

## AAQEP Annual Report for 2025

Provider/Program Name:	Alfred University
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	December 2027

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

#### **1. Overview and Context**

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

Alfred University is widely recognized as the second-oldest co-educational college in the United States. It is a hybrid university; both private and public. The campus houses both the private College of Liberal Arts and Sciences, as well as the College of Ceramic Engineering of the State University of New York. In addition to its private endowment, it also enjoys a sizable state allocation. Alfred University is located in a rural setting. According to the 2023-2024 Fact Book for Alfred University, the student body is drawn primarily from New York State, with 69% of students being native New Yorkers. During the 2023-2024 school year, the overall student enrollment was 2,222, with 1553 undergraduate students and 669 graduate students. 100% of traditional, full-time undergraduate students are offered financial aid at Alfred University, and 37.6% are eligible for Pell Grants.

Teacher Education at Alfred University dates back to the University's founding in 1836, when it was established as a normal school to train teachers for the new American nation. 189 years later, our mission remains a function of our context and setting. Situated in an isolated rural region at the northernmost tip of Appalachia. Allegany County—which ranks 60th in per capita income among New York's 62 counties—is home to Alfred University. Our region rarely imports teachers from other states or other parts of New York: we grow our own. Last year, we had 123 teacher education students across our five programs on two campuses. Our programs include:

2. Early Childhood/Childhood Education is offered both here and at SUNY Corning (Birth to grade six)
3. Adolescent Education (with certification in Business, Chemistry, Earth Science, English, Math, Physics, Social Studies, and Spanish (7-12 with a possible middle-school extension).
4. Art Education (K-12)
5. Graduate program in Literacy Education
6. Graduate program in Inclusive & Special Education

The Teacher Education Division partners with our local school districts to prepare and equip highly qualified educators for our regional classrooms. Alfred was one of only a handful of colleges to pioneer integrated and coeducation in the 1830s, and we still strive to have all completers reflect Alfred's historic commitment to diversity and inclusion. We strive to make an Alfred education and a teaching career accessible to students who may not have had the same opportunities elsewhere. Our partnership with Corning has made a career in teaching accessible to a variety of non-traditional and first-generation college students for a decade now.

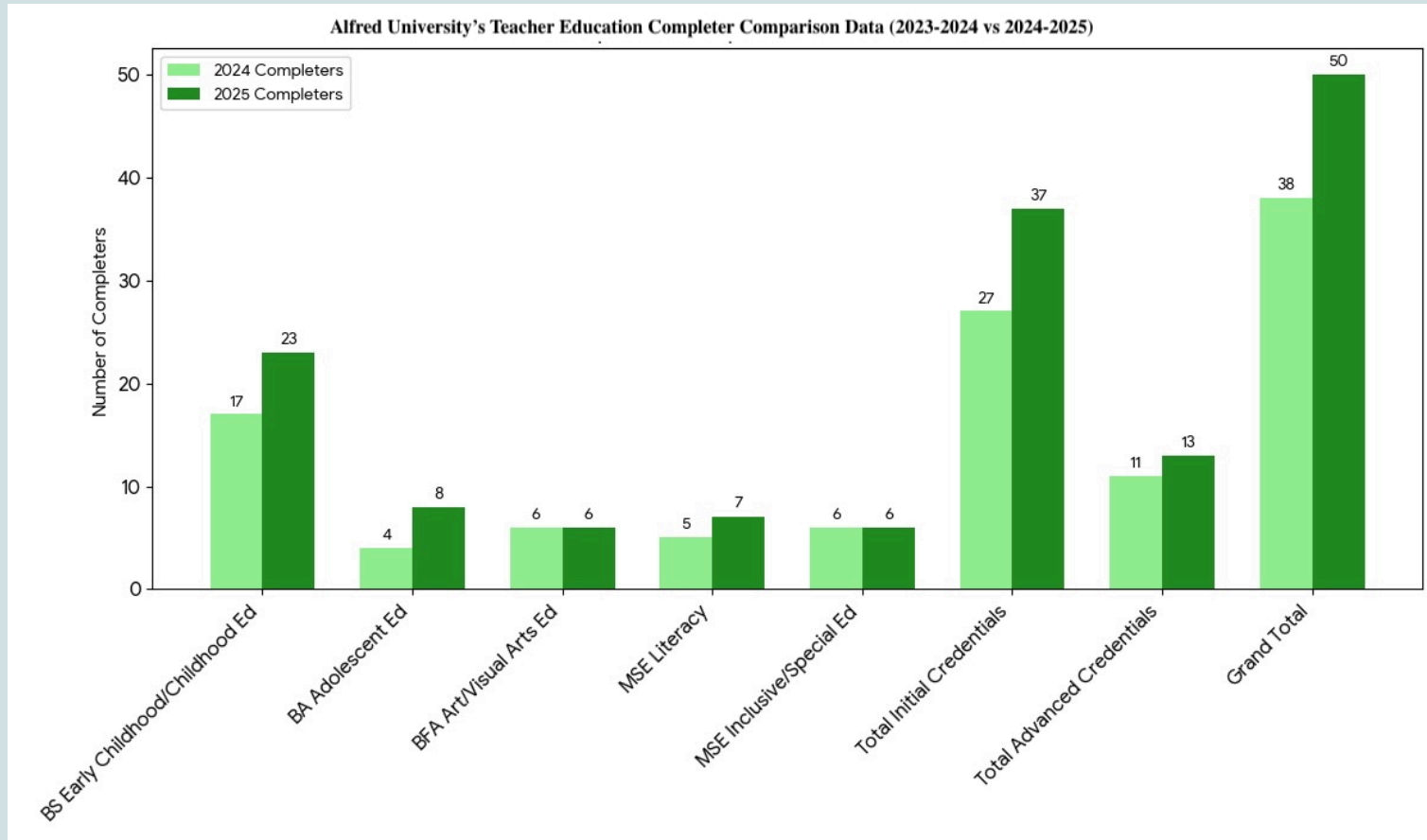
The Alfred University Division of Education prepares transformative educators through a rigorous integration of theory and intensive field-based practice. Rooted in the belief that all students can and will learn, we cultivate resilient teachers who take personal ownership of student outcomes. Through a cycle of continuous practice, feedback, and reflection, we develop *Outside of Ordinary* teachers committed to equity, academic excellence, and the success of every P-12 learner.

