



AAQEP Annual Report for 2022

Provider/Program Name:	Wells College Education Program (WCEP)
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 included 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 350 full-time students. Most members of the student body are New York State residents (74% but also includes 24% from other U.S. states, and 2% from six countries other than the U.S.). The student body is 60% female, 39% male, and 1% nonbinary. The Wells College student community is an increasingly diverse one. In Fall 2021, the student body included 15.0% Black, 17.3% Hispanic, 2.6% Asian/Pacific Islander, and 1.5% American Indian/Alaskan Native. These figures do not include the 2.6% of students who self-identify as having multiple ethnic or racial backgrounds, nor the 6.2% of students whose race or ethnicity was not reported to the college. The college's mission is to “educate students to think critically, reason wisely, and act humanely as they cultivate meaningful lives.”

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 K-8 school, Peachtown Elementary School, located on the college campus.

The mission statement of the Wells College Education Program (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. We endeavor to prepare teachers for the complexity of the 21st-century classroom. Therefore, our methods courses have a significant field placement component, in which students observe current classroom teachers in their chosen field and are given the opportunity to practice the strategies they're learning in their Wells courses with elementary and secondary students. Our students complete an education internship, field practicum, and student teaching placements; thus, by the end of their four years at Wells, students in the education program are well-versed in current, effective, research-based instructional practices and have a deep understanding of not only what works in the classroom, but why.

This report represents a data set for the 2021-2022 Academic Year.

Students have three options in the WCEP: the Inclusive Childhood Education (ICE) major, which leads to initial New York State certifications in General and Special Education (Grades 1-6); the Adolescent Certification Program, 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 (non-certification). During the 2021-2022 school year, Wells applied to add an additional program leading to an Earth Science Certification (pending New York State approval). The WCEP has three full-time faculty who teach the majority of classes in these programs, advise students, and conduct all field observations and supervision associated with the WCEP coursework and clinical experience. Given Wells is a small college, the Wells College Education Program has the capacity to tailor classes to meet students' individual needs while still providing a rigorous and preparatory curriculum. A decline in enrollment during the pandemic resulted in smaller than usual Junior and Senior cohorts during the 2021-2022 academic year; however, since then, as the demand for classroom teachers increased across the country, WCEP is now seeing a significant increase in the number of teacher education candidates. In fact, the number of total teacher education program completers is projected to *quadruple* within the next few years, given the number of declared education majors within the classes of 2024-2025 and 2025-2026, respectively.

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):

www.wells.edu/aaqep (To be updated 01/2023)

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 2021-2022 [09/2021-09/2022]

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled in 21-22	Number of Completers in most recently completed academic year (ending 9/01/22)
<i>Programs that lead to Initial Teaching Credentials</i>			
Bachelors of Science, Inclusive Childhood Education	New York State Initial Certification: Childhood Education (Grades 1-6)	20	2
	New York State Initial Certification: Students with Disabilities (Grades 1-6)	20	2
Adolescence Education Certification Program	New York State Initial Certification: Subject: History (Grades 7-12)	2	2
	New York State Initial Certification: Subject: English (Grades 7-12)	2	N/A
	New York State Initial Certification: Subject: Earth Science (Grades 7-12)	2	N/A
	New York State Initial Certification: Subject: Physics (Grades 7-12)	0	0
	New York State Initial Certification: Subject: Chemistry (Grades 7-12)	0	0
Total for programs that lead to initial credentials		46	6
Programs that lead to additional/advanced credentials			

Total for additional programs	N/A	N/A
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>		
Education Minor	4	1
TOTAL enrollment and productivity for all programs	50	7
Unduplicated total of all program candidates and completers	30	5

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 Earth Science Certification [Pending NY State Acceptance]

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. 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.
30
B. 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.
5
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
6

Each completer recommended for the Childhood Education Certificate was also recommended for the Students with Disabilities Certificate; Each completer of the Adolescence Education Certification Program was recommended for one unique certificate; Students who completed a minor were not recommended for certificates or licensure.

D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe.

