

## AAQEP Annual Report for 2024

Provider/Program Name:	Marist College
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	December 31 <sup>st</sup> , 2030

### PART I: Publicly Available Program Performance and Candidate Achievement Data

#### 1. Overview and Context

This overview describes the mission and context of the educator preparation provider, and the programs included in its AAQEP review.

##### **Overview of Marist College**

Marist College is a mid-sized comprehensive institution rooted in the liberal arts. Its riverside campus in Poughkeepsie, New York consists of 75 buildings across 251 acres along the shores of the Hudson River. With its main campus located 95 minutes by train from New York City and a branch campus situated in Florence, Italy, Marist offers both a residential higher education experience as well as a connection to the chief economic and cultural centers of the world. Guided by values handed down by its founders, Marist offers its approximately 6,600 students access to vast contemporary learning opportunities.

The College has been transformed since its founding in 1929. What was once a small training ground for Marist Brothers has evolved into a complex educational institution. Currently, the College educates approximately 5,000 traditional undergraduate students, 920 graduate

students, 250 adult continuing education students, and 470 high school students who take Marist courses for credit. These students come from 33 different states and 18 different countries. The 240 full-time and 323 part-time faculty members work across seven academic schools to provide education that is grounded in the liberal arts and focused on preparing students for successful and fulfilling lives and careers.

Marist is regularly recognized by industry publications for its excellent programs and student outcomes. U.S. News & World Report ranked Marist in the Top 10 Regional Universities – North, #4 in Best Undergraduate Teaching, and #10 for Top Best Colleges. Marist has also recently been included in the Princeton Review’s lists of “Best 386 Colleges” and # 8 for Happiest Students. In addition, Marist has been ranked # 1 for Study Abroad by Open Doors Report and named as the most “Fulbright Producers” by the Fulbright organization.

### **Mission, Values, and Goals**

As an institution founded by the Marist Brothers for the preparation of educators, Marist has long valued teacher preparation as one of its most fundamental programs and critical to its educational mission. In the spring of 2023, Marist launched a new campus-wide Strategic Plan coined “Marist 100”. Marist 100 aligns the campus-wide mission, values, and goals with three pillars: Academic Vibrancy, Student Centrality, and Expansive Community. For each pillar, specific initiatives focused on “our people, our finances, our natural environment, and our built environment” are identified to ensure there is a clear path for effective implementation.

### **Teacher Education at Marist College**

Teacher Education programs at Marist are housed within the School of Social and Behavioral Sciences (SSBS), along with three other academic departments, Psychology, Criminal Justice (which will be renamed in fall 2024 as Crime and Justice Studies), and Social Work, constituting a school focused on the comprehensive and ethical preparation of students for the human service professions. Currently, eighteen academic programs are offered at this school. Leadership for the school is provided by the Dean for Social and Behavioral Sciences, an Associate Dean for Social and Behavioral Sciences, an Assistant Dean for Teacher Education, and three academic department chairs/program directors. All graduate programs also employ a Graduate Program Director and programs with clinical components rely on faculty members with dedicated administrative release time to oversee these critical experiences.

Guided by the 2023 Strategic Plan that focused on Academic Vibrancy, Student Centrality, and Expansive Community, the Teacher Education Department faculty underwent a collaborative revision process and revised its Student Outcome Goals, outlined below, and the assessment of student learning across all Teacher Education programs is aligned with these goals, as appropriate to the program and credential offered.

Goal #1: *Foundational Knowledge: Develop candidates' knowledge related to learners, educational contexts, and evidence-based practices essential for effective and equitable teaching.*

Goal #2: *Pedagogical Practice: Prepare candidates with skills for constructing purposeful learning experiences.*

Goal #3: *Assessment: Prepare candidates to collect and analyze data and use multiple assessment strategies and tools to enhance student achievement.*

Goal #4: *Inclusive Teaching: Prepare change agents who promote access, equity, and justice for all students while working to improve schools.*

Goal #5: *Professional Responsibility: Equip professionals with skills to operate as collaborative professionals who continually examine and improve their practice.*

### **Education Programs Offered**

All Teacher Education programs at Marist College are registered with the New York State Education Department (NYSED) and adhere to its regulations under CRR-NY 52.21 Registration of Curricula in Teacher Education. Candidates qualify for initial or professional (advanced) New York State certification. Initial programs are campus-based. Advanced programs are offered in both on-campus and hybrid formats.