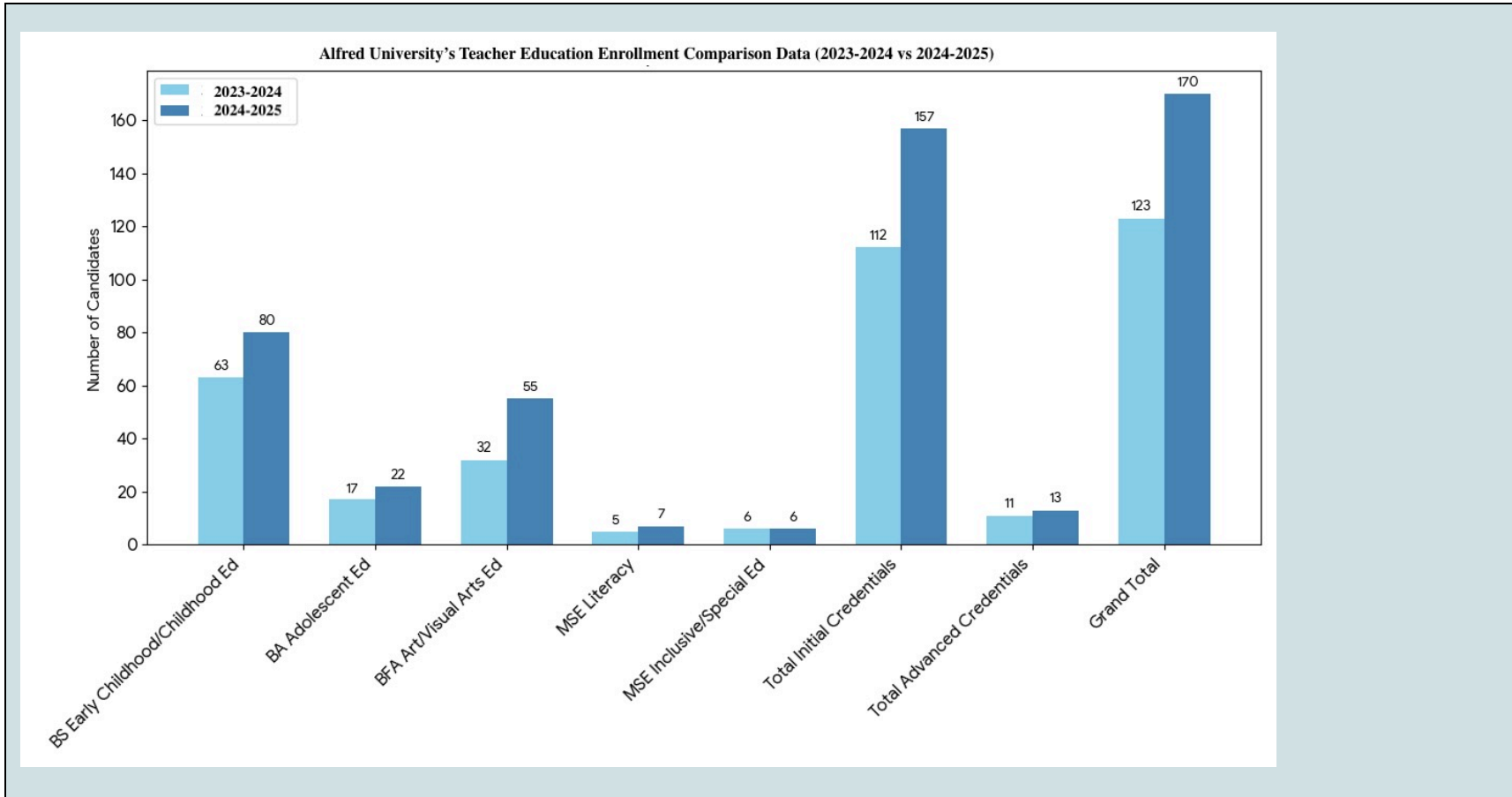
In meeting this mission, the following themes are embedded throughout the program:

- Cultivating teaching excellence through a growth mindset. Successful pedagogy is developed through repeated practice, feedback, and honest self-reflection.
- We prepare teachers to remove barriers and provide the rigorous instruction necessary for equitable student achievement.
- Building a sophisticated understanding of the learner and the learning context as a non-negotiable foundation for effective teaching.
- Mastering the active use of research and data to adapt instruction in real-time, meeting the diverse needs of P-12 students through proven pedagogical standards.

