



AAQEP Annual Report for 2021

Provider/Program Name: Wells College Education Program

End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited): June 30, 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 encompassed in its AAQEP review.

Wells College is a small, private, undergraduate liberal arts institution located in Aurora, NY. The college’s total enrollment is approximately 351 full-time students. Most members of the student body are New York State residents (77%); the student body is predominantly White (65%). The mission of the college is to “educate students to think critically, reason wisely, and act humanely as they cultivate meaningful lives.” On average, between 10 and 20 students complete a program offered by the Wells College Education Program (WCEP), annually. There were 14 such students in the 2020-2021 academic year.

Students in the WCEP are enrolled in one of three options: the Inclusive Childhood Education (ICE) major, which leads to initial New York State certifications in General and Special Education (Grades 1-6); the Adolescence Certification Program (ACP), which leads to initial certification in Biology, Chemistry, English, Mathematics, Physics, Social Studies, or Spanish (Grades 7-12) in conjunction with the candidate’s major area of study; or the Education minor which does not lead to certification. The WCEP has

three full-time faculty who teach the majority of classes in these programs, advise students enrolled in these programs, and conduct the entirety of field observations and supervision associated with WCEP coursework.

The mission statement of the WCEP focuses on the teacher candidates' understanding of students, their own liberal arts education, and engagement with the complexity that is teaching through collaboration, critical analysis, and practice. Our work is guided by the belief that a strong liberal arts education combined with a rigorous teacher education program leads to the development of teachers who think carefully and critically when making curricular and pedagogical decisions.

Wells College partners and works closely with many other institutions, including P-12 schools and institutes of higher education, to offer enriching experiences and further opportunities for students enrolled in the WCEP. One such partner is the Margaret Warner School of Education at the University of Rochester. Wells College undergraduates can enroll in the Warner School to earn a Master's degree in Education after completing a four-year degree at Wells. The WCEP partners with numerous schools including those in the Auburn, Ithaca, Lansing, Moravia, Port Byron, Skaneateles, Southern Cayuga, and Union Springs districts to provide teaching and learning opportunities for students. Students enrolled in the WCEP also benefit from the close relationship with the Peachtown School, located on the college campus.

This report represents a data set for the 2020-2021 Academic Year. The numerous and extensive impacts of the global Covid-19 pandemic are difficult to count. For one, enrollment and retention suffered at Wells; the WCEP was not immune to these effects. The ACP experienced an attrition of several students. Additionally, field experiences in local P-12 schools were extremely limited. Even some student teaching placements were conducted remotely. New York State did not require teaching candidates to submit the edTPA during this academic year, but rather gave them the option to take the ATS-W certification exam in its place.

Despite many challenges, the WCEP leverages its strengths as a small, attentive, rigorous program to prepare qualified educators to enter the field of teaching. The faculty of the WCEP continually set goals and design strategic plans to achieve them in order to maintain effective practices as well as improve upon areas of growth.

Public Posting URL

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

<https://www.wells.edu/aaqep>

2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled in 21-22	Number of Completers in 2020-21
Bachelor of Science, Inclusive Childhood Education	New York State Initial Certification: Childhood Education (Grades 1-6)	16	6
	New York State Initial Certification: Students with Disabilities (Grades 1-6)	16	6
Adolescence Education Certification Program	New York State Initial Certification: Mathematics (Grades 7-12)	0	1
	New York State Initial Certification: Social Studies (Grades 7-12)	4	2
	New York State Initial Certification: English (Grades 7-12)	0	1
	New York State Initial Certification: Physics (Grades 7-12)	0	0
	New York State Initial Certification: Chemistry (Grades 7-12)	0	0
Education Minor	n/a	3	4
	TOTALS:	39	20

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

n/a

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

1. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
27
2. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
14
3. Number of recommendations for certificate, license, or endorsement included in Table 1.
10 Each completer recommended for the Childhood Education Certificate was also recommended for the Students with Disabilities Certificate; each completer of the ACP was recommended for one unique certificate; students who completed a minor were not recommended for certificates or licensure.
4. 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.
100%

	Completed in 100% time (4 years)	Completed in 1.125% (4.5 years)	Completed in 1.5% (6 years)
ICE Completer Spring 2021	6		
ACP Completer Fall 2020		1	
ACP Completer Spring 2021	3		

5. **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%.

Test	Pass Rate
221 Multisubject (Literacy and ELA)	100%
222 Multisubject (Mathematics)	100%
245 Multisubject (Arts & Science)	100%
003 CST English	100%
004 CST Math	100%
115 CST Social Studies	100%
201 EAS	100%
060 Students with Disabilities	100%
090 ATS-W (Elementary)	100%
091 ATS-W (Secondary)	100%

*data is presented as an aggregate to protect student identities, due to small numbers of tests taken.

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

Certificate completers respond to a survey that is distributed immediately after program completion. All 10 completers from 2020-2021 completed the survey. The survey contains a few open-ended questions and a series of Likert-type questions regarding the completer's level of success in response to seven different areas: Planning for Diverse Learnings; Content Area; Assessment; Instructional Delivery; Learning Environment; Professionalism & Collaboration; and Reflection & Continuous Growth. Completters also indicate where they feel they can attribute this level of success, whether coursework, field experiences, mentors, or otherwise. Completters had a choice of responses: Highly Successful; Mostly Successful; Not Very Successful; Unsuccessful.

In the open-ended questions, the completers identified field experiences and preparing completers to write instructional plans as areas "the WCEP [is] doing well in" and attending to research and theory as well as various management skills as areas "the WCEP [could] improve on." The completers indicated the WCEP faculty supervisors are supportive and provide valuable feedback.

The completers felt the WCEP prepared them well for “Planning for Diverse Learners” but this was also indicated as an area for the WCEP to improve upon.

In the areas of Planning for Diverse Learners, Content Area completers’ responses were highly or mostly successful. In the area of Assessment, completers felt highly and mostly successful with a greater majority indicating mostly; one student felt not very successful in response to their ability to “analyze and interpret assessment data to monitor student progress and inform instructional practice.” In the area of Instructional Delivery, completers felt highly and mostly successful with a greater majority indicating mostly. In the area of Learning Environment, completers indicated highly and mostly successful, with a greater majority feeling highly, however, one student felt not very successful in response to their ability to “Respond to misbehavior appropriately, respectfully, and are generally successful using a range of approaches.” In the area of Professionalism & Collaboration, the completers felt highly and mostly successful, with a greater majority indicating highly. In the area of Reflection & Continuous growth most completers felt highly or mostly successful, while one felt not very successful in “actively investigat[ing] and consider[ing] new ideas that improve teaching and learning.” Completers did not indicate feeling unsuccessful in any areas.

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

This data is not currently available. We currently do not have a system to collect data from program completers’ employers. This is a current effort of the WCEP.

8. 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.

Due to the small size of the program, the WCEP is able to, informally and personally, stay in contact with many of its recent completers. The WCEP is working to develop a more formal system of investigation. Of the 14 unique completers, we have more current information on those who completed certification programs, either the ICE or ACP. Of these 10 individuals, all 10 are known to be employed in the field of education or continuing education in the field. One of the 10 unique completers is known to be in a graduate program as part of the 4+1 program in relation with The Warner School of Education. One completer is pursuing an additional endorsement area through coursework in TESOL. Three completers are employed in education outside of their certification areas (two ICE completers in a Pre-Kindergarten classes; one ACP completer in Special Education). One completer is employed as an educator outside of New York State. One completer is in a long-term substitute position in their certification area. Three completers are employed full-time in their certification areas at local schools. We currently do not have data on the four individuals who completed a minor program in the WCEP.

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
NYSTCE – CST/ Adolescent Major GPA	Candidates seeking New York State certification in Adolescence are required to pass a Content Specialty Test (CST) as one of the New York State Teacher Certification Exams (NYSTCE). We use the results of this particular exam to assess the candidates’ content knowledge relevant to their credential. The assessment is scored by the New York State Education Department (NYSED). The ACP candidates’ content knowledge is also represented by their content area major GPA.	Each ACP completer who took the exam passed their respective CST. Completers averaged a 3.331 GPA in their content area majors.
CPAST	The Candidate Preservice Assessment of Student Teaching (CPAST) is a valid and reliable instrument for Teacher Preparation Programs developed by The Ohio State University. The student teachers, supervisors, and cooperating teachers are all trained to use the instrument. Each individual submits separate scores, the scores are discussed and a consensus is reached. The scores range from 0 (does not meet expectations) to 3 (exceeds expectations) points. Zeros are considered acceptable in some areas, as they also represent “not applicable” in that all rows must receive a score. A score of 3 represents an experienced classroom teacher and is not expected of student teachers in many areas. Half or partial scores are not awarded, only whole numbers. With these in mind, a successful student teacher would earn approximately 42 points when all 21 rows are totaled. We use the tool to assess the candidates on almost all aspects of Standard 1.	Of all 10 completers, the average score was 47.8 with a median of 49. This indicates highly successful candidates nearing the level of experienced teachers.

