



## AAQEP Annual Report for 2024

Provider/Program Name:	Le Moyne College Teacher Education
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	Spring 2029

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

#### 1. Overview and Context

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

##### **Institutional Origins:**

Le Moyne College was established in Syracuse, New York in 1946, one of 27 Jesuit institutions of higher education in the United States. Initially serving the post-World War II educational needs of local business and industry with programs in accounting and industrial relations and guided by the Jesuit mission of *cura personalis* -- care of the whole person -- Le Moyne first evolved as a small liberal arts college and, with subsequent changes to its charter, became a comprehensive institution that includes professional graduate programs. Le Moyne offers undergraduate and graduate academic programs in three schools, the College of Arts and Sciences, the Madden College of Business and Economics, and the Purcell School of Professional Studies. The programs of the Department of Education reside within two divisions. The *Master's of Science for Teachers* and the *Master's of Science in Education* degree programs are in the Purcell School of Professional Studies. Most of the undergraduate *Inclusive Childhood 1-6* and *Adolescent 7-12* programs are advised through departments in the College of Arts and Sciences. As of December 2024, there

are now four approved undergraduate Inclusive Childhood majors (with concentrations in English, History, Political Science, and World Languages) that are advised in the Education Department.

### **Department Origins:**

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

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

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

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

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

Degrees offered by the Teacher Education Programs:

#### *Undergraduate*

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

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

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

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

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

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

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

### MS Ed I

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

### MS Ed II

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

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

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

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

## Public Posting URL

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

[lemoyne.edu/AAQEP](http://lemoyne.edu/AAQEP)

## 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 institution	State Certification, License	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/24)	Number of Completers in most recently completed academic year (12 months ending 08/24)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts	Biology, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0
	General Science, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0
	French, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0
	Spanish, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	1
	English, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0

	Philosophy, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0
	Religious Studies, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0
	Mathematics, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	3	0
	Economics, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0
	History, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	3	0
	Political Science, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0
	Sociology, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	3	1
Bachelor of Science	Biology, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0
	Physics, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0
	Chemistry, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	0
	Psychology, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	33	10
	Inclusive Childhood Education Grades 1-6, Concentration: English	30	0
	Inclusive Childhood Education Grades 1-6, Concentration: History	9	0
Bachelor of Arts	Biology and General Science, Certification- Adolescent Education (Grades 7-12)	0	0

	Economics, Certification- Adolescent Social Studies (Grades 7-12)	2	0
	French, Certification- Adolescent Education (Grades 7-12)	0	0
	Spanish, Certification- Adolescent Education (Grades 7-12)	1	0
	English, Certification- Adolescent Education (Grades 7-12)	0	0
	Math, Certification- Adolescent Education (Grades 7-12)	0	0
	Physics and General Science, Certification- Adolescent Education (Grades 7-12)	0	0
	Chemistry and General Science, Certification- Adolescent Education (Grades 7-12)	3	0
	History, Certification- Adolescent Education (Grades 7-12)	1	1
Bachelor of Science	Biology and General Science, Certification- Adolescent Education (Grades 7-12)	0	0
	French, Certification- Adolescent Education (Grades 7-12)	0	0
	Spanish, Certification- Adolescent Education (Grades 7-12)	0	0
	English, Certification- Adolescent Education (Grades 7-12)	0	0
	Math, Certification- Adolescent Education (Grades 7-12)	2	0
	Physics and General Science, Certification- Adolescent Education (Grades 7-12)	0	0
	Chemistry and General Science, Certification- Adolescent Education (Grades 7-12)	0	0
	History, Certification- Adolescent Education (Grades 7-12)	0	0
Bachelor of Arts	Inclusive Adolescent Education: Biology, Grades 7-12	1	0
	Inclusive Adolescent Education: Math, Grades 7-12	5	1

	Inclusive Adolescent Education: French, Grades 7-12	0	0
	Inclusive Adolescent Education: Spanish, Grades 7-12	1	1
	Inclusive Adolescent Education: English, Grades 7-12	12	0
	Inclusive Adolescent Education: Social Studies, Grades 7-12	9	1
Bachelor of Science	Inclusive Adolescent Education: Social Studies, Grades 7-12	0	0
Bachelor of Arts	Teaching English to Speakers of Other Languages	3	3
Bachelor of Science	Teaching English to Speakers of Other Languages	0	0
4+1 Bachelor of Arts & Master's of Teaching	English, Certification- Adolescent Education, Grades 7-12	0	0
	History, Certification- Adolescent Education, Grades 7-12	0	0
	Spanish, Certification- Adolescent Education, Grades 7-12	0	0
	Inclusive Adolescent Education: English, Grades 7-12	0	0
Master's of Science in Teaching (MST)	Inclusive Childhood Education, Grades 1-6	24	17
	Dual Adolescent Special Education Grades 7-12	17	9
	Teaching English to Speakers of Other Languages	0	2
<b>Total for programs that lead to initial credentials</b>		162	47
Master's of Science in Education I (MSEd I)	Professional Certification: Childhood Education	2	1
	Professional Certification: Dual Childhood/Special Education	4	5
	Professional Certification: Adolescent Education (American Sign Language, Cantonese, Chinese, French, German, Greek, Hebrew,	3	0



	Italian, Japanese, Latin, Mandarin, Russian, Spanish, Urdu, English, Chemistry, Earth Science, Physics, Mathematics, Social Studies)		
	Professional Certification: Dual Adolescent/Special Education (American Sign Language, Cantonese, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, Spanish, Urdu, English, Chemistry, Earth Science, Physics, Mathematics, Social Studies)	1	0
Master's of Science in Education II (MSEd II)	Professional in Original Certification Area and Initial Certification in: Childhood Education with Students with Disabilities (Grades 1-6)	2	0
	Professional in Original Certification Area and Initial Certification in: Adolescent Education (Grades 7-12) (American Sign Language, Cantonese, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, Spanish, Urdu, English, Chemistry, Earth Science, Physics, Mathematics, Social Studies)	0	0
	Professional in Original Certification Area and Initial Certification in: Adolescent Education with Students with Disabilities (Grades 7-12) (American Sign Language, Cantonese, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, Spanish, Urdu, English, Chemistry, Earth Science, Physics, Mathematics, Social Studies)	2	1
	Professional in Original Certification Area and Initial Certification in: Literacy Education (Birth-Grade 6)	4	1
	Professional in Original Certification Area and Initial Certification in: Literacy Education (Grades 5-12)	0	0
	Professional in Original Certification Area and Initial Certification in: Teaching English to Speakers of Other Languages (Pre-K-Grade 12)	1	0
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			

<b>Total for programs that lead to additional/advanced credentials</b>	19	8
<b>TOTAL enrollment and productivity for all programs</b>	181	55
Unduplicated total of all program candidates and completers	181	55

### 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.)

Bachelor of Science- Inclusive Childhood: Political Science. Certifications associated are for Childhood, Grades 1-6, Students with Disabilities, All Grades. This was approved by New York State Education Department as of July 8, 2024.

Bachelor of Science- Inclusive Childhood: World Languages. Certifications associated are for Childhood, Grades 1-6, Students with Disabilities, All Grades. This was approved by New York State Education Department as of October 22, 2024.

## 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.
181
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.
55

<b>C. Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
150
<b>D. Cohort completion rates</b> for candidates who completed the various programs within their respective program's expected timeframe <b>and</b> in 1.5 times the expected timeframe.
<p>Undergraduates- 100%</p> <p>MSTs- 100%</p> <p>MSEds- Not applicable. Students are not in a cohort model and take their own pacing for completion of their program. No students in 2023-2024 needed an extension on NYSED's requirement of completing a Master's within 5 years of their graduation from a Bachelors program.</p>
<b>E. Summary of state license examination results</b> , including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.
<p>NYSTCE- Students with Disabilities Exam-</p> <p>Undergraduate Cohort 2024- 92%</p> <p>Graduate MST Cohort 2024- 94%</p> <p>NYSTCE- Educating All Students Exam-</p> <p>Undergraduate Cohort 2024- 100%</p> <p>Graduate MST Cohort 2024- 96%</p> <p>NYSTCE- Multisubject Exam Grades 1-6- Combined Pass Rates for English Language Arts, Math, and Arts and Sciences</p> <p>Undergraduate Cohort 2024-96%</p> <p>Graduate MST Cohort 2024- 95%</p> <p>NYSTCE- Multisubject Exam Grades 7-12- Combined Pass Rates for English Language Arts, Math, and Arts and Sciences</p> <p>Undergraduate Cohort 2024- 100%</p> <p>Graduate MST Cohort 2024- 100%</p> <p>NYSTCE- Content Specialty Tests- Content Areas Grades 7-12</p> <p>Undergraduate Cohort 2024- 100%</p> <p>Graduate MST Cohort 2024- 82%*</p> <p>(*The size of this cohort is below 10 and retakes impacted the pass rate).</p>

NYSTCE- Content Specialty Tests – English as a Second Language  
Undergraduate Cohort 2024- 100%  
Graduate MST Cohort 2024- No current information.