Our commitment to these rigorous standards has resonated with a growing community of future educators, resulting in significant programmatic expansion. During the 2024-2025 school year, we saw an increase in our total undergraduate enrollment. Compared to the previous school year, overall enrollment increased by over 38% (from 123 to 170 candidates), and the total number of graduates increased by

over 31% (from 37 to 50 completers). While the number of completers for Art Education remained the same, the enrollment surged by nearly 72% (from 32 to 55). This suggests a strong pipeline of candidates who will likely impact completion numbers in the next 1–2 annual reports. Adolescent Education doubled its enrollment. The Graduate Inclusive and Special Education maintained identical numbers these past couple of years, while Literacy saw modest growth in both enrollment and completion.





**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.alfred.edu/academics/undergrad-majors-minors/\\_docs/aaqep-annual-report.pdf](https://www.alfred.edu/academics/undergrad-majors-minors/_docs/aaqep-annual-report.pdf)

## 2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025**

<b>Degree or Program</b> offered by the institution/organization	<b>Certificate, License, Endorsement, or Other Credential</b> granted by the state	<b>Number of Candidates Enrolled</b> in most recently completed academic year (12 months ending 05/25)	<b>Number of Completers</b> in most recently completed academic year (12 months ending 05/25)
<b><i>Programs that lead to initial teaching credentials</i></b>			
Bachelor of Science	Early Childhood/Childhood Education	80	23
Bachelor of Arts	Adolescent Education	22	8
Bachelor of Fine Arts	Visual Arts Education	55	6
Total for programs that lead to initial credentials		157	37
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
Masters of Science in Education (MSE)	Literacy	7	7 (08/25)
Masters of Science in Education (MSE)	Inclusive and Special Education	6	6 (08/25)
Total for programs that lead to additional/advanced credentials		13	13
<b><i>Programs that lead to P-12 leader credentials</i></b>			
<b><i>Programs that lead to credentials for specialized professionals or to no specific credential</i></b>			
Total for programs that lead to specialized professional or no specific credentials		0	0
TOTAL enrollment and productivity for all programs		170	50
Unduplicated total of all program candidates and completers		170	50

### 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.
170
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.
50
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
50
D. <b>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.
<ul style="list-style-type: none"><li>• Childhood-100%</li><li>• Adolescent-100%</li><li>• Visual Arts Education-100%</li><li>• Graduate Programs-100%</li></ul>
E. <b>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%.

Test Name	Test Number	Passed/Total	Percentage
EAS	201	29/29	100%
EC	211	9/9	100%
CE	221	8/9	88%
CE	222	7/8	87.5%
ECCE	245	9/9	100%
EC	246	9/9	100%
ELA	003	1/1	100%
Math	004	3/3	100%
Social Studies	115	4/4	100%
Visual Arts	167	4/4	100%
Total Average Passing Rate Across All Exams:			98%

The 2024 NYS teacher certification exams represent a year of strong growth and mastery. Most notably, AU achieved a 100% passing rate in 8 out of 10 exam categories, including the critical EAS (201) and all Early Childhood (EC) subtests. Early Childhood (EC 211/246) moved from an average of 85% in 2023 to a perfect 100% in 2024. The Educating All Students Exam (EAS 201) increased from 90% to 100% even with a larger cohort than in the past. Secondary and Art Education teacher candidates reached 100% proficiency across all individual Content Specialty Tests (Social Studies, Math, Visual Arts, and ELA).

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

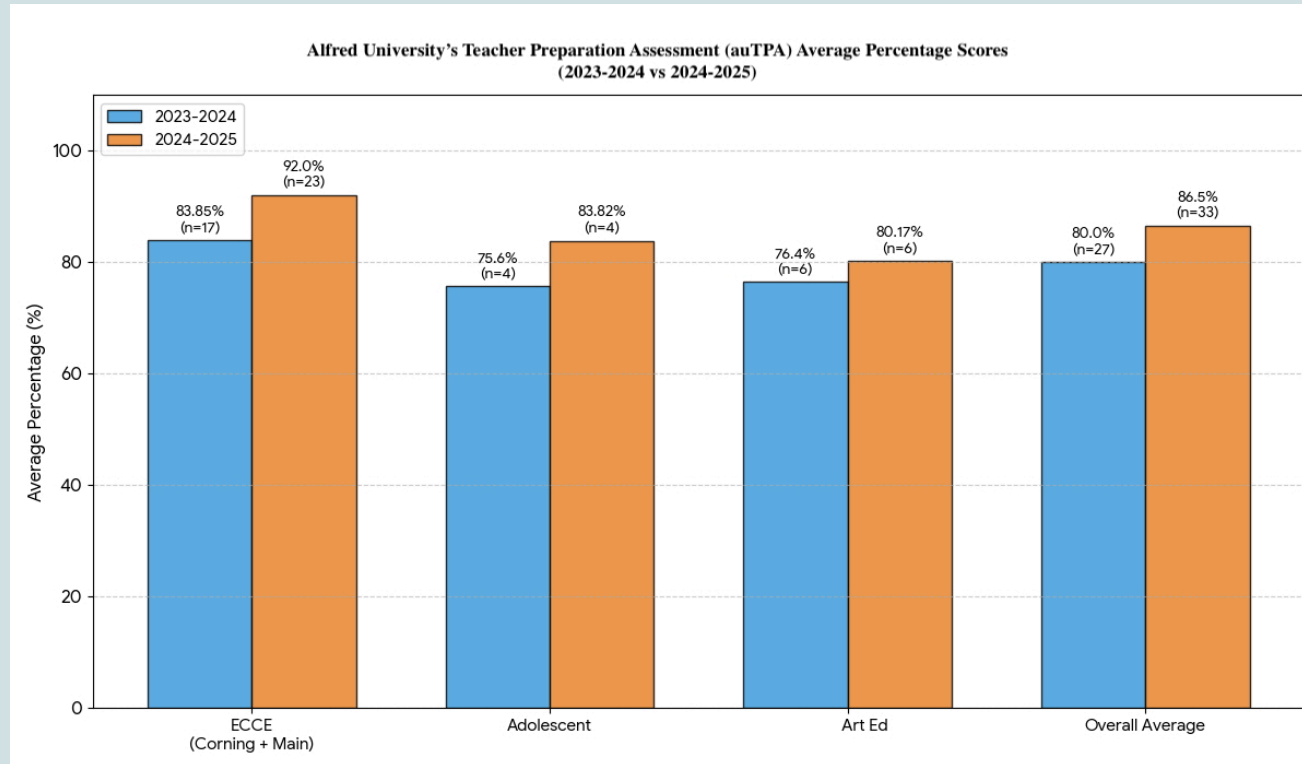
**auTPA (Alfred University’s Teacher Preparation Assessment) NYS Assessment**