	Completed in 100% time (4 years)	Completed in 1.125% (4.5 years)	Completed in 1.5% (6 years)
Spring, 2022 Inclusive Childhood Education Program (1-6)	100% (2)	N/A	N/A
Spring, 2022 Adolescence Education Certification Program (7-12)	100% (2)	N/A	N/A

E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Test	Pass Rate
221 Multisubject (Literacy and ELA)	100%
060 Students with Disabilities	100%
090 ATS-W (Elementary)	100%
091 ATS-W (Secondary)	100%
115 CST Social Studies	100%
201 EAS	100%
222 Multi-subject (Mathematics)	100%

245 Multi-subject (Arts & Science)	100%
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*Data is presented as an aggregate to protect student identities, due to small numbers of tests taken.

F. 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 completers from 2021-2022 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. Completers also indicate where they feel they can attribute this level of success, whether coursework, field experiences, mentors, or otherwise. Completers had a choice of responses: Highly Successful; Mostly Successful; Not Very Successful; Unsuccessful.

In the open-ended questions, completers identified Creating a Learning Environment/Engagement, Differentiated Instruction/Planning for Diverse Learners, and Assessment as the strengths of the WCEP. These were all identified as areas in which the Wells College Education Program has done well in preparing these students. While the Likert-type questions (summarized below) did not support this data, students identified content area preparation and reflection and continuous growth as focus areas for the Wells College Education Program. The completers indicated the WCEP faculty supervisors and cooperative teachers were supportive and provided valuable feedback.

Within the Likert-type questions, completers did not indicate feeling unsuccessful in any areas. In fact, in the areas of Planning for Diverse Learners and Content Area, completers responded feeling highly or mostly successful. Specifically, the majority of students indicated that in terms of content area, they felt highly or mostly successful when it comes to aligning most classroom instruction to the appropriate content standards and indicators; Demonstrating through plans and practices, a solid understanding of the relationships among topics and concepts; Knowing and using the academic language of the discipline; and Using the appropriate techniques and tools particular to the discipline being taught. In the area of Assessment, completers felt mostly highly successful (with one mostly successful). In the area of Instructional Delivery, completers felt highly and mostly successful with a greater majority indicating mostly (one student indicated not feeling very successful when it comes to varying the role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and needs of the students. In the area of Learning Environment, completers indicated highly and mostly successful, with a greater majority feeling highly. In the area of Professionalism & Collaboration, the completers felt highly and mostly successful, with a greater majority indicating highly. All completers indicated high success in demonstrating professional behavior and attitudes in the workplace. In the area of Reflection & Continuous growth most completers felt highly or mostly successful. Additionally, students felt prepared to reflect on instructional decisions and assess their effectiveness and generate alternative actions as well as setting goals to enhance personal strengths and address personal weaknesses in teaching practice. An area of focus is to continue to support students in actively investigating and considering new ideas that improve teaching and learning and drawing on current education policy and research as sources of reflection.

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

During the Fall, 2021-Spring 2022 academic year, we conducted an Advisory Meeting every semester with local teachers and administrators (many of whom are Wells alums or work with our students). We used these opportunities to gain feedback regarding many of our program goals

as well as to learn more about the professional competence and growth of our program completers. Additionally, feedback and advice was given related to how schools are implementing Culturally Responsive Teaching (CRT) strategies. This information was captured and used to revise our CRT rubric. We learned that a major area of focus within K-12 schools right now is intervention to address post-covid learning loss. With this, we discussed best practices related to both intervention and reteaching, the importance of continuing to develop “Tech savvy” preservice teachers, and strategies related to collecting and responding to student data. Furthermore, we thought through how to revise our Education in Technology course (EDUC 225) to include recent, applicable technology tools to support instruction as well as how to ensure our students are getting as many “at bats” as possible when it comes to reteaching, intervention strategies, and data-driven instruction.

Recently, we sought to formalize evidence from employers of program completers by creating a survey for administrators who are currently supervising our recent Spring, 2022 graduates. During the Fall (2022) semester, we will administer this survey to assess overall satisfaction with recent Wells graduates as well as specific new teacher competencies aligned with CFAST (e.g. Focus for Learning, