Philosophy, Certification-

Bachelor of Arts	Inclusive Adolescent

	Professional in Original Certification Area and Initial Certification in: Literacy Education (Birth-Grade 6)	3	0
	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)	0	1
Programs that lead to additional or advanced credentials for already-licensed educators			
Total for programs that lead to additional/advanced credentials		**16**	**9**
TOTAL enrollment and productivity for all programs		*126*	**31**
Unduplicated total of all program candidates and completers		126	31

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.)

> Added programs:
> Bachelor of Science- Inclusive Childhood, Grades 1-6, English Concentration
>
> Bachelor of Science- Inclusive Childhood History. Certifications associated are for Childhood, Grades 1-6, Students with Disabilities, All Grades, This was approved by New York State Education Department as of December 13, 2023.

3. Program Performance Indicators

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

Graduate MST Cohort 2023- 100% pass rate

NYSTCE- Multisubject Exam Grades 1-6- Combined Scores for English Language Arts, Math, and Arts and Sciences
Undergraduate Cohort 2023- 90% pass rate
Graduate MST Cohort 2023- 93% pass rate

NYSTCE- Multisubject Exam Grades 7-12- Combined Scores for English Language Arts, Math, and Arts and Sciences
Undergraduate Cohort 2023- 100% pass rate
Graduate MST Cohort 2023- 100% pass rate

NYSTCE- Content Specialty Tests- Content Areas Grades 7-12
Undergraduate Cohort 2023- 75% pass rate*
Graduate MST Cohort 2023- 100% pass rate
*

NYSTCE- Content Specialty Tests English as a Second Language
Undergraduate Cohort 2023- 100% pass rate
Graduate MST Cohort 2023- 100% pass rate

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

Post-Program Feedback (Provided During Student Teaching Seminar) (Combined information from Undergraduates and MST Completers)
- Positives
    o Courses we take and the knowledge gained from them.
    o Preparation for classroom diversity
    o Amount of time in student teaching site (Fall for 50-60 hours before being in the same placement in Spring).
- Areas for Development/Change
    o Additional time and preparation for lesson planning before student teaching placements.
        In Spring 2024, all students in Literacy 1 coursework will complete two lessons (in addition to the time in the Planning course). One will occur in the Literacy 1 classroom and one will occur in their practicum placement. Inclusive Childhood/TESOL studentsou131.05 Tm0 g07.7 oTJEreW* nBT/F5nclusi

- o Most of our programs at the initial certification level are Dual-Certified. The Education Department faculty are considering ending the one string of programs, Bachelor of Arts and Bachelor of Science in Adolescent Education that do not lead to dual certifications. The programs would remain as options under Dual Certification programs.