Not only has our program improved in terms of the number of teacher candidates, but we have also increased our focus on quality. This is especially true for our auTPA. The auTPA is based on several measures:

- Individual Video-Taped Lesson Reflection
- Written Part 1: CRT
- Written Part 2: Moment of Joy and Moment of Improvement
- Unit Plan
- Analyzing Assessment Data
- Presentations of Learning

This assessment ensures quality by requiring candidates to demonstrate competency through a mix of practical application, written reflection, and data analysis. Since the last reporting period, the program has transitioned from normative-based benchmarks to criterion-based goals for the auTPA. This shift was prompted by data indicating that a majority of students were meeting existing standards, leading to a decision to raise expectations and better align assessments

with professional frameworks. By utilizing several semesters of longitudinal data, our program now measures candidate performance against specific professional standards rather than normative averages. As part of this transition, assessment components were revised to increase the level of challenge. For example, the Presentation of Learning is now mapped to the NYS Teaching Standards, the InTASC National Teaching Standards, and the AAQEP Teacher Preparation Accreditation Standards. The focus of these evaluations moved from presentation mechanics, such as vocal clarity or visual aids, to the quality and depth of the content. Additionally, expectations for technology integration



were updated: students are not just expected to use technology; they must also explain how specific digital tools supported both the teaching process and student learning outcomes. To maintain consistency across campuses, the program implemented a system for inter-rater reliability. Using standardized rubrics and checklists, faculty participate in semester-based sessions to review previous auTPA submissions. This calibration process ensures a shared understanding among evaluators and maintains the assessment's accuracy across the program. Despite the increased rigor of the auTPA components each year we administer it, candidate performance continues to trend upward. We anticipate sustained growth as we strategically scaffold coursework and instruction to align with these heightened expectations.

### **CPAST (Candidate Preservice Assessment of Student Teaching) National Teacher Preparation Assessment**

The 2024-2025 CPAST data demonstrates continued growth, with the average mean of 2.57 exceeding the *Meets Expectations* benchmark (of 2.0). This is a notable increase from the previous year's (2023-2024) mean of 2.31. When taking this data and breaking it down into Pedagogy (Standards A-L),  $M=2.52$ , and Dispositions (Standards N-U),  $M=2.71$ , our candidates are performing well above the 2.0 benchmark. Their primary strengths are in professional dispositions, specifically in Responding Positively to Constructive Criticism (U), Punctuality (P), and Collaboration (S). While all standards exceed the proficiency benchmark, the lowest relative scores are clustered in Connections to Research and Theory (M), Data-Guided Instruction (J), and Assessment of P-12 Learning (C). This suggests that while students are proficient at teaching the lesson, they are still learning how to analyze student work to decide what to teach next. In response to these findings, we are refining the practicum experience to prioritize strategic checks for understanding, the design of formal and informal assessments, and the application of data-driven instruction. We expect to see an increase in these areas during the 2025-2026 academic year.

### **G. Explanation of evidence available from employers of program completers, with a characterization of findings.**

The Education Division conducted a thematic analysis of qualitative feedback from the 2024-2025 Advisory Board Meetings with local P-12 leadership. Employers provided strong qualitative evidence of candidate quality, noting that student teachers "consistently demonstrate professionalism and strong interpersonal skills," with many voluntarily "working in schools beyond their required practicum hours." Additionally, "Alumni consistently provide positive feedback about their experience" (in reference to AU's Teacher preparation programs). The idea of starting AU's Education Club was mentioned (the club has not been active since before 2020). This club will plan events and initiatives that support and foster relationships and collaboration between AU's main campus and local schools (as well as the recruitment and promotion of the Education Program).

Based on these findings, the program has identified four strategic priorities: (1) increasing candidate agency by transitioning from passive observation to active participants; (2) integrating specialized training, as administrators explicitly stated that "Teachers need Science of Reading (SOR) training and training on teaching literacy"; (3) expanding recruitment efforts in high-need certification areas, specifically Special Education, to address regional staffing shortages; and (4) starting the Education Club at AU Fall, 2025.