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

Post Program Feedback (provided during Student Teaching Seminar)

Undergraduates shared several points of strength:

- Preparing students to become effective teachers
- Preparing students for student teaching
- Student teaching seminar with helpful information
- Dual certification is useful
- Placing students in the Fall is helpful for preparing for Spring student teaching

Undergraduates shared several items that are in progress and discussed in Part 2:

- Education advisor beginning in their First Year.
- Designated track for study abroad
- Make Education a Major

MSTs shared several points of strength:

- Rigorous standards
- Personal connections because of small class sizes
- Dual certification is important
- Reduced tuition for graduate programs

MSTs shared several items that are in progress and discussed in Part 2:

- Have information on job interviews/resumes earlier in seminar
- Avoid seminar dates on a Friday right before a break
- Elaboration on initial coursework (first semester) and how these connect to later coursework/future teaching

Alumni Feedback (provided 7 months after graduation).

- 80% of respondents were confident (rating of 4 or 5 on a 5 point scale) that they would remain in Education

- Respondents shared they were prepared to “begin with the end in mind” and plan what they wanted students to learn by the end of a unit to then figure out the steps to reach that goal.
- Felt prepared to use various forms of technology.
- Could improve the program/coursework by including more information on behavior and classroom management.

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

The information provided comes from our Spring 2024 Advisory Council meeting. This meeting involved attendants including Faculty, local Superintendents, Cooperating Teachers, and Alumni of our programs. Overall, attendees were positive about the quality of teachers prepared at Le Moyne College through our various programs. Student Teachers are offered jobs during the student teaching semester and the interview is often “more like a formality.” The faculty are regularly contacted for recommendations for teachers to apply for specific open positions in the Central New York area.

In the meeting attendees have recommended working on the following areas:

- Pathways to teaching are not always clear to people who may be interested in education
  - Dr. David Brown began hosting meetings for Undergraduates who are interested in teaching to discuss our MST programs
- Ensure students are engaged in the field early in the program to understand the realities of teaching but also mindfully engaged in the classrooms, not just observing.
  - COVID protocols limited the engagement in the field for recent undergraduate alums of the college. This should not be a continuing concern as far as opportunities to observe in the field begin for undergraduates in their second course in Sophomore year and for MSTs in their first course.
  - Our undergraduate coursework is being revised so their first course will require specific observations for an inquiry research project. Further each completer will need to plan, instruct, and reflect on at least three lessons across various placements.
  - We will continue to review and revise coursework to find other opportunities to engage students in practicum placements throughout the programs beyond observations.
- Develop an alumni network for Le Moyne Teachers
  - As a first step, we have a Google Group for all undergraduate and graduate completers from 2024.
  - We are looking at options with LinkedIn to see if we can form other opportunities for engagement through social media.
  - Dr. David Brown and Dr. Andrea Tochelli-Ward have received many job postings from local districts. These are posted within the group for anyone who is still seeking a position.

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

Undergraduates- 79% of undergraduates provided information on their employment or graduate studies plans. The other completers did not share their employment status or graduate school plans when asked.

Of those who shared, 33% are pursuing their studies either full or part time.  
73% have a full-time teaching position for the 2024-2025 academic year.

MST Graduate Students- 61% of graduate students provided information on their employment status. All have full time teaching positions for the 2024-2025 academic year.

MSEd Graduate Students- 83% of graduate students provided information on their employment status. All have full time teaching positions for the 2024-2025 academic year.

#### 4. Candidate Academic Performance Indicators

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

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation				
<b>Undergraduate and Graduate (MST) Programs- Students with Disabilities-</b> This exam is required for any student pursuing a Special Education certification.	Score can range from 400-600. A passing score (performance expectation) is above 520.	Undergraduates				
		Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate
		12	12	544	14.06	92%
		MSTs				
		Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate
		16	16	553	16.35	94%

<p>Standardized tests required for initial certification by the New York State Education Department. According to NYSTCE (<a href="#">New York State Teacher Certification Examinations™ Test Validation Process and Reliability of Test Results Test Validation Pro</a>), “One hundred percent of each test is content validated for New York State,” and “Estimates of reliability (Total Test Decision Consistency) for the NYSTCE tests required of all candidates for certification are typically in the range of 0.95 to 0.98.” Based on these large-scale, objective measurement indicators, both tests are trustworthy and fair measures for all teacher candidates in New York State.</p>		<p>As of December 1, 2024: 15 completers (Undergraduate and MST) prepared for this area of certification have not attempted to take this test.</p>																				
<p><b>Undergraduate and Graduate (MST) Programs- Content Specialty Tests-</b> This exam is required for all students for certification in New York State. The content covers the area of certification.</p> <p>Standardized tests required for initial certification by the New York State Education Department. According to NYSTCE (<a href="#">New York State Teacher Certification Examinations™ Test Validation Process and Reliability of Test Results Test Validation Pro</a>), “One hundred percent of each test is content validated for New York</p>	<p>Score can range from 400-600. A passing score (performance expectation) is above 520.</p>	<p>Undergraduates*#</p> <table><tr><th>Number of Students</th><th>Number of Attempts</th><th>Mean Score</th><th>Standard Deviation</th><th>Pass Rate</th></tr><tr><td>15</td><td>42</td><td>549.6</td><td>20.48</td><td>95%</td></tr></table> <p>MSTs*#</p> <table><tr><th>Number of Students</th><th>Number of Attempts</th><th>Mean Score</th><th>Standard Deviation</th><th>Pass Rate</th></tr><tr><td>22</td><td>68</td><td>552.16</td><td>23.06</td><td>94%</td></tr></table> <p>*In the case of Childhood certification, the test required involves a multi-subject exam with three separate parts. These individual tests attempts have all been included by anyone who took at least one part.</p>	Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate	15	42	549.6	20.48	95%	Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate	22	68	552.16	23.06	94%
Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate																		
15	42	549.6	20.48	95%																		
Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate																		
22	68	552.16	23.06	94%																		

State,” and “Estimates of reliability (Total Test Decision Consistency) for the NYSTCE tests required of all candidates for certification are typically in the range of 0.95 to 0.98.” Based on these large-scale, objective measurement indicators, both tests are trustworthy and fair measures for all teacher candidates in New York State.		<p>#Students pursuing Students with Disabilities certification at the Adolescent level are also required to take a multi-subject exam (three separate parts). These individual tests attempts have been included by anyone who took at least one part.</p> <p>As of December 1, 2024:</p> <p>3 completers (Undergraduates and MSTs) have not completed all required CSTs (that require three portions) but have taken at least one part.</p> <p>10 students (Undergraduates and MSTs) have not attempted any CST.</p>																													
<b>Grade Point Average-</b> Le Moyne College’s Education program requires all candidates to earn a B or better in their content major as well as in pedagogical concentration coursework. In the case of Master’s students, students should earn a B or better in each course. Student GPA is checked each semester by staff in the department and grades are reviewed in each course.	GPA above 3.0 Mean score above 3.0 Individual cumulative GPAs above 3.0.	<table><tr><th>Group</th><th>N</th><th>Met Standard</th><th>Mean Score</th><th>Standard Deviation</th></tr><tr><td>Undergraduates</td><td>19</td><td>100%</td><td>3.52</td><td>0.28</td></tr><tr><td>MSTs</td><td>28</td><td>100%</td><td>3.77</td><td>0.20</td></tr><tr><td>MSEds</td><td>8</td><td>100%</td><td>3.96</td><td>0.04</td></tr></table>					Group	N	Met Standard	Mean Score	Standard Deviation	Undergraduates	19	100%	3.52	0.28	MSTs	28	100%	3.77	0.20	MSEds	8	100%	3.96	0.04					
Group	N	Met Standard	Mean Score	Standard Deviation																											
Undergraduates	19	100%	3.52	0.28																											
MSTs	28	100%	3.77	0.20																											
MSEds	8	100%	3.96	0.04																											
<b>MSEd Portfolio-</b> Portfolio is generally completed in the last semester of their course of study. They complete this as independent work with the supervision of one full-time faculty member.	Score of 2 or better  Mean score above 2.25	<table><tr><th>AAQEP Standard</th><th>N</th><th>Met Standard</th><th>Mean Score</th><th>Standard Deviation</th></tr><tr><td>1a</td><td>19</td><td>100%</td><td>2.95</td><td>0.22</td></tr><tr><td>1b</td><td>22</td><td>100%</td><td>2.82</td><td>0.39</td></tr><tr><td>1c</td><td>11</td><td>100%</td><td>2.91</td><td>0.29</td></tr><tr><td>1d</td><td>16</td><td>100%</td><td>2.44</td><td>0.50</td></tr></table>					AAQEP Standard	N	Met Standard	Mean Score	Standard Deviation	1a	19	100%	2.95	0.22	1b	22	100%	2.82	0.39	1c	11	100%	2.91	0.29	1d	16	100%	2.44	0.50
AAQEP Standard	N	Met Standard	Mean Score	Standard Deviation																											
1a	19	100%	2.95	0.22																											
1b	22	100%	2.82	0.39																											
1c	11	100%	2.91	0.29																											
1d	16	100%	2.44	0.50																											



