduation Rate % (9 Semesters)	Graduation Rate % (12 Semesters)
Fall 2019	33	29	2		88%	6%	
Spring 2020	23	19			83%		
Fall 2020	48	43			90%		
Spring 2021	39	31			80%		

Undergrad Childhood Education with Bilingual Extension <u>Expected Completion Timeframe = 8 Semesters</u>							
Semester	Initial Cohort	Graduated in 100% Time (8 Semesters)	Graduated in 150% Time (12 Semesters)	Graduated in 200% Time (16 Semesters)	Graduation Rate % (8 Semesters)	Graduation Rate % (12 Semesters)	Graduation Rate % (16 Semesters)
Fall 2019	8	8			100%		
Spring 2020							
Fall 2020	6	5			83%		
Spring 2021	2	1			100%		
Undergrad Special Education <u>Expected Completion Timeframe = 6 Semesters</u>							
Semester	Initial Cohort	Graduated in 100% Time (6 Semesters)	Graduated in 150% Time (9 Semesters)	Graduated in 200% Time (12 Semesters)	Graduation Rate % (6 Semesters)	Graduation Rate % (9 Semesters)	Graduation Rate % (12 Semesters)
Fall 2019	18	17	1		94%	6%	
Spring 2020	14	11			79%		
Fall 2020	27	24			89%		
Spring 2021	17	12	1		71%	6%	
Undergrad Special Education with Bilingual Extension <u>Expected Completion Timeframe = 8 Semesters</u>							
Semester	Initial Cohort	Graduated in 100% Time (8 Semesters)	Graduated in 150% Time (12 Semesters)	Graduated in 200% Time (16 Semesters)	Graduation Rate % (8 Semesters)	Graduation Rate % (12 Semesters)	Graduation Rate % (16 Semesters)
Fall 2019	2	2			100%		

Spring 2020							
Fall 2020	7	6			86%		
Spring 2021	1	1			100%		
Undergrad Adolescent Social Studies <u>Expected Completion Timeframe = 5 Semesters</u>							
Semester	Initial Cohort	Graduated in 100% Time (5 Semesters)	Graduated in 150% Time (7 Semesters)	Graduated in 200% Time (10 Semesters)	Graduation Rate % (5 Semesters)	Graduation Rate % (7 Semesters)	Graduation Rate % (10 Semesters)
Fall 2019	3	1	1		33%	33%	
Spring 2020	1						
Fall 2020	7	4	1		57%	14%	
Spring 2021	3	3			100%		
Undergrad Adolescent Biology <u>Expected Completion Timeframe = 5 Semesters</u>							
Semester	Initial Cohort	Graduated in 100% Time (5 Semesters)	Graduated in 150% Time (7 Semesters)	Graduated in 200% Time (10 Semesters)	Graduation Rate % (5 Semesters)	Graduation Rate % (7 Semesters)	Graduation Rate % (10 Semesters)
Fall 2019							
Spring 2020							
Fall 2020							
Spring 2021							

Undergrad Adolescent Chemistry <u>Expected Completion Timeframe = 5 Semesters</u>							
Semester	Initial Cohort	Graduated in 100% Time (5 Semesters)	Graduated in 150% Time (7 Semesters)	Graduated in 200% Time (10 Semesters)	Graduation Rate % (5 Semesters)	Graduation Rate % (7 Semesters)	Graduation Rate % (10 Semesters)
Fall 2019							
Spring 2020							
Fall 2020							
Spring 2021							
Undergrad Adolescent Mathematics <u>Expected Completion Timeframe = 5 Semesters</u>							
Semester	Initial Cohort	Graduated in 100% Time (5 Semesters)	Graduated in 150% Time (7 Semesters)	Graduated in 200% Time (10 Semesters)	Graduation Rate % (5 Semesters)	Graduation Rate % (7 Semesters)	Graduation Rate % (10 Semesters)
Fall 2019	5	3	1		60%	20%	
Spring 2020	2	1			50%		
Fall 2020	5	4	1		80%	20%	
Spring 2021	1	1			100%		
MAT – English Language Arts <u>Expected Completion Timeframe for Fall Entrants = 4 Semesters</u> <u>Expected Completion Timeframe for Spring Entrants = 5 Semesters</u>							
Semester	Initial Cohort	Graduated in 100% Time (4/5 Semesters)	Graduated in 150% Time (6/7 Semesters)	Graduated in 200% Time (8/10 Semesters)	Graduation Rate % (4/5 Semesters)	Graduation Rate % (6/7 Semesters)	Graduation Rate % (8/10 Semesters)