Feedback from this meeting led to the following revisions/action steps:

1. We revised the practicum handbook and methods courses to be more explicit and to ensure students have both weekly and daily engagement tasks, supporting mandatory engagement in classroom activities from day one.
2. Literacy coursework has been revised to include the Science of Reading pedagogy. With this, before student teaching, not only do students create a 1-2 week Literacy unit plan based on assessment data, but they also practice delivering both a foundational reading skills (e.g., phonological awareness, phonics, word recognition, fluency) and language comprehension lesson during their practicum

semester (prior to student teaching). Various components of our auTPA will include elements of the SoR. Additionally, we are hiring a full-time tenure-track professor to support the SoR coursework starting in Fall 2026.

3. We are working on an application to NYSED to add dual certification in Elementary Education and Special Education (All grades). We expect to submit this application in the Spring of 2026.
4. The Education Club paperwork and organization registration were completed in August 2025. We held our first official meeting this fall, selected the Executive Board, and planned events for the Spring 2026 semester.

H. 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.

We recently began improving the quality of our data collection processes for current students and recent graduates. This new process allows us to track their progress through the program and ensure we have their updated contact information (including personal email, LinkedIn profile, and cell phone numbers). Following graduation, we send alumni surveys to gather information on employment, ongoing education, and leadership opportunities. For all student teachers, we ask for current job offers or intended employers or districts, as many of our students have an ideal position/location in mind by the time they graduate. This supports tracking their employment rates. Additionally, our division is currently working with AU's Alumni Service/Career Development Center to compare notes on alumni and their current employment.

Completer employment for ECCE ranges from Kindergarten (Heritage Elementary, Finn Academy) to 6th grade (Arkport CSD). There is a notable trend of graduates securing positions in lower elementary classrooms. Additionally, Secondary Education completers are successfully entering high school environments, including specialized roles in Social Studies (Cuba Rushford High School) and Mathematics (Greece Olympia and Fillmore High Schools). Graduates from the Visual Arts certification program are finding employment across the full K-12 spectrum, from elementary art (VEW Elementary) to secondary 7-12 roles (Genesee Valley CSD). While the programs are relatively new, nearly all students enrolled in our graduate program also attended AU for their undergraduate degree. The large majority of our graduates are employed in schools. During the 2024-2025 academic year, 100% of graduates from the ECCE Corning campus program secured teaching positions. Given our recent initiative to collaborate with AU's Alumni Services, we hope to continue to collect data on completers moving forward.

I. Explanation of how the **staffing capacity** for program delivery and administration, and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

The program successfully managed a change in division leadership during the Fall 2025 term. Sarah Olbrantz has assumed the role of Education Division Chair, succeeding Tim Nichols, who retired. Since taking the lead, Olbrantz has explicitly focused on program improvement and system monitoring. This leadership transition ensures that quality assurance remains a priority, with a dedicated focus on refining delivery methods and administrative workflows to maintain high academic standards. To ensure delivery capacity matches the current size and complexity of the program, there has been a concerted effort to strengthen the permanent faculty body. We conducted a successful search this fall, and Michael Hockwater will join the faculty in a full-time tenure-track position starting in Fall 2026. This role is specifically designed to support the Early Childhood and Childhood Education (ECCE) program by providing the stable oversight necessary for one of its core tracks. Dr. Michael Hockwater is a specialized literacy professor with extensive experience in teaching primary-grade literacy and in foundational literacy research. His background includes a Doctorate in Education with a focus on blended literacy learning and student engagement, which

directly informs his role in preparing future ECCE educators. Furthermore, his previous work as a K-12 Reading Specialist, along with his focus on the Science of Reading, provides a practical, evidence-based foundation for enhancing the ECCE curriculum.

The Visual Arts program has seen a boost in administrative capacity with the promotion of Chris Brown from adjunct to Clinical Assistant Professor of Education. This transition increases the program's ability to provide consistent student advisement, a stronger curriculum, and more supportive field-experience coaching for Art Education pre-service teachers.

Our program is currently expanding its capacity to meet the demands of the upcoming SPED dual certification. To ensure this new offering is adequately supported, the program plans to hire an additional faculty member within the next two years.

#### 4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

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

<b>Provider-selected measures (name and description)</b>	<b>Criteria for success</b>	<b>Level or extent of success in meeting the expectation</b>
<b>NYSED GPA requirements</b>	All candidates for recommendation for NYS certification must attain an overall GPA of 2.75 and a 3.0 GPA in Education Division coursework.	Current percentage of AU completers attaining this benchmark:100%. The average overall GPA for the 2024-2025 academic year was 3.52.
<b>Pre-CPAST</b>	Pre-Candidate Preservice Assessment of Student Teaching (Developed by the Ohio State University) Key/Points: <ul style="list-style-type: none"> <li>● Does not meet expectations (0)</li> <li>● Emerging (1)</li> <li>● Meets Expectations (2)</li> <li>● Exceeds Expectations (3)</li> </ul> <p>The goal is for students to earn an average of <math>\pm 2</math> in all areas, indicating <i>Meets</i> or <i>Exceeds Expectations</i>.</p>	In addition to more responsibility during practicum, students will also be evaluated using the Pre-CPAST. Pre-CPAST scores are disconnected from the grades they receive for student teaching and seminar, to encourage mentor teachers, candidates, and supervisors to be forthright and make the instrument meaningful. This data will inform goals for student teaching. Data is pending collection.