<p>Assignment description notes- Collect artifacts to submit to 10 of these categories with prompts responses. Select from both tables (some from AAQEP Standard 1 and some from AAQEP Standard 2).</p> <p>Your artifacts should come from your elective Coursework, NOT EDG 695, 610, or 650/676/675.</p> <p>Show two mini-studies that you engaged in the research process (asked a question about a topic of interest, did background information research on topic (literature review), collected data from practice (or empirical data), analyzed data, and changed practice, made recommendations, or reconsidered how you approach teaching throughout your MSED program. Reflect using the prompt: "What did you learn about the research process? How will this impact your future teaching career?"</p>		1e	20	100%	3.0	0.0
		1f	21	100%	2.87	0.35
		<p>N scores differ in each standard because students are able to identify assignments to submit for the portfolio but are not required to submit for each AAQEP standard. Their mini-studies are identified by faculty by which standards they fit so some studies will fit several standards while others will only meet a few.</p>				

**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>Undergraduate and Graduate (MST) Programs- Educating All Students Exam-</b> This exam is required for all students for certification in New York State. The content covers Diverse Students, English Language Learners, Students with Disabilities, Teacher Responsibilities, and Student-Home Relationships. Each sub section has multiple choice questions and the first three categories also requires an answer to a constructed response.</p> <p>Standardized tests required for initial certification by the New York State Education Department. According to NYSTCE (<a href="#">New York State Teacher Certification Examinations™ Test Validation Process and Reliability of Test Results Test Validation Pro</a>), “One hundred percent of each test is content validated for New York State,” and “Estimates of reliability (Total Test Decision Consistency) for the NYSTCE tests required of all candidates for certification are typically in the range of 0.95 to 0.98.” Based on these large-scale, objective measurement indicators, both tests are trustworthy and fair measures for all teacher candidates in New York State.</p>	<p>Score can range from 400-600. A passing score (performance expectation) is above 500.</p>	<p>Undergraduates</p> <table><tr><th>Number of Students</th><th>Number of Attempts</th><th>Mean Score</th><th>Standard Deviation</th><th>Pass Rate</th></tr><tr><td>15</td><td>15</td><td>538.6</td><td>14.99</td><td>100%</td></tr></table> <p>MSTs</p> <table><tr><th>Number of Students</th><th>Number of Attempts</th><th>Mean Score</th><th>Standard Deviation</th><th>Pass Rate</th></tr><tr><td>23</td><td>24</td><td>539.71</td><td>17.91</td><td>96%</td></tr></table> <p>As of December 1, 2024: 9 completers (Undergraduates and MSTs) have not attempted to take this exam.</p>	Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate	15	15	538.6	14.99	100%	Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate	23	24	539.71	17.91	96%															
Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate																																	
15	15	538.6	14.99	100%																																	
Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate																																	
23	24	539.71	17.91	96%																																	
<p><b>MSEd Portfolio-</b> Portfolio is generally completed in the last semester of their course of study. Independent work with the supervision of one full-time faculty member.</p> <p>Assignment description notes-</p>	<p>Score of 2 or better</p> <p>Mean score above 2.25</p>	<table><tr><th>AAQEP Standard</th><th>N</th><th>Met Standard</th><th>Mean Score</th><th>Standard Deviation</th></tr><tr><td>2a</td><td>11</td><td>100%</td><td>2.91</td><td>0.29</td></tr><tr><td>2b</td><td>10</td><td>100%</td><td>2.7</td><td>0.46</td></tr><tr><td>2c</td><td>20</td><td>100%</td><td>2.95</td><td>0.22</td></tr><tr><td>2d</td><td>5</td><td>100%</td><td>2.8</td><td>0.4</td></tr><tr><td>2e</td><td>17</td><td>100%</td><td>2.94</td><td>0.24</td></tr><tr><td>2f</td><td>9</td><td>100%</td><td>2.89</td><td>0.31</td></tr></table>	AAQEP Standard	N	Met Standard	Mean Score	Standard Deviation	2a	11	100%	2.91	0.29	2b	10	100%	2.7	0.46	2c	20	100%	2.95	0.22	2d	5	100%	2.8	0.4	2e	17	100%	2.94	0.24	2f	9	100%	2.89	0.31
AAQEP Standard	N	Met Standard	Mean Score	Standard Deviation																																	
2a	11	100%	2.91	0.29																																	
2b	10	100%	2.7	0.46																																	
2c	20	100%	2.95	0.22																																	
2d	5	100%	2.8	0.4																																	
2e	17	100%	2.94	0.24																																	
2f	9	100%	2.89	0.31																																	