Fall 2019	6	4	1		67%	17%	
Spring 2020	2	1			50%		
Fall 2020	8	7	1		88%	12%	
Spring 2021	7	5			71%		
MAT – Social Studies <u>Expected Completion Timeframe for Fall Entrants = 4 Semesters</u> <u>Expected Completion Timeframe for Spring Entrants = 5 Semesters</u>							
Semester	Initial Cohort	Graduated in 100% Time (4/5 Semesters)	Graduated in 150% Time (6/7 Semesters)	Graduated in 200% Time (8/10 Semesters)	Graduation Rate % (4/5 Semesters)	Graduation Rate % (6/7 Semesters)	Graduation Rate % (8/10 Semesters)
Fall 2019	12	8	1	2	67%	8%	17%
Spring 2020	4	3	1		75%	25%	
Fall 2020	12	11			92%		
Spring 2021	7	4			57%		
MAT – Biology <u>Expected Completion Timeframe for Fall Entrants = 4 Semesters</u> <u>Expected Completion Timeframe for Spring Entrants = 5 Semesters</u>							
Semester	Initial Cohort	Graduated in 100% Time (4/5 Semesters)	Graduated in 150% Time (6/7 Semesters)	Graduated in 200% Time (8/10 Semesters)	Graduation Rate % (4/5 Semesters)	Graduation Rate % (6/7 Semesters)	Graduation Rate % (8/10 Semesters)
Fall 2019	3	3			100%		
Spring 2020							
Fall 2020	5	5			100%		
Spring 2021	2	1			50%		

MAT – Spanish <u>Expected Completion Timeframe for Fall Entrants = 4 Semesters</u> <u>Expected Completion Timeframe for Spring Entrants = 5 Semesters</u>							
Semester	Initial Cohort	Graduated in 100% Time (4/5 Semesters)	Graduated in 150% Time (6/7 Semesters)	Graduated in 200% Time (8/10 Semesters)	Graduation Rate % (4/5 Semesters)	Graduation Rate % (6/7 Semesters)	Graduation Rate % (8/10 Semesters)
Fall 2019	3	2			67%		
Spring 2020	2	2			100%		
Fall 2020	6	5			83%		
Spring 2021	1	1			100%		
MAT – Mathematics <u>Expected Completion Timeframe for Fall Entrants = 4 Semesters</u> <u>Expected Completion Timeframe for Spring Entrants = 5 Semesters</u>							
Semester	Initial Cohort	Graduated in 100% Time (4/5 Semesters)	Graduated in 150% Time (6/7 Semesters)	Graduated in 200% Time (8/10 Semesters)	Graduation Rate % (4/5 Semesters)	Graduation Rate % (6/7 Semesters)	Graduation Rate % (8/10 Semesters)
Fall 2019	3	3			100%		
Spring 2020	2	2			100%		
Fall 2020	2	2			100%		
Spring 2021	3	2	1		67%	33%	
MS Childhood Special Education <u>Expected Completion Timeframe = 5 Semesters</u>							

Semester	Initial Cohort	Graduated in 100% Time (5 Semesters)	Graduated in 150% Time (7 Semesters)	Graduated in 200% Time (10 Semesters)	Graduation Rate % (5 Semesters)	Graduation Rate % (7 Semesters)	Graduation Rate % (10 Semesters)
Fall 2019	18	16			89%		
Spring 2020	1	1			100%		
Fall 2020	16	6	6		38%	75%	
Spring 2021							

MS Literacy
Expected Completion Timeframe = 5 Semesters

Semester	Initial Cohort	Graduated in 100% Time (5 Semesters)	Graduated in 150% Time (7 Semesters)	Graduated in 200% Time (10 Semesters)	Graduation Rate % (5 Semesters)	Graduation Rate % (7 Semesters)	Graduation Rate % (10 Semesters)
Fall 2019	15	14			93%		
Spring 2020							
Fall 2020	24	22			92%		
Spring 2021							

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%.

Summary for 2022-2023, the last year with official state data:

The two types of certification exams reported are content exams (CST) for each program and a pedagogical exam about teaching diverse groups of students, called the Educating All Students (EAS) exam. The pass rate for the EAS was 96%. The pass rates for the CST's ranged from 73-100%. All exams' pass rates were above 80% except for the Multi-Subject Test, for which the pass rate was 73%. The Childhood Ed and Special Ed faculty, whose candidates take the Multi-Subject Test, reacted to this pass rate and formulated a strategy to improve pass rates. The strategy is described in more detail in Part II below. More detailed reporting of each exam's pass rate is included below in Section 4.