<p>The Ohio State University developed the Pre-CPAST (Pre-Candidate, Pre-Service Assessment of Student Teaching). The Pre-CPAST is used during practicum (Standard 1), and the full CPAST is used during student teaching (Standard 2). Spring 2026 will be our first semester using the Pre-CPAST to support us in gathering and responding to data earlier in the program. The Pre-CPAST represents scores from the candidate, the mentor teacher, and the university supervisor on the pre-service teacher's performance during the practicum. The Pre-CPAST scores are based on a three-way conversation-collaboration at the midpoint and conclusion of student teaching. We have been very pleased with this instrument, the dialogue it generates, and its effectiveness as a tool for evaluating our candidates. The Pre-CPAST process identifies areas of growth for students to pursue in the second half of student teaching, and indeed in their future teaching positions. There are 14 measures.</p>		
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<p><b>Advisory Board Committee Meetings</b>  The advisory board committee consists of AU faculty and local school superintendents and principals. During a meeting, members discuss their observations of alumni's professional competence, providing concrete examples of strengths and areas for growth.</p> <p>One of our goals for Spring 2026 is to send out our new employee survey, which is better-aligned with AAQEP Standards 1 &amp; 2. We developed a series of questions for each sub-standard. This intentional design ensures that our survey accurately measures the program outcomes we are trying to assess. Questions reflect the knowledge and skills required by the standard. To promote reliability, we used a 5-point Likert scale for the quantitative questions. This standardized scale provides consistent response options, allowing us to accurately compare feedback from different employers. To analyze this data, we will calculate the mean and standard deviation for each factor. This quantitative data, combined with the qualitative data from the open-ended questions, will allow us to identify themes and relationships between the survey responses and the AAQEP standards.</p>	<p>Open-ended: N/A or qualitative. Designed to be related to Standards 1 and 2, but topics are discussed as authentic conversations for program improvement and are meant to foster relationships with stakeholders. These meetings aim to fill gaps in data collected from employee surveys and to ensure our program remains up to date on local school district initiatives and goals.</p> <p>Likert Scale for S1=7a-7g; S2=8a-8g. Average of 4 or Agree or Strongly Agree across all items for both standards.</p>	<p>Qualitative data has been collected and is currently being triangulated with quantitative data from employee surveys. <i>Recent qualitative data is described in Section G of this report.</i></p>
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<p><b>Pre- and Post- Program Lesson Plan</b>  This lesson plan is a powerful tool for measuring multiple AAQEP standards because it is a comprehensive and authentic assessment. The rubric's criteria, such as setting rigorous objectives and creating diverse learning strategies, require candidates to demonstrate proficiency in foundational teaching skills (1a). Furthermore, the assignment assesses their ability to apply learning science by incorporating psychological foundations and Bloom's taxonomy into developmentally appropriate lessons (1b). Finally, it ensures candidates are prepared to support all learners by requiring them to plan for students with exceptionalities (1e) and consider the cognitive, social, and emotional growth of their students (1g). We include this lesson plan assignment at the beginning and end of our program to monitor the development of our candidates (and tailor our support) and to track where they end up. A cutoff score of 17 out of 20 (85%) indicates that a candidate is consistently demonstrating an average of "Meets Expectations" with a strong leaning towards "Exceeds Expectations" across the rubric's criteria. This validates a candidate's readiness for the profession.</p>	<p>Pre: Entry Score (will vary and support goals for the program)</p> <p>Post: <math>X \geq 17</math> according to the lesson plan rubric  <a href="https://docs.google.com/document/d/1pbFuk66AVPeFqhJ9l1La2RzGKDS4bBW_RsPBINDx7Xw/edit?usp=sharing">https://docs.google.com/document/d/1pbFuk66AVPeFqhJ9l1La2RzGKDS4bBW_RsPBINDx7Xw/edit?usp=sharing</a></p>	<p>Pre-lesson plan scores are being collected and will be compared to post-lesson plan data. Students complete the Pre-lesson plan during their Junior year as part of their application process into the program. The Post-lesson plan is completed during student teaching. Given this, the data is still pending. Preliminary data suggests an average Pre-Entry score of 1 (or Emerging).</p>
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**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

<b>Provider-selected measures (name and description)</b>	<b>Criteria for success</b>	<b>Level or extent of success in meeting the expectation</b>
<p><b>Alumni Case Studies</b>  Using alum case studies allows us to validate our program design by showing how our curriculum and clinical experiences translate into effective teaching practices in the field. This process helps us to identify both our strengths and weaknesses as graduates apply their learning in real-world settings. Ultimately, this approach encourages us to engage in scholarly inquiry, creating a continuous cycle of research and reflection that is central to the</p>	<p>This includes mostly qualitative data (consisting of interviews and a teacher survey aligned to standards as outlined):</p> <p>s2a: Admin &amp; Teacher Surveys: #1-2; Student survey #1-2.  s2b: Admin &amp; Teacher Surveys: #3-4; Student survey #3-4.</p>	<p>We plan to have 1-2 recent Alfred University graduates who are teaching within a 100-mile radius of the campus to participate in our case studies. The research cycle includes multiple classroom observations for each teacher, one interview per administrator, and two focus groups</p>