Working on how to help students become more confident and connected to multicultural communities and culturally responsive and sustaining practices
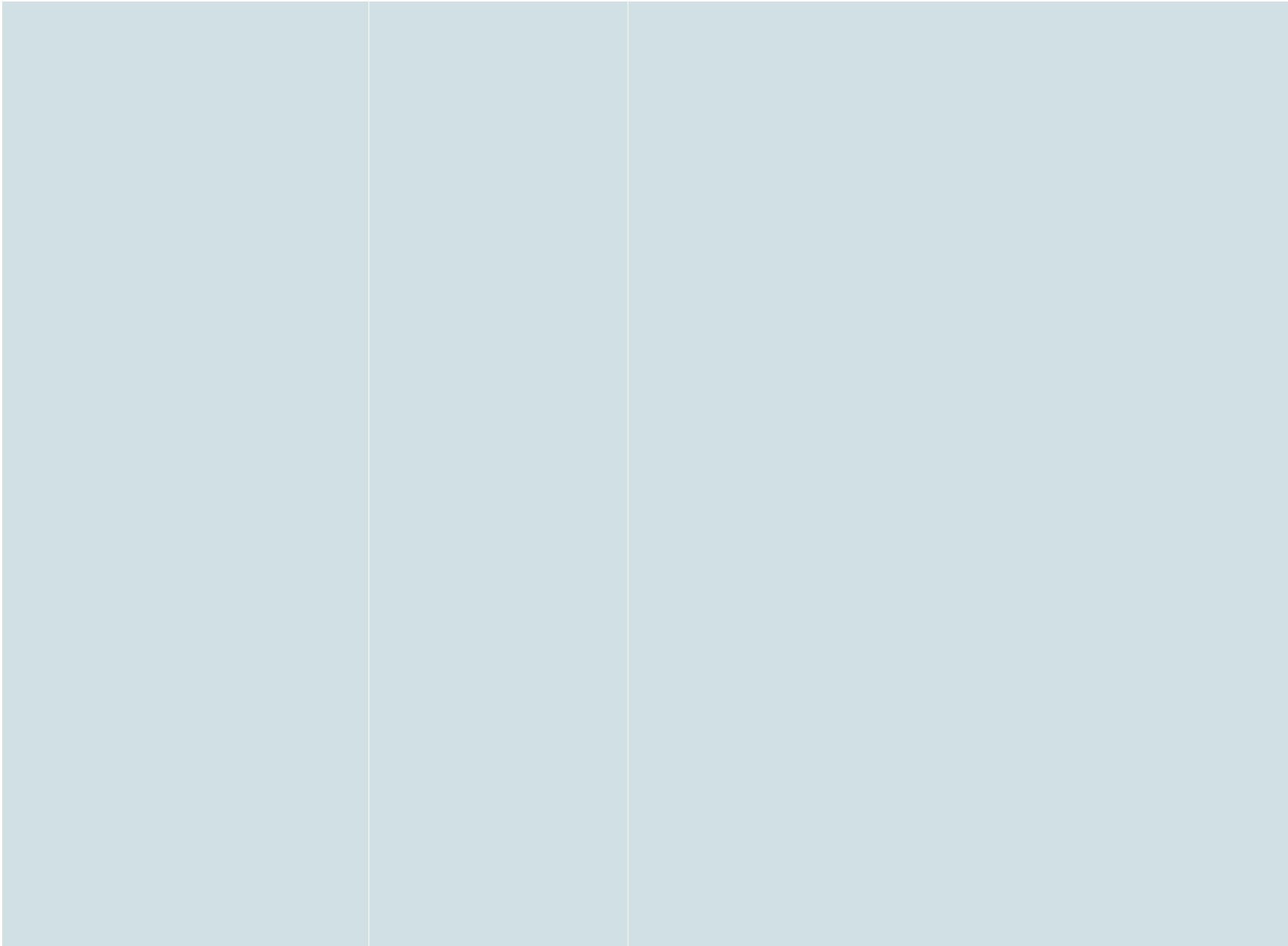- o In Spring 2023 (our Spring 2024 completers), the Inclusive Childhood and TESOL Undergraduate and MST candidates read _____ - Unearthing Joy: A Guide to Culturally and Historically Responsive Curriculum and Instruction and completed a 20 minute lesson to their peers in class within EDU 305, Principles and Methods of Multicultural Literacy Methods and EDG 530, Childhood Literacy 1. This framework for lesson and unit planning provides a focus on culturally and historically responsive practices. The conversations in class preparing for the lesson plan were very positive as was the feedback from students.
- o A few of the comments were:

able to examine a variety of books from the lens of a culturally responsive teacher and choose one that with the presentation of a lesson itself was all

choosing and teaching about diverse literacy. Not only did I gain knowledge about the importance from providing my students with a diverse lib

MSEd Graduate Students- 8/9 graduates are teaching in full-time positions. The information about the other completer was not available to the report writer.

4. Candidate Academic Performance Indicators

Phase 1 Student Teaching Lesson Plan- Literacy 2 (All Undergraduates and MST Graduate Stl1H

Overall Score (21/25 or higher)

Met Standard	Mean Score	Standard Deviation
86%	22.82	1.94

Lesson Plan (5.5/7 points)

Met Standard	Mean Score	Standard Deviation
100%	6.86	0.35

Rubric/Checklist to Evaluate Student Artifacts (1.5/2 points)

Met Standard	Mean Score	Standard Deviation
86%	1.86	0.35

Feedback on Student Artifacts (3/4 points)

Met Standard	Mean Score	Standard Deviation
57%	2.54	1.37

Goal for Student Teaching (1.5/2 points)

Met Standard	Mean Score	Standard Deviation

you learn about the research process? How will this impact your future teaching career?		
Completer Pilot Case Study In Spring 2024 we have identified three former students (Undergraduate and MST) that we will observe several times and interview their principals. While we have not completed this pilot to offer data to support our completer success, one person has committed to completing the pilot case study this spring with the intention of using a similar format for the entirety of the 2024-2025 academic year with different completers.	Two faculty members have agreed to create an observation format for the	

- Dual Adolescent/Special Education
- Inclusive Childhood
- Adolescent Education
- Childhood Education

Several other MSEd programs are in the queue for submission and review to shift to Distance Education though NYSED has allowed for the use of the Distance Learning format through September 2024.

Faculty were included in the Admissions process (reviewing applications and providing feedback) for the first time in several years.

Faculty developed a potential pathway to create a Residency program and submitted several recommendations we felt would be necessary for the success of the program. The recommendations are under review with the College Administration.

Faculty wrote and implemented a pilot for the Le Moyne College Teacher Performance Assessment (LMCTPA) in Spring 2023 in accordance with NYSED mandates and changes for teacher certification. The pilot was used with all Undergraduate and MST students in 2023. Reviewing the pilot and the required standards to cover over the two student teaching placements, the final submission to NYSED in June 2023 was shifted to include some