### **Childhood/Students with Disabilities Education (Grades 1 – 6) – Initial Certification**

The Childhood/Students with Disabilities Education program is a four-year program leading to dual certification in general education (grades 1-6) and students with disabilities education (grades 1-6). New York State requires candidates applying for certification in Childhood Education to complete a minimum 30-credit major in a content area. At Marist, that content area has been identified as Psychology. The Psychology major provides a comprehensive understanding of human behavior and specifically emphasizes the physical, cognitive, social, and emotional development of children for successful learning in grades one through six. In 2019, Marist received New York State Education approval to revise its Childhood Education/Special Education program from a BA in Psychology/Childhood Education with Special Education (Grades 1 – 6) to a BS in Childhood/Students with Disabilities Education (grades 1-6), coupled with a revised Psychology major. Key features of the revised program include updated content with respect to social-emotional approaches to classroom management, strategies for teaching English Language Learners, foundational understandings with respect to educational equity and diversity, and conceptual approaches to teaching elementary mathematics. Course requirements were revised to include these additional areas of importance, which were originally recommended to us through conversations with our school partners to reflect contemporary school-based practices and understandings in childhood education. Some redundant and less relevant content in Psychology was also eliminated through this curriculum revision process. The updated curriculum, which was developed by the full-time faculty through a multi-year, collaborative process, also allows candidates more flexibility in terms of taking electives, enrolling in the early childhood program, or pursuing the accelerated 5-year graduate program.

### **Early Childhood Education (Birth – Grade 2) - Initial Certification**

This is an optional certificate that candidates currently enrolled in the Childhood /Students with Disabilities Education (grades 1-6) program may elect to add on to their program of study. The program consists of three sequential courses that prepare candidates for eligibility for New York State B-2 certification as a teacher in pre-school, kindergarten, or the primary grades. The first course is focused on foundational principles in early childhood education; the second is focused on pedagogical and curricular strategies; the third is a 20-day full-time student teaching experience. This add-on certification is particularly valued by our school partners, who report strong interest in hiring educators certified for all elementary grades, including kindergarten. The New York State Education Department approved this program in August 2018, and it has been growing in enrollment since that time.

### **5-Year BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) – Initial and Advanced Certification**

The Adolescence/Students with Disabilities Education (Grades 7-12) program is offered in the content areas of Biology, Chemistry, Earth Science, English, French, Mathematics, Social Studies/History, and Spanish. The New York State Education Department approved this updated program in February 2018 to replace an earlier, 4-year, content area certification program, and approved an Earth Science certification in September 2021. Across all programs, candidates complete a full major in the content area of interest to satisfy the state required 30 credits of content area coursework. During their first three years of study, they also complete 29-32 credits of pre-requisite work in Education, Psychology, and Sociology, and related fields. This cohort-based program is designed for candidates to attain their bachelor's degree (BA or BS) in their content field while also completing the pedagogical coursework necessary for certification, along with student teaching, during a fifth-year master's degree program. Following the pre-requisite courses, candidates begin their 36 credit Master of Arts in Teaching (MAT) program by enrolling in 12 credits of graduate work during their senior year. The remaining 24 credits of the master's program are taken during a summer, fall, and spring semester sequence.

On rare occasions, candidates with a previously earned bachelor's in one of the approved content areas may also enroll in the fifth year of study as a stand-alone MAT degree. The new 5-year program introduced coursework needed for the contemporary teacher of middle and high school students that was not included in the prior Adolescence Education program, such as social-emotional approaches to classroom management, data-informed instruction, and the teaching of English Language Learners. The new program also introduced a dual certification component in Students with Disabilities Education, vital for working in today's classrooms and highly recommended by our school partners. This updated program also introduced more intensive field experiences prior to student teaching.

### **Master of Science in Education (MSEd) in Contemporary Curriculum and Instruction – Advanced Certification**

Candidates who wish to seek advanced or professional teacher certification at Marist College may currently pursue the Master of Science in Education (MSEd) in Contemporary Curriculum and Instruction program, which was approved by New York State in November 2021.

**The MSEd degree is offered in three different formats:**

**MSEd 5-Year Program:**

Marist candidates enrolled in the Childhood/Students with Disabilities Education (Grades 1-6) program may begin graduate coursework during their junior year, complete 12 graduate credits as an undergraduate, and stay on for a 5th year of study in this accelerated program track that utilizes a campus-based model.

**MSEd - Childhood Education Program:**

Candidates from Marist or outside institutions may enroll in a hybrid (replaced by the fully online 15-month program in June 2024), in which they complete summer courses partially on campus coupled with online courses during the traditional semesters for two academic years. This program is particularly suited for practicing teachers and is open to students with initial certification in Childhood Education. Local and global educators who wish to complete the master's degree in a campus-based format may work with the Graduate Director to design a program suited to their needs.

**MSEd – Adolescence Education Program:**

Candidates from Marist or outside institutions may enroll in a hybrid (replaced by the fully online 15-month program in June 2024), in which they complete summer courses on campus coupled with online courses during the traditional semesters for two academic years. This program is particularly suited for practicing teachers and is open to students with initial certification in Adolescence Education; these students also earn a Grades 5-6 extension certificate in their content area following courses devoted to the middle grades. Local and global educators who wish to complete the master's degree in a campus-based format may work with the Graduate Director to design a program suited to their needs. It is important to note that there are a small number of graduate education students, approximately 1-2 each year, who enroll in the MSEd program but do not seek Professional Certification. Rather, these graduate education students are seeking a more general master's degree in the field of education.

**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://www.marist.edu/documents/d/guest/marist-college-2024-aaqep-annual-report-final-12-13-24>

## 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**

<b>Degree or Certificate</b> granted by the institution or organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Candidates</b> enrolled in most recently completed academic year (12 months ending 06/24)	<b>Number of Completers</b> in most recently completed academic year (12 months ending 06/24)
<i><b>Programs that lead to initial teaching credentials</b></i>			
Childhood/Students with Disabilities Education (Grades 1 – 6) -with BS in Psychology	Initial Certification: Dual certification in Childhood Education (Grades 1 – 6) and Students with Disabilities (Grades 1 – 6)	258	65
Early Childhood Education (Birth – Grade 2) - add-on certificate	Initial Certification: Birth – Grade 2	28	28
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Biology	Initial Certification in Biology (Grades 7-12) / Students with Disabilities (Grades 7-12)	9	1
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Chemistry	Initial Certification in Chemistry (Grades 7-12) / Students with Disabilities (Grades 7-12)	2	0
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Earth Science	Initial Certification in Earth Science (Grades 7-12) / Students with Disabilities (Grades 7-12)	5	1
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities	Initial Certification in English (Grades 7-12) / Students with Disabilities (Grades 7-12)	26	1

Education (Grades 7 – 12) -with concentration in English			
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in French	Initial Certification in French (Grades 7-12) / Students with Disabilities (Grades 7-12)	1	0
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Mathematics	Initial Certification in Mathematics (Grades 7-12) / Students with Disabilities (Grades 7-12)	23	3
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Social Studies/History	Initial Certification in Social Studies/History (Grades 7-12) / Students with Disabilities (Grades 7-12)	48	3
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Spanish	Initial Certification in Spanish (Grades 7-12) / Students with Disabilities (Grades 7-12)	7	3
Total for programs that lead to initial credentials		407	105
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
Master of Science in Education (MSEd) in Contemporary Curriculum and Instruction	Professional Certification in Childhood (1-6) and Students with Disabilities (1-6) - Five Year Program Campus	76	21
Master of Science in Education (MSEd) in Contemporary Curriculum and Instruction	Professional Certification in Childhood (Grades 1-6) – Hybrid Format	18	5
Master of Science in Education (MSEd) in Contemporary Curriculum and Instruction	Professional Certification Adolescence (Grades 7-12) – Hybrid Format	4	0
Master of Arts in Teaching (MAT) for Adolescence/Students with Disabilities	Professional Certification in Biology (Grades 7-12) / Students with Disabilities (Grades 7-12)	9	1