<p>AAQEP accreditation model.</p> <p>We will collect data from multiple sources—our recent graduates, their students, and administrators. By comparing and cross-referencing findings from these different perspectives, we can build a more comprehensive and consistent picture of a graduate's performance. For example, if both students and an administrator comment on a teacher's strong classroom management, this strengthens the credibility of that finding. All questions align with AAQEP standards, and the observation tool aligns with both the CPAST and Danielson et al. (2024).</p>	<p>s2c: Admin &amp; Teacher Surveys: #5-6; Student survey #5-8.  s2d: Admin &amp; Teacher Surveys: #7-8; Student survey #9-10.  s2e: Admin &amp; Teacher Surveys (TS): #9-10 +Open-ended reflection TS only; Student survey #11-14.  s2f: Admin &amp; Teacher Surveys (TS): #11-12 + Open-ended Reflection TS only; Student survey #15-16.  s2g: Admin &amp; Teacher Surveys: #13-14; Student survey #17-18.</p>	<p>with 8–10 students per graduate. Admin, students, and teachers will all complete two surveys throughout this process. Researchers will also collect physical artifacts such as lesson plans, transcripts, and student work to triangulate findings and assess the impact of the university's education program. We are still recruiting alumni for this year's study.</p>
<p><b>CPAST</b></p> <p>The first benchmark measure employed by our program here at Alfred is our participation in the CPAST (Candidate Pre-Service Assessment of Student Teaching) developed by the Ohio State University. This was our 7th year using the full CPAST instrument during student teaching. The CPAST represents a cooperative effort by the candidate, mentor teacher, and university supervisor. The CPAST scores are based on a three-way conversation-collaboration at the midpoint and conclusion of student teaching. We have been very pleased with this instrument, the dialogue it generates, and its effectiveness as a tool for evaluating our candidates. The CPAST process identifies areas of growth for students to pursue in the second half of student teaching, and indeed in their future teaching positions. There are 21 measures.</p>	<p>Candidate Preservice Assessment of Student Teaching (Developed by the Ohio State University)</p> <p>Key/Points:</p> <ul style="list-style-type: none"> <li>• Does not meet expectations (0)</li> <li>• Emerging (1)</li> <li>• Meets Expectations (2)</li> <li>• Exceeds Expectations (3)</li> </ul> <p>The goal is for students to earn an average of 2 or higher in all areas, indicating Meets or Exceeds expectations.</p>	<p>Current data on this measure were presented in <i>Section F</i> of this report.</p>
<p><b>NYS Exams (EAS)/NYS Content Teacher Certification Exams</b></p>	<p>80%+ pass rate on all exams.</p>	<p>We are surpassing this goal. Current data on this measure are presented in <i>Section E</i> of this report.</p>

<p>The EAS exam is a highly reliable instrument. The New York State Teacher Certification Examinations (NYSTCE), which includes the EAS, are a series of standardized tests monitored by the New York State Education Department. Official sources indicate that the reliability estimates for these exams typically range from 0.95 to 0.98, which is a very high score for a standardized test. This means our pre-service teachers' scores are likely to be consistent across different test administrations, making it a dependable measure. These exams contain a Criterion-Referenced design or are aligned with NYSED (2025) Teaching Standards. The validation process for the NYSTCE exams considered New York Education Law, Commissioner's Regulations, New York State Learning Standards, and feedback from thousands of practicing educators.</p> <p>The EAS exam is designed and administered in a fair and equitable manner. NYSED reports that all exam materials undergo a rigorous bias review process. They are offered frequently, with the same conditions, clear expectations, and multiple ways for pre-service teachers to demonstrate their knowledge. These exams provide accessibility features and accommodations.</p>		
<p><b>auTPA</b> This assessment was developed by AU Education faculty to replace the edTPA, which was no longer required by NYS. It was revised to ensure alignment was maintained between the NYS required competencies and the 2025 AAQEP standards.</p>	<p>Individual assignments and rubric components of the AUPA are aligned to specific AAQEP standards similar to the CPAST. Students are expected to score an average of <i>Meets</i> or <i>Exceeds</i> Expectations on all rubrics for each item.</p> <p>The auTPA includes the following:</p> <p><b>I. CRT (Writing)</b></p> <ul style="list-style-type: none"> <li>A. S1C/S2D/S2B= <math>x \geq 28</math> or average of "Meets Expectation" for this rubric</li> <li>B. S2A. <math>x \geq 5</math> or higher (midway between "Meets" and "Exceeds") for these two rubric items (rows 1 &amp; 2)</li> <li>C. S2G. Average of Likert scores <math>x \geq 2.0</math>; open-ended responses from panel used to triangulate data</li> </ul> <p><b>II. Moments (Writing)</b> -S2F. Total score. All rows earn a total score of <math>x \geq 10</math> points with an average combined score of "Meets Expectations" across all the criteria.</p>	<p>Data is currently being collected on this measure. Based on the overall data presented in Section F of this report, we are meeting our overall goals for the auTPA. Further <i>preliminary</i> analysis reveals the following overall results:</p> <p><b>I. CRT (Writing)</b> Our students are currently meeting or exceeding expectations across 100% of these cut-off scores (A: <math>x \geq 28</math>, Actual: 31.16; B: <math>x \geq 5</math>, Actual: 5.14; C: <math>x \geq 2.0</math>, Actual: 2.41).</p> <p><b>II. Moments (Writing)</b> Program completers are exceeding the established benchmarks for professional growth. With a required total score of 10 points to meet expectations, our current cohort is performing at a mean score of 14.48.</p>