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

*This narrative below from the 2023 Annual Report applies for the 2024 Annual Report as well. As discussed below in Section 4, Table 4, the Alumni Survey was last conducted in 2023 and is due to be conducted again in 2026. Therefore, there is no new data

to report and the numbers reflect the 2023 survey. However, in Section 4, Table 4, there is a brief discussion of how the Alumni Survey results informed actions that are currently being implemented in the School of Education.

The primary sources of evidence from program completers are the Employment Update Survey and the Alumni Survey. The Employment Update Survey is discussed below in Section H. The Alumni Survey is discussed in Section 4, Table 4. The survey is administered every 2-3 years and asks recent graduates, who have graduated in the previous three years, how they feel the School of Education has prepared them for their current positions. Fifteen different aspects of their position are covered, including content knowledge, relationships with families, creating positive learning environments, valuing diverse students, professional collaboration, and more. For each item, alumni are asked to answer whether they feel they were well prepared to handle the responsibilities of teaching. The scale ranges from Strongly Agree (4) to Strongly Disagree (1). “Agree” is scored a 3, so a mean score for an item of 3.0 or above is considered a successful performance. All items had mean scores above 3. Most items had mean scores of 3.5 or better, indicating sentiments closer to “Strongly Agree” than “Agree,” on average. Items that fell below that 3.5 mark, while still well above 3, related to content knowledge, understanding of school policy, assessment of learning, and research.

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

*This narrative below from the 2023 Annual Report applies for the 2024 Annual Report as well. As discussed below in Section 4, Table 4, the Employer Survey was last conducted in 2023 and is due to be conducted again in 2026. Therefore, there is no new data to report and the numbers reflect the 2023 survey. However, in Section 4, Table 4, there is a brief discussion of how the Employer Survey results informed actions that are currently being implemented in the School of Education.

The primary evidence source from employers of program completers is the Employer Survey. It was last administered in July 2023. Before that, it was administered in July 2020. We identified the employers through the responses in the Employment Update Survey sent out to alumni who graduated within the past three years. The Employer Survey is nearly identical to the Alumni Survey. This allows the SOE to triangulate data and identify areas of agreement and disagreement between the two sets of raters. The fifteen items are the same as those given to the alumni, with the only differences being pronouns for clarity. For instance, “The ability to understand and apply educational and institutional policies that relate to my work” in the Alumni Survey became, “The ability to understand and apply educational and institutional policies that relate to his/her work” in the Employer Survey. The survey is scored the same way as the Alumni Survey, with 4 being “Strongly Agree” and 1 being “Strongly Disagree.” An item mean score of at least 3 is considered meeting expectations, as 3 is “Agree.” All items on the survey had mean scores over 3.0. On all but four items, the mean item scores from the employers and alumni were within 0.1 points of each other, demonstrating a high degree of agreement between employers and alumni on the strengths and weaknesses of our alumni. SOE faculty use this data to communicate with our P-12 partners and New Teacher Network candidates to address the results.

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 SOE receives no data from the state on completers, so we must generate the data we need. Every semester, the SOE emails all alumni who graduated within the past three years for an update on their employment status. The Employment Update Survey, which is an Outlook Forms survey asks them to indicate their semester of graduation, their major, their current position, their current district (if working in public school), their current school, and what year they began working at their current employer.

Before the 2023-2024 academic year, we decided to only survey candidates who had graduated in the most recent academic year. Every three years, the survey would be sent to everyone who had graduated in the previous three years. The reason for this change, as with the Alumni Survey and Employer Survey, was to reduce survey fatigue and burden on alumni, and make it less likely for them to ignore survey requests. The last survey was sent after Spring 2024. Of the 215 (2023-2024) alumni we reached out to, we received responses from 44 alumni, for a response rate of 21%. This response rate was lower than the previous year, leading us to believe that the time between surveys distribution was not effective in increasing the response rate. In fact, based on the response data, alumni may be more likely to respond if they have a job to report on than not. Thus, contrary to expectations, the time between surveys distribution may have decreased the percentage of people who would have responded. Moreover, the tactic likely denied us data that could be useful. Considering these findings, starting in the 2024-2025 academic year, we will survey all recent (past three years) alumni at the end of every academic year.