Education (Grades 7 – 12) -with concentration in Biology			
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Chemistry	Professional Certification in Chemistry (Grades 7-12) / Students with Disabilities (Grades 7-12)	2	0
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Earth Science	Professional Certification in Earth Science (Grades 7-12) / Students with Disabilities (Grades 7-12)	5	1
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in English	Professional Certification in English (Grades 7-12) / Students with Disabilities (Grades 7-12)	26	1
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in French	Professional Certification in French (Grades 7-12) / Students with Disabilities (Grades 7-12)	1	0
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Mathematics	Professional Certification in Mathematics (Grades 7-12) / Students with Disabilities (Grades 7-12)	23	3
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Social Studies/History	Professional Certification in Social Studies/History (Grades 7-12) / Students with Disabilities (Grades 7-12)	48	3
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Spanish	Professional Certification in Spanish (Grades 7-12) / Students with Disabilities (Grades 7-12)	7	3
Total for programs that lead to additional/advanced credentials		219	38



<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
N/A			
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		626	143
Unduplicated total of all program candidates and completers		505	143

### 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
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### 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. <b>Total enrollment</b> in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
505
B. <b>Total number of unique completers</b> (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
143
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
143

**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.

Four-year completion in the undergraduate B.S in Psychology Childhood, Grades 1-6 & Students with Disabilities and BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) programs, range between 96% (those who started in 2020) and 90 % (those who started in 2021). Those who struggle to complete within four years are candidates who transfer credits from community colleges.

On-time graduation rates for the graduate programs, Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) and Master of Education in Contemporary Curriculum and Instruction range between 98% (MSEd) and 96%. There is not much attrition between (fall 2020 and spring 2021) for the MSEd and none for the MAT being that this program runs as a cohort model.

**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%.

The criterion for success on the Best Attempt Pass Rate is 85% or more. Our First Attempt Pass Rates improved between 2022-2023 and the AY 2023-2024 (year to date) from 89% to 95%.

Note: These are abbreviated Tables:

Year	Test Name	N	Marist First Attempt Pass Rate
2023-2024	CST Students with Disabilities	42	95%

Year	Test Name	N	Marist First Attempt Pass Rate
2023-2024	CST MS 1-6 Part One Lit/ELA	33	85%

Year	Test Name	N	Marist First Attempt Pass Rate
2023-2024	CST MS 1-6 Part Two Math	35	86%

Year	Test Name	N	Marist First Attempt Pass Rate
2023-2024	CST MS 1-6 Part Three Arts & Science	40	98%

Year	Test Name	N	Marist First Attempt Pass Rate
2023-2024	CST MS B-2 Part One Lit/ELA	18	100%

Year	Test Name	N	Marist First Attempt Pass Rate
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2023-2024	CST MS B-2 Part Two Math	20	100%
<b>Year</b>	<b>Content Specialty Test</b>	<b>N</b>	<b>Marist First Attempt Pass Rate</b>
2023-2024	Biology	0	Low N
	Chemistry	0	Low N
	English	1	Low N
	Mathematics	1	Low N
	Social Studies	4	Low N
<b>Year</b>	<b>Test Name</b>	<b>N</b>	<b>First Attempt Pass Rate</b>
2023-2024	<b>Educating All Students</b>	47	100%

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

**Exit Survey for Initial and Professional Programs:**

The revised Exit Survey (initial certification) includes 29 items and has an additional 7 places for program completers to provide narrative comments. Performance Indicator Definitions and Program Criteria for Success The newest iteration contains a Likert Scale where respondents are asked to provide a review for each item ranging from one star to five stars with one star meaning “strongly disagree” and five stars meaning, “strongly agree”. The TEP defines programmatic success as 85% or more of the responses provide a rating of 4 or 5 stars on each item for analysis.

An analysis of the exit survey (scale 1.0-5.0) for the initial programs completed during the fall semesters reveal a high score of (4.81) for item: “*Act ethically within the standards of my practice*” and the lowest score of (4.19) for item: “*Courses in the program aligned to what I expect to see in my future classroom.*” However, during the spring initial program exit survey, the data reveals a high score of (4.83) for item: “*Foster critical thinking, communication, and collaborative problem-solving skill*” and a low score of (4.25) for item: “*Knowledge about the intersectionality of race, ethnicity, class, gender identity, expression, and sexual identity.*”

The analysis of the exit survey for the professional program reveals a high score of (4.71) for item: “*Act ethically within the standards of my practice*” and the low score of (2.8) for item: “*The capstone portfolio process contributed to my overall growth as a teacher.*” The professional programs run as a cohort which starts every fall semester. Therefore, there are no reporting program completer surveys for the fall term, only spring.