NYSTCE – EAS	All candidates seeking New York State certification are required to pass the Educating All Students (EAS) exam as one of the New York State Teacher Certification Exams (NYSTCE). We use the results of this particular exam to assess the candidates': pedagogical knowledge; knowledge of learners and learning theory; and, knowledge of literacy and language acquisition. . The assessment is scored by the New York State Education Department (NYSED). A minimum passing score is 520, from scores that fall between 400 and 600.	Of 10 completers, nine took the exam. All nine passed. The average of the scores is 533.625. Seven scores were above the statewide average.
ATS-W/EdTPA	All candidates seeking New York State certification are required to pass the EdTPA. During the Covid-19 pandemic, however, candidates have the option to take the Assessment of Teaching Skills –Written (ATS-W) exam instead. We use the results of either to assess the candidates': pedagogical knowledge; culturally responsive practice; assessment of and for learning; use of data to inform practice; and, creation and development of positive learning environments. A minimum passing score is 220, from scores that fall between 100 and 300.	Of 10 completers, eight took the exam. All eight passed. The average of the scores is 269.375. Six scores were above the statewide average.

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
Student Teaching Portfolio Defense (EDUC 408/410)	The Defense Rubric was designed by the faculty of the WCEP to evaluate the candidates' final assessment in the program. Candidates must present a culmination of their student teaching experience including claims and supporting evidence. They must present this to the faculty of the WCEP. All three faculty members provide a score using the rubric and then agree upon a consensus score through discussion. The scores are modeled after the CFAST in that they range from 0 (does not meet expectations) to 3 (exceeds expectations). In this case, a zero represents a failure to	Fall 2020 Average: 25 Spring 2021 Average: 21.2

	<p>meet the expectation and does not indicate a not applicable situation. Half or partial scores are not awarded, only whole numbers. Candidates are expected to score predominantly in the 2s and 3s. Due to a revision to the rubric after Fall 2020, for the Fall 2020 students teachers would be expected to earn between 20 and 30 possible points on the rubric; for Spring 2021 student teachers would be expected 22 to 33 possible points.</p>	
CPAST	<p>The Candidate Preservice Assessment of Student Teaching (CPAST) is a valid and reliable instrument for Teacher Preparation Programs developed by The Ohio State University. The student teachers, supervisors, and cooperating teachers are all trained to use the instrument. Each individual submits separate scores, the scores are discussed and a consensus is reached. The scores range from 0 (does not meet expectations) to 3 (exceeds expectations) points. Zeros are considered acceptable in some areas, as they also represent “not applicable” in that all rows must receive a score. A score of 3 represents an experienced classroom teacher and is not expected of student teachers in many areas. Half or partial scores are not awarded, only whole numbers.</p> <p>Specifically in alignment in Standard 2, eight of the 21 rows are related to dispositions. These include: Professional Commitment & Behaviors; Professional Relationships; and, Critical Thinking & Reflective Practice. With these in mind, a successful student teacher would earn approximately 16 points when these eight rows are totaled.</p>	<p>Of all 10 completers, the average score was 19.2 with a median of 20.</p>

5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

Students within the WCEP founded a student group, Wells Aspiring Educators Committee (WAEC), with the mission of: “WAEC will collaborate with the community, network with Wells alumni and other aspiring teachers, and engage in diverse learning experiences in order to become strong, confident and prepared educators.” The group is advised by all three faculty members of the WCEP. The group has engaged in service initiatives, teacher recognition efforts, and campus networking over the past year. There is potential for the group to help build an even stronger program through connections with alumni, local schools, and inter-cohort mentoring.

The WCEP welcomed a new faculty member, Dr. Sarah Olbrantz, in Fall of 2021. Dr. Olbrantz has spent over a decade devoted to urban public and charter schools as a K-12 general and special education teacher at both the elementary and middle school levels. Additionally, she served as an Academic Instructional Coach within the St. Louis Public Schools District. Before coming to Wells, she was an instructor at the University of Missouri-St. Louis and Washington University. She will serve the program tremendously. WCEP faculty revised the lesson plan template used throughout the program. The revised lesson plan includes additions which attend to culturally responsive practices, namely asking candidates to proactively plan with student assets in mind. Planning for diverse learners and methods of differentiation were moved earlier in the planning document to prioritize these decisions and communicate that they should not be an afterthought. The lesson plan template and the instruction of its use also includes attention to planning for student misconceptions and student engagement throughout all parts of instruction. The template was revised and then introduced to students in the Fall of 2021.

WCEP is in the late stages of developing a rubric to assess Culturally Responsiveness of candidates in earlier field placements throughout the program. Previously, culturally responsiveness was assessed only in student teaching. The rubric went through many drafts during the Fall 2021 semester; it was presented to the Advisory Council for feedback. This feedback is now being incorporated.

WCEP revised course schedules and offerings to better sequence students’ progression through the program. It is important that students gain foundational knowledge and skills in EDUC 304 in their second year, if possible. This course was previously recommended in the Junior year; many second-year students enrolled in Fall 2021. Offering and advising students to take EDUC 215 in their first year allows for this to happen and the possibility for fall student teaching as students have expressed interest in, in the past.