Out of the total respondents, 100% reported being employed in a P-12 school. Of those employed, the breakdown of their job titles is as follows: Teacher of Record –20%, Substitute – 59%, Leave Replacement – 0%, Teacher's Assistant –20%, Literacy Specialist – 0%.

Last year's survey numbers cannot compare exactly because it spanned three years of completers instead of just one. However, if one examines the responses from last year - the 2022-2023 completers who had just graduated - the breakdown is as follows: Out of the total respondents, 100% reported being employed in a P-12 school. Of those employed, the breakdown of their job titles is as follows: Teacher of Record –20%, Substitute – 52%, Leave Replacement – 8%, Teacher's Assistant –16%, Literacy Specialist – 4%.

In both years, more than half the number of the substitute teachers graduated from the SOE within a year of answering the survey, as opposed to only 33% of respondents from last years survey who had graduated during the three-year period before taking the survey. When examining the 2022-2023 completers to the 2023-2024 completers immediately after their respective graduations, their employment profiles are similar.

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
Student Teaching Assessment	The Student Teaching Assessment is completed in every clinical placement by both the Cooperating Teacher and the Faculty Supervisor. The assessment is scored on a scale of 1 - 4. Successful performance on the 8-item assessment is considered an average score of 3 out of 4, or a total score of 24.	The average scores on the assessment for each Student Teaching course:
		When Scored by Cooperating Teacher (CT): Average score of 27.43. 79% of assessments averaged 3.0 per item or higher.
		When Scored by Faculty Supervisor (FS): Average score of 26.11. 75% of assessments averaged 3.0 per item or higher.

Professional Attributes	The Professional Attributes Assessment is completed in every clinical placement by both the Cooperating Teacher and the Faculty Supervisor. The assessment is scored on a scale of 1- 4. Successful performance on the 10-item assessment is considered an average item score of 3 out of 4 on rubric, or a 30 overall.	<p>The average scores on the assessment for each Student Teaching course.</p> <p>When Scored by Cooperating Teacher: Average score of 35.24. 83% of assessments averaged 3.0 per item or higher.</p> <p>When Scored by Faculty Supervisor: Average item score of 35.29.</p> <p>90% of assessments averaged 3.0 per item or higher.</p> <table><tr><th>Course</th><th>FS Average Score</th><th>CT Average Score</th></tr><tr><td>ED5900</td><td>31.63</td><td>31.71</td></tr><tr><td>ED5940</td><td>38.64</td><td>35.54</td></tr><tr><td>ED5960</td><td>36.13</td><td>35.89</td></tr><tr><td>ED6900</td><td>34.12</td><td>35.28</td></tr><tr><td>ED6901</td><td>37.33</td><td>36.00</td></tr><tr><td>ED6902</td><td>34.60</td><td>35.60</td></tr><tr><td>ED6903</td><td>34.11</td><td>34.49</td></tr><tr><td>ED6904</td><td>38.40</td><td>36.33</td></tr><tr><td>ED7026</td><td>36.88</td><td>36.63</td></tr></table>	Course	FS Average Score	CT Average Score	ED5900	31.63	31.71	ED5940	38.64	35.54	ED5960	36.13	35.89	ED6900	34.12	35.28	ED6901	37.33	36.00	ED6902	34.60	35.60	ED6903	34.11	34.49	ED6904	38.40	36.33	ED7026	36.88	36.63
Course	FS Average Score	CT Average Score																														
ED5900	31.63	31.71																														
ED5940	38.64	35.54																														
ED5960	36.13	35.89																														
ED6900	34.12	35.28																														
ED6901	37.33	36.00																														
ED6902	34.60	35.60																														
ED6903	34.11	34.49																														
ED6904	38.40	36.33																														
ED7026	36.88	36.63																														
Lesson Planning Assessment	In each program’s Methods and Materials of Teaching course, a Lesson Plan Assessment is assigned. The rubrics differ between programs as do the number of items in the respective assessments, so the	<p>Lesson Plan Assessment Average Item Scores:</p> <table><tr><th>Course</th><th>Average Item Score</th></tr><tr><td>ED4082</td><td>3.00</td></tr></table>	Course	Average Item Score	ED4082	3.00																										
Course	Average Item Score																															
ED4082	3.00																															