Note: These are abbreviated tables:

Assessment Instrument: Exit Survey (Initial Programs)	Fall 2023 N=14	Spring 2024 N=37
Highest Score	A score of (4.81) for item: <i>“Act ethically within the standards of my practice.”</i>	A score of (4.83) for item: <i>“Foster critical thinking, communication, and collaborative problem-solving skills.”</i>
Lowest Score	A score of (4.19) for item: <i>“Courses in the program aligned to what I expect to see in my future classroom.”</i>	A score of (4.25) for item: <i>“Knowledge about the intersectionality of race, ethnicity, class, gender identity, expression, and sexual identity.”</i>

Assessment Instrument: Exit Survey (Professional Programs)	N=27
Highest Score	A score of (4.71) for item: <i>“Act ethically within the standards of my practice.”</i>
Lowest Score	A score of (2.8) for item: <i>“The capstone portfolio process contributed to my overall growth as a teacher.”</i>

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

**MHSSC Employer Survey Assessment Tool:**

The survey employs the following rating scale when determining ratings: 1. Unprepared or Underprepared - Teachers from this institution lack basic skills in this area. 2. Minimally Prepared - Teachers from this institution are familiar with the area but require significant guidance, coaching, or development to meet minimum expectations. 3. Adequately Prepared - Teachers from this institution meet minimum expectations for novice teachers in this area, requiring minimal guidance, coaching, or development to be effective. 4. Well Prepared - Teachers from this institution exceed minimum expectations for novice teachers in this area and require no additional guidance, coaching, or development to be effective. 5. Superior - Teachers from this institution are excellently prepared in this area, serving as a resource for the area to other teachers or a leader in the school. The TEP defines programmatic success on each item in the Mid-Hudson School Study Council Employer Survey Data measured against a minimum mean of 3.0 for each item, which means our candidates are Adequately Prepared, meeting the minimum expectations for novice teachers in the given area.

We elected to analyze three items on this survey which relate specifically to Aspect 1d: 1) understanding and interpreting IEP/504s; 2) benchmarking of student progress; and 3) using data effectively for instructional decision-making. In the charts below, “Overall” is the overall mean of employers’ responses on the survey across participation institutions in the Mid-Hudson School Study Council. On table 4 below, the “Marist” column is the mean of employers’ responses of candidates who completed Marist’s education program. For quality assurance purposes, it made sense to set a criterion for success as a 3.0 or “adequately prepared” out of a 4.0 scale based on the overall mean. The data revealed the following scores in the areas of: (3.61) for “understanding and interpreting IEP/504s,” (3.83) for “benchmarking of student progress,” and (3.72) for “using data effectively for instructional decision-making,” our Marist graduates exceed our criteria for success.

Note: This is an abbreviated Table:

MHSSC Employer Survey 2023-2024	Others	Marist
Understanding and interpreting IEPs/504	3.36	3.61
Benchmarking of Student Progress	3.53	3.83
Using Data Effectively for Instructional Decision- Making	3.35	3.72

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 New York State Education Department (NYSED) does not provide data on employment. We rely on multiple data sources to investigate completer placement, effectiveness, and retention, including our own instruments and records as well as partnership with the alumni office. Marist prepares its students for life after college. Year after year, our success rate is consistently high for graduates

who are employed at a rate of 97% or are in graduate school within six months of graduation and 86% participate in one or more internships.