	<p><b>III. Presentations of Learning</b>  -S1f: <math>x \geq 85\%</math> of students will Meet or Exceed Expectations for Row 6 (Technology)  -S2A. <math>x \geq 85\%</math> of students will meet or exceed expectations for Row 3: Communication and Relationships  -S2f: Total score. All rows, earn <math>x \geq 85\%</math> Meets or Exceeds Expectations in all areas, or earn a total score of <math>x \geq 12</math> points.</p> <p><b>IV. Analyzing Assessment Data</b>  -S2E: Average of <math>x \geq 6</math> (Meets or Exceeds expectations)*</p> <p><b>V. Unit Plan Rubric</b>  -S1D: Average of <math>x \geq 26</math> (Meets or exceeds expectations)</p> <p><b>VI. Individual Lesson Reflection</b>  (Video-Taped)  -S2F: Average score of <math>x \geq 20</math> or Meets or exceeds expectations</p>	<p><b>III. Presentations of Learning</b>  100% proficiency across S1F and S2A, where the majority of candidates consistently perform at the highest levels of the rubric. For Standard 2, Aspect F, the program has significantly exceeded its internal benchmark of 10 points, achieving a mean of 16.57.</p> <p><b>IV. Analyzing Assessment Data</b>  Candidates have exceeded the benchmark of 6 points, achieving a mean of 7.6.</p> <p><b>V. Unit Plan</b>  The program has established a rigorous benchmark for Standard 1, Aspect D, requiring an average total score of <math>\pm 26</math> to demonstrate proficiency. Preliminary data indicate a mean score of 31.92, exceeding the target by 22.8%.</p> <p><b>VI. Individual Lesson Reflection</b>  Our students are meeting our reflection benchmark: Target Goal: 20; Actual: 21.6</p>
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## 5. Notes on Progress, Accomplishment, and Innovation

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

Our program's quality assurance work is already underway and functioning well in several key areas, allowing us to curate an evidence set that confidently yields useful data. What's working well includes:

### I. Progress:

- Our quality assurance framework is currently active, allowing us to curate a robust evidence set that yields actionable data. Faculty enter data on our assessment measures, and we use this data to revise curriculum and supports throughout the program.
- We maintain strict fidelity to the auTPA, with a revised assessment model that aligns with NYSED requirements and is specifically tailored to the unique needs of Alfred students.
- Our program thrives on deep-rooted partnerships with P-12 principals, teachers, and district leaders. This collaborative alignment across campuses ensures that our curriculum remains responsive to real-world classroom needs. Based on recent advisory feedback, we have already revised the practicum handbook and methods courses. These updates transition students from passive observers to active participants through mandatory daily engagement tasks from day one and stronger curriculum alignment with where we want students to be by the end of our program.

### II. Accomplishments:

- The AU Education Division saw an overall 38% growth in teacher candidate enrollment (compared to the previous year)
- The effectiveness of our curriculum is underscored by exceptional student outcomes and community impact. Our program boasts a 100% pass rate on both the EAS exam and the auTPA.
- Furthermore, 100% of our Corning graduates have successfully secured positions within the education field.
- A 2024-2025 thematic analysis of Advisory Board feedback confirms that our candidates "Consistently demonstrate professionalism and strong interpersonal skills," often volunteering beyond their required hours.
- Our first annual Celebration & Job Fair served as a high-energy nexus for the profession, celebrating our community of educators and leaders while also providing essential resources to our pre-service teachers and alumni (e.g., offering resume support and on-the-spot interviews).

### III. Innovation:

We are leveraging qualitative and quantitative feedback to drive four strategic priorities that define the next chapter of the Alfred Education Division:

- We have fully integrated SoR pedagogy into literacy coursework. Students now deliver foundational reading and language comprehension lessons before student teaching, and various components of the auTPA now include SoR elements. To sustain this, we are hiring a full-time tenure-track professor specializing in SoR for Fall 2026 who will join us in a transitional role starting in the Spring 2026 semester.

- To address regional teacher shortage in high-need areas (including SPED), we are developing a NYSED application for Dual Certification in Elementary and Special Education (All Grades), with a target submission date of Spring 2026.
- We are enhancing the practicum experience by transitioning from passive observation to an active co-teaching model within P–12 schools. This shift is reinforced by revised practicum/field experience coursework and pre-CPAST performance assessments, ensuring seamless alignment with the national CPAST standards used during student teaching. We are refining the practicum experience to prioritize strategic checks for understanding, the design of formal and informal assessments, and the application of data-driven instruction to support students in developing these skills before student teaching and the final CPAST assessment.
- After months of behind-the-scenes organizing by Kathy Sherman and faculty, the AU Education Club was officially revived in Fall 2025. This student-led organization is ready to serve as a hub for leadership, fostering a strong professional network before students even enter the classroom. This club will also promote the program and strengthen ties between our campus and local P–12 schools. The revitalization of this organization represents a strategic shift in our recruitment and community engagement model, positioning candidates as program ambassadors and creating a visible, student-led recruitment pipeline. Our first initiative is to design t-shirts to support recruitment and belonging across the program.
- Our AU IRB application was accepted to complete case studies of AU alumni in local schools. During the 2025-2026 academic year, we will begin our case studies to foster relationships with alumni and deepen our understanding of how well we prepare our graduates to succeed in their own classrooms. The main research question is: *What are the strengths and areas of growth of recent graduates of the teacher preparation program at Alfred University?*