	<p>scores reported here will be the average item scores on the assessments.</p> <p>The assessments are scored on a scale of 1-4. An average item score of 3 out of 4 is considered successful. The only exceptions are ED4085, ED6092, and ED6082, the Methods courses for Science. That rubric uses a 3-point scale. For those courses, success is defined as an average item score of 2.5 out of 3.</p>	<table><tr><td>ED4085</td><td>N/A</td></tr><tr><td>ED4086</td><td>3.83</td></tr><tr><td>ED6082</td><td>N/A</td></tr><tr><td>ED4121</td><td>3.54</td></tr><tr><td>ED6083</td><td>3.77</td></tr><tr><td>ED6085</td><td>3.81</td></tr><tr><td>ED6086</td><td>3.29</td></tr><tr><td>ED6092</td><td>2.84</td></tr><tr><td>ED6093</td><td>3.56</td></tr><tr><td>ED6095</td><td>3.53</td></tr></table>			ED4085	N/A	ED4086	3.83	ED6082	N/A	ED4121	3.54	ED6083	3.77	ED6085	3.81	ED6086	3.29	ED6092	2.84	ED6093	3.56	ED6095	3.53							
ED4085	N/A																														
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ED6092	2.84																														
ED6093	3.56																														
ED6095	3.53																														
Literacy Practicum	Average score of 12.0 out of 16.0 on rubric.	<table><tr><td>Course</td><td colspan="2">Average Rubric Score</td></tr><tr><td>ED7323</td><td colspan="2">16.00</td></tr></table>			Course	Average Rubric Score		ED7323	16.00																						
Course	Average Rubric Score																														
ED7323	16.00																														
Certification Exam: CST	Passing score: Score of 520 or above	Pass Rates for Each CST 2022-2023 <table><tr><td>Exam</td><td>Pass Rate</td><td>N</td></tr><tr><td>Biology</td><td>100</td><td>2</td></tr><tr><td>Chemistry</td><td>N/A</td><td>0</td></tr><tr><td>English</td><td>88</td><td>8</td></tr><tr><td>Mathematics</td><td>88</td><td>8</td></tr><tr><td>Multi-Subject</td><td>73</td><td>92</td></tr><tr><td>Social Studies</td><td>93</td><td>14</td></tr><tr><td>Spanish</td><td>100</td><td>3</td></tr><tr><td>Students with Disabilities</td><td>100</td><td>34</td></tr></table>			Exam	Pass Rate	N	Biology	100	2	Chemistry	N/A	0	English	88	8	Mathematics	88	8	Multi-Subject	73	92	Social Studies	93	14	Spanish	100	3	Students with Disabilities	100	34
Exam	Pass Rate	N																													
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Certification Exam: EAS	Passing score: Score of 500 or above	Pass Rate for EAS 2021-2022 <table><tr><td>Pass Rate</td><td>N</td></tr><tr><td>96%</td><td>148</td></tr></table>			Pass Rate	N	96%	148																							
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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	
Alumni Survey	<p>The Alumni Survey is only administered in 3-year intervals to avoid exposing candidates and alumni to survey fatigue and increasing the likelihood that alumni will continue to respond to future surveys. The next survey will be conducted in the summer of 2026.</p> <p>*The description below and the data in the right column is for the 2023 survey. The results were presented to the SOE faculty, and actions have been initiated in response to some of the results. As shown on right, all items were above 3.0, which means that all respondents <i>meet satisfactory performance</i> level. The results indicated that for that for two consecutive survey administration, in-depth knowledge and content was one of the lower scoring items paired with lower scores on the Multi-subject Content Test. To address this, the Childhood and Special Ed faculty launched a series of workshops in 2023-2024 on content related topics. Workshops content topics were also added to the 2024-2025 curriculum. Conversely, it was noticed that alumni confidence in using technology in instruction significantly improved (increasing 0.33 points) since</p>	<p>Below is a table with the data of all participants (n=46) who responded to the survey. Response rate was 12%. The numbers in the right column are the mean scores for the respective item.</p> <p>Each item demonstrated a mean of above 3, indicating <i>met performance expectations</i> for all items.</p>	
		My SUNY Old Westbury SOE education has provided me with:	
		In depth knowledge and content in my field.	3.49
		In-depth knowledge and understanding of instructional theory and strategies for planning instruction that supports all students in meeting learning goals.	3.53
		The ability to create learning experiences that are accessible and meaningful for all students.	3.50