#### 4. Candidate Academic Performance Indicators

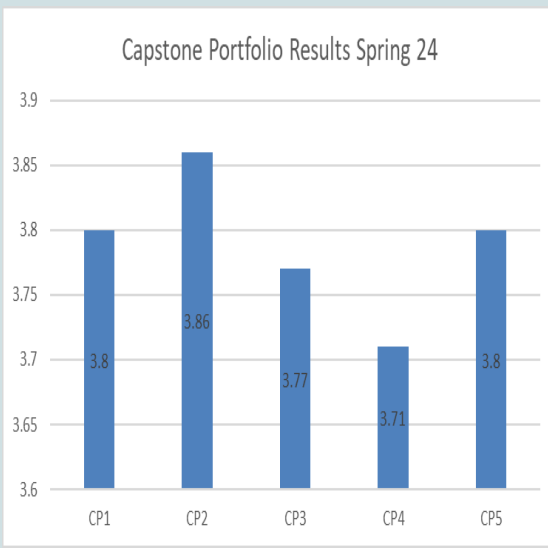
Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation		
<p><b>Assessment Instrument: Teacher Performance Assessment</b>  <i>Source: Instrument developed by Marist College Education Department faculty with stakeholder input and additional input from the Hudson Valley Consortium.</i></p>	<p>Performance Indicator Definitions and Program Criteria for Success The current Teacher Performance Assessment uses a performance scale with indicators from 1 through 3. Performance indicator definitions are as follows: 1 is not proficient for an initial educator, 2 is proficient for an initial educator, and 3 is above proficient for an initial educator. The TEP defines programmatic success for the Teacher Performance Assessment as &gt;85% or more of teacher candidates receive 2s and 3s on each item for analysis as “meets expectations” corresponds to a score of a “2” and “exceeds expectations” corresponds to a “3” on each item in the Teacher Performance Assessment.</p>	<p><b>Teacher Performance Assessment (TPA)</b></p>	<p><b>Fall 2023 N=24</b></p>	<p><b>Spring 2024 N=55</b></p>
		<p><b>Highest Score</b></p>	<p>A score of (3.0) for                      Items:                      # 4 “<i>Lesson plan is appropriate for content/grade level</i>”, item # 13 “<i>using feedback of student’s strength &amp; weakness to support learning</i>” and</p>	<p>A score of (3.0) for item:                      # 20                      “<i>Candidate’s writing is free of mechanical and grammatical errors.</i>”</p>

			Item # 15 “analyzing data for planning instruction.”	
		<b>Lowest Score</b>	A score of (2.74) for Item: # (5) <i>differentiation</i>	A score of (2.63) for item # 10 <i>Cultural &amp; Linguistic link to new learning</i>

**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation												
<p><b>Assessment Instrument: Graduate Capstone Portfolio</b>  <i>Source: Locally developed capstone portfolio assessment.</i></p>	<p>The TEP criterion for success on this Graduate Capstone Portfolio is that 90% or more of those scores on the Graduate Capstone Portfolio are scores of a 3 or 4.</p>	 <table border="1"> <caption>Capstone Portfolio Results Spring 24</caption> <thead> <tr> <th>Measure</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>CP1</td> <td>3.8</td> </tr> <tr> <td>CP2</td> <td>3.86</td> </tr> <tr> <td>CP3</td> <td>3.77</td> </tr> <tr> <td>CP4</td> <td>3.71</td> </tr> <tr> <td>CP5</td> <td>3.8</td> </tr> </tbody> </table>	Measure	Score	CP1	3.8	CP2	3.86	CP3	3.77	CP4	3.71	CP5	3.8
Measure	Score													
CP1	3.8													
CP2	3.86													
CP3	3.77													
CP4	3.71													
CP5	3.8													

## 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.

During the 2023-24 academic year, we embarked successfully earned accreditation through the Association for Advancing Quality in Educator Preparation. To ensure a more robust teacher preparation program, we hired two literacy full-time faculty, created a new 3-credit course titled “Foundation for Teaching English Language Learners (ELLs) which replaced the existing 1-credit course, revised and adopted new departmental priorities and have begun work on identifying updated assessments to measure our progress accordingly. During Assessment Day (April 2024), program work groups for Childhood, MAT, and MEd convened to determine whether our existing program assessments are appropriate for measuring the newly adopted departmental priorities and/or in need of revision. A subsequent work group meeting held on April 24, 2024, picked up the assessment work begun on Assessment Day. Out of this work on 4/24/24, the workgroups identified goals, which will be the focus of department-wide assessment efforts for the 2024-2025 academic year.



## Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

### 6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

**Table 5. Provider Self-Assessment and Continuous Improvement**

	<b>Standard 1</b>
<b>Goals for the 2024-25 year</b>	Increase candidate learning outcome item # 5 “ <i>Differentiation of Instruction</i> ” and item # 10 “ <i>Cultural &amp; Linguistic link to new learning</i> ” of the Teacher Performance Assessment (TPA).
<b>Actions</b>	Incorporate in course EDUC 201 Foundation for Teaching English Language Learners an assignment in which the candidates will have to differentiate an instruction using an instructional strategy such as cooperative learning, total physical response or project based.
<b>Expected outcomes</b>	Increase the score for item # 5 from a (2.74) and item # 10 from (2.78) to a score of (3.0) for each.
<b>Reflections or comments</b>	The new EDUC 201 course which was piloted in the fall 2024 semester, not only provides more training on teaching English Language Learners but has also provided a 200-level course in the teacher education program sequence.
	<b>Standard 2</b>
<b>Goals for the 2024-25 year</b>	Increase candidate response rate for statement “ <i>Courses in the program aligned to what I expect to see in my future classroom</i> ” of the initial TEP Exit Survey.
<b>Actions</b>	Refine the questions on the TEP Exit Survey
<b>Expected outcomes</b>	Increase score from a (4.19) to a score of (4.5).

<b>Reflections or comments</b>	By focusing on this action for improvement, we hope to see an increase on the response rate for the target statement of the TEP exit surgery.
	<b>Standard 3</b>
<b>Goals for the 2024-25 year</b>	Offers coherent curricula with clear expectations that are aligned with state and/or national standards.
<b>Actions</b>	Revisit the curriculum map of the initial Childhood, Grades 1-6/SWD and MAT Adolescent, Grades 7-12/SWD programs, conduct curricula refresh and identify loopholes in the pedagogy curriculum content.
<b>Expected outcomes</b>	A stronger curriculum with a focus on instructional best practices for the diverse learner.
<b>Reflections or comments</b>	Through this process we hope to strengthen with innovative best practices the teacher preparation programs.
	<b>Standard 4</b>
<b>Goals for the 2024-25 year</b>	Engagement in system improvement
<b>Actions</b>	Reduce the Early Childhood B-2 certification program from a 9-credit program to 6 credits by eliminating the additional 3-credits of student teaching which is not required by NYSED for candidates pursuing additional certification. Instead repurpose the fieldwork hours required in the two 3-credit courses to be more intentional.
<b>Expected outcomes</b>	More candidates opting to add the Early Childhood additional certificate to their program.
<b>Reflections or comments</b>	Once we have the special education PreK-12 all grade band in place, candidates in the Childhood Grades 1-6/SWD who also opt for the additional B-2 certificate, will be placed in a special education Kindergarten or first grade classroom for 7 weeks and 7 weeks in a upper grade general education classroom.

## 7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

## 8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

During the summer of 2024, we launched an advanced 15-month MEd in Contemporary Curriculum and Instruction fully online (asynchronous) program leading to professional certification. In addition, to provide individualized attention to the MAT and MEd graduate programs, we will hire one graduate program director for each of the programs. The graduate program directors will recruit, oversee the admission process, advise candidates in the programs, schedule term courses, staff courses, maintain program quality, assist with program assessments and serve as the certification officer for their program. Although the Marist College office of Alumni Engagement already does a great job with connecting with alumni, we plan on establishing a LinkedIn account by which we hope to professionally connect with more alumni.

## 9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider’s response to those changes (indicate “n/a” if no changes have been made or are anticipated).

A regulatory change from the New York State Education Department (NYSED) involves the introduction of an all-grades Students with Disabilities Certificate and the sunseting of the grades 1-6 and 7-12 certifications. As our programs currently are structured around the latter approaches, in 2024-2025 we will focus on programmatic revisions to both curriculum and clinical experiences, with the goal of broadening the scope of the programs offered in special education to maintain program quality while meeting new regulatory requirements. In addition, NYSED requires that candidates in an initial TEP complete 14 weeks (70 days) of clinical

practice. Our TEP leads to two initial certifications: one in general education and a second in special education. Therefore, candidates in our program will be placed for 7 weeks in a lower grade and 7 weeks in a higher grade of the certification grade band with one of these placements being in special education.

## 10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Olga DeJesus-Diaz, Assistant Dean for Teacher Education	Dr. Deborah Gatins, Dean of the School for Social and Behavioral Sciences

Date sent to AAQEP:	December 16, 2024
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