<p>Collect artifacts to submit to 10 of these categories with prompts responses. Select from both tables (some from AAQEP Standard 1 and some from AAQEP Standard 2).</p> <p>Your artifacts should come from your elective Coursework, NOT EDG 695, 610, or 650/676/675.</p> <p>Show two mini-studies that you engaged in the research process (asked a question about a topic of interest, did background information research on topic (literature review), collected data from practice (or empirical data), analyzed data, and changed practice, made recommendations, or reconsidered how you approach teaching throughout your MEd program. Reflect using the prompt: “What did you learn about the research process? How will this impact your future teaching career?”</p>		<p>N scores differ in each standard because students are able to identify assignments to submit for the portfolio but are not required to submit for each AAQEP standard. Their mini-studies are identified by faculty by which standards they fit so some studies will fit several standards while others will only meet a few.</p>
--	--	--

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

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

The 2023-2024 academic year allowed the faculty to focus on several key initiatives throughout the year:

- Proposals were submitted and approved by the Le Moyne College Curriculum Committee and Faculty Senate for a Bachelor of Science, Inclusive Childhood Grades 1-6 with a Political Science Concentration and a Bachelor of Science, Inclusive Childhood Grades 1-6 with a World Languages Concentration. The proposals were reviewed and approved by NYSED.

- All of our Masters of Science in Education programs were approved for changes in delivery (to Distance Education formats). Each program is now anticipated to be offered in the Distance Learning format.
- The faculty continued our focus on admissions through regular engagement in Graduate Admissions processes in 2023-2024. In the Spring and Summer of 2024, the Director of Graduate Education began individual meetings with each student who deposited with the college to set expectations and answered questions about the program before August orientation. This process seems to have reduced confusion about practicum and student teaching for Masters of Science in Teaching candidates and clarified expectations for internships for Masters of Science in Education candidates.
- Full scale implementation of the Le Moyne College Teacher Performance Assessment (LMCTPA) in Spring 2024. This assessment worked well within its full implementation after the pilot in 2023. Spring 2025 will be our second iteration of the LMCTPA with minor adjustments to due dates and the format of sharing their Classroom Inquiry projects with a larger audience beyond students enrolled in seminar.
- Admitted our first full cohort of Inclusive Childhood Education Majors with a concentration in English that began Fall 2023. Our first engagement with students was with monthly advising sessions as well as advising meetings that occurred in Fall 2023 and Spring 2024.
- There has been a departmental focus on academic advising processes, particularly for undergraduates. Before becoming a major, advisement for undergraduates normally happened in small or large group sessions. As major advisors, the department has been focused on learning the Core curriculum and the content coursework required for each program to advise students to their best coursework progression to complete within 4 years and on time to student teach in the expected timeframe.
- Coursework for Literacy 1 for Adolescent Undergraduates and MSTs were modified so there are several assignments using the same rubric as Inclusive Childhood and TESOL programs so data collection is an option for future AAQEP reporting.
- Conducted a successful search for an Assistant Professor in Special Education. The new faculty member will begin in the 2025-2026 academic year.