	<p>the last administered survey. This increase stems from faculty members introducing more digital tools for instruction, assessment, and data collection. The implementation of a new digital tool, GoReact, which is explained in more detail in Section 5 below, is one of our most ambitious efforts yet in improving candidates' technological skills.</p> <p>An Alumni Survey was conducted in July 2023 of alumni who graduated from Fall 2019 through Spring 2022. Alumni were asked to rate how well the SOE prepared them for the various aspects of their current positions with a 15-item questionnaire.</p> <p>Each item was scored from Strongly Agree (4) to Strongly Disagree (1). Strongly Agree was the most desirable response. A sample item is:</p> <p>"My SUNY Old Westbury SOE education has provided me with the ability to create learning experiences that are accessible and meaningful for all students."</p> <p>A response of "3" is "Agree," so an average of 3 for each item is the performance expectation.</p>	The ability to effectively integrate technology and digital media into my practice strategically.	3.58
		The understanding, respect for, and ability to foster relationships with diverse students, families, and communities.	3.69
		Understanding the importance of analyzing and using educational research in my field.	3.44
		The ability to assess student learning, use assessments to inform practice and improve student learning.	3.46
		The ability to create positive environments that supports learning and development for all students.	3.65
		The ability to demonstrate behavior that supports equality and the belief that all students can learn.	3.66

		The ability to understand and apply educational and institutional policies that relate to my work.	3.43
		The knowledge and skills to engage in culturally responsive educational practices with diverse learners including students with disabilities and students who are learning English as a new language.	3.58
		The knowledge and skills necessary to support students' growth in international and global perspectives.	3.58
		The knowledge and skills necessary to establish goals for my professional growth, including goal setting, self-assessment, and reflection in my own practice.	3.50
		The ability to collaborate with colleagues to support professional learning.	3.54

		<table><tr><td>The knowledge of a variety of teaching strategies to develop students critical thinking and problem- solving skills.</td><td>3.54</td></tr></table>	The knowledge of a variety of teaching strategies to develop students critical thinking and problem- solving skills.	3.54				
The knowledge of a variety of teaching strategies to develop students critical thinking and problem- solving skills.	3.54							
Employer Survey	<p>Like the Alumni Survey, the Employer Survey is only administered every three years to avoid exposing employers to survey fatigue and increasing the likelihood that employers will continue to respond to future surveys. The next survey will be conducted in the summer of 2026.</p> <p>*The description below and the data in the right column is for the 2023 survey. The results were presented to the SOE faculty, and actions continue to be taken in response to some of the results. As shown on right, all items were above 3.0, which means that all respondents <i>meet satisfactory performance</i> level. Many of the lessons learned from the Alumni Survey have been reinforced by the Employer Survey, which showed similar results, often within 0.1 points between item scores on the two surveys. One exception is the item assessing teaching strategies to help students develop critical thinking and problem-solving skills. Employers rated the alumni lower than the alumni rated themselves. Since that time,</p>	<p>Below is a table with the data of all participants (n=21) who responded to the survey. Response rate was 15%. The numbers in the right column are the mean scores for the respective item.</p> <p>Each item demonstrated a mean of above 3, indicating <i>met performance expectations</i> for all items.</p> <table><tr><td colspan="2">Recent SUNY Old Westbury graduates have demonstrated:</td></tr><tr><td>In depth knowledge and content in his/her field.</td><td>3.35</td></tr><tr><td>In-depth knowledge and understanding of instructional theory and strategies for planning instruction that supports all students in meeting learning goals.</td><td>3.45</td></tr></table>	Recent SUNY Old Westbury graduates have demonstrated:		In depth knowledge and content in his/her field.	3.35	In-depth knowledge and understanding of instructional theory and strategies for planning instruction that supports all students in meeting learning goals.	3.45
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In depth knowledge and content in his/her field.	3.35							
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	<p>the SOE has incorporated more training on developing those skills with candidates during Professional Development Day activities, in which P-12 partners conduct workshops and seminars on topics of particular interest and need. Having these sessions run by P-12 partners provides our candidates with valuable insights and perspectives from potential future employers, thus making them better prepared for the field.</p> <p>An Employer Survey was conducted in July 2023 of employers of alumni who graduated from Fall 2019 through Spring 2022. The employers were identified through the Employment Update Survey that the SOE sends recent graduates each semester.</p> <p>In the survey, the employers were asked to rate how skillful the SOE alumna(us) were in various aspects of current positions with a 15-item questionnaire. The aspects were the same as those of the Alumni Survey so that the results could be compared.</p> <p>Each item was scored from Strongly Agree (4) to Strongly Disagree (1). Strongly Agree was the most desirable response. A sample item is:</p>	The ability to create learning experiences that are accessible and meaningful for all students.	3.42
		The ability to effectively integrate technology and digital media into practice strategically.	3.48
		The understanding, respect for, and ability to foster relationships with diverse students, families, and communities.	3.65
		Understanding the importance of analyzing and using educational research in field.	3.28
		The ability to assess student learning, use assessments to inform practice and improve student learning.	3.52
		The ability to create positive environments that supports learning and development for all students.	3.63

	<p>“Recent SUNY Old Westbury graduates have demonstrated the ability to create learning experiences that are accessible and meaningful for all students.”</p> <p>A response of “3” is “Agree,” so an average of 3 for each item is the performance expectation.</p>	The ability to demonstrate behavior that supports equality and the belief that all students can learn.	3.57
		The ability to understand and apply educational and institutional policies that relate to his/her work.	3.40
		The knowledge of a variety of teaching strategies to develop students critical thinking and problem- solving skills.	3.28
		The knowledge and skills to engage in culturally responsive educational practices with diverse learners including students with disabilities and students who are learning English as a new language.	3.45
		The knowledge and skills necessary to support students’ growth in international and global perspectives.	3.57

		The knowledge and skills necessary to establish goals for professional growth, including goal setting, self-assessment, and reflection in their own practice.	3.45
		The ability to collaborate with colleagues to support professional learning.	3.52

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.

Childhood Education –

Accomplishments and Efforts

1A- We implemented workshops to address issues with the CST exam, especially in math. Also, math methods course provides test prep for student enrolled in the course. We used recorded lessons from AATLAS. A full-time faculty member was also assigned to teach the MA 2010 course.

1C- Branch Ed. Grant and resource materials i.e., scenarios on how to use best practices to work effectively with a diverse student body were infused in the curriculum.

1D- TPA Course during student teaching addresses data, data literacy is also addressed throughout the methods courses via lesson plans, and in practice in observation and student teaching.

Enrollment increase continues to be healthy in our Master of Arts in Literacy Education Program.

More recently, graduates from our programs have been hired for tenure track positions this fall and spring, as opposed to being hired as building, per diem subs, or leave replacements.

Innovations

Our major innovations this year were the use of GoReact and implementing TPA performance assessment. Students record videos of their own teaching with accompanying lesson plan via GoReact. Faculty have programmed markers to reflect the standards and students reflect on their lessons using these as markers. Through faculty review of candidates' videos and annotations, it is evident that candidates' reflective practices are greatly enhanced. Their reflections are focused because of the markers provided. They "practice" going through this process with a recorded lesson that their field supervisors also view and rate earlier in the semesters.

Challenges

The number of courses taught by adjunct instructors continues to be a challenge. We averaged 20 adjunct sections per semester. We are now exploring strategic and sustainable solutions to this challenge.

We are exploring different initiatives to meeting the academic and social emotional needs of our student population especially for those candidates who work full time, are raising families, and are struggling financially.

We are working on more creative/systematic plans to assist and advise our candidates on the importance of taking and passing the state certification exams much earlier in the program. Reason being, many of our candidates wait until their final semester to take the exams which in some cases negatively impact candidates' performance.

Special Education –

Accomplishments:

1. Aligning our school's admission processes and procedures with the University's mission to increase diversity and allow for personal/professional growth for pre-service teacher candidates
2. Continued on-boarding efforts of doctoral level faculty to strengthen the program and courses offered.
3. Provide curricular and procedural support to increase consistency among adjunct faculty.

Efforts:

1. Supporting and communicating with adjuncts to maintain consistency in teaching standards in all classes
2. Aligning program courses in a manner that promotes a more positive student experience and better outcomes
3. Inviting speakers from multiple disciplines to the Council for Exceptional Children's (CEC) Student Chapter to expose teacher candidates to best-practices and diverse perspectives.

4. Course descriptions and objectives have been modified to reflect PreK-12 NYS certification changes.
5. Evaluating the Educating All Students (EAS) Exam and the Content Specialty Tests (CST) to better align with the Program's curriculum as well as to increase support for students.

Innovations:

1. Candidates' placements for student teaching as well as observation for class assignments that will span PreK-12 Grade are in new partnering schools.
2. Faculty are working to build relationships with a number of new district partners.

Challenge:

1. The number of adjunct professors is very high, compared to the number of full-time faculty within our graduate and undergraduate Programs.
2. A slight decrease in the number of students applying to the program compared to the numbers of students applying in previous semesters.
3. The need for more full-time qualified adjunct faculty that match the pedagogical needs of the Program.
4. The risk of having classes canceled before the beginning each semester due to low enrollment, which is something that negatively impact on students and their time it takes for program-completion.

Program Accomplishments:

The New York State Education Department (NYSED) accepted revisions to our Childhood and Special Education (1-6) Program to now include: (1) SWD (All Grades) Certification, (2) SWD (All Grades) Certification and Childhood Education (Grades 1-6), with possible Extensions in (a) Bilingual Education, (b) Early Childhood Education (Birth – 2 Grade), and (c) Students with Disabilities Early Childhood Education (Birth – 2 Grade) or a combination of these certification areas.

The Exceptional Education and Learning Department collaborated with the Office of Diversity, Equity and Inclusion (DEI), and the Office of Services for Students with Disabilities (OSSD) on Access Ability Mixer and Autism Walk. This event brought community individuals who receive self-determination fundings to operate small businesses to campus for a social gathering with several campus sororities, students in the Exceptional Education and Learning (EEL) program, the DEI office and OSSD.

Three of our EEL candidates presented their research for the State University of New York at Old Westbury Annual Student Research Day.

Partnerships:

Our department continues to build partnership with Floral Park Bellerose Schools and Plainview Old Bethpage Schools to host ED

5960 and ED 4890 candidates in understanding the range of classroom supports available in special education.

The Student Chapter of the Council for Exceptional Children (CEC) continues to be active.

RCASD: was awarded another round of funding for 2023-24 academic year.

Candidates in one section of ED 5960: Student Teaching has been trained in the Core Curriculum on Childhood Trauma (CCCT) developed by the National Child Traumatic Stress Network (NCTSN).

All edTPA workshops have been modified to include new TPA revisions and technology.

Adolescence Education –

ACCOMPLISHMENTS OF ALL ADOLESCENT EDUCATION PROGRAMS: Our TPA assessments submitted to the state, which were all approved, were successfully put into effect in the 2023-2024 academic year. Pass rates on the state's EAS and CST teaching certification exams are high. This year we continued to work with candidates to develop their professional presence in the field. We also worked on research and writing for publication and presentation, and several students created writing that resulted in publication acceptances and conference presentations.

PROGRAM SPECIFIC:

Spanish Education Graduate Programs: This year the last two candidates in the M.S. program successfully completed their theses and graduated. Additionally, three M.S. candidates/Alumni along with the program coordinator were accepted to present their theses work at the national conference in world language education (ACTFL) in November of this year.

Social Studies Education Undergraduate and Graduate Programs: For the first time, the method courses (ED6085/ED4086) that used to be taught together were split between undergraduate and graduate candidates, allowing faculty to address specific needs of the different groups thus improving candidates' performance.

Math Education Programs: A Mathematics graduate candidate is enrolled in the Residency Pilot Program. This candidate is from Hempstead High School (one of our partner districts).

ELA Programs: The English education graduate programs grew in enrollment. In October 2023, one graduate candidate in the M.A.T. program presented his research at the New York State English Council Annual Convention alongside his methods professor.

Science Education Programs: Seminar in Science an online course offered through the American Museum of Natural History have become part of the content preparation for graduate courses in the Science Education Program (these courses are also available to candidates in other programs).

ADOL ED EFFORTS/ INNOVATIONS: We are continuing to offer more summer courses for the grad programs as per graduate candidates' requests. This summer, ED6000 was offered for the second time in the M.A.T. programs, ED6003 and ED6002 were also offered with a full roster of candidates taking each course. In English education, one of the Foundations of Literature EL6520 courses was offered for the first time which gave candidates an additional opportunity to complete their degree in a timely manner.

CHALLENGES: Challenges in the realm of quality control of adjuncts teaching some pivotal courses, i.e., student teaching, and following the assessment protocols and procedures continue; however, to a lesser degree than in previous semesters. Most of our new adjuncts who taught student teaching and seminar this year did follow all key assessment protocols and procedures and met with the respective Program Coordinator/ Department Chair periodically, but there is still more work to be done in this area. The improvement plan put in place to increase "check-ins" throughout the semester so our adjunct faculty can adhere to our assessment procedures and timeline thus maximize our candidates' learning gains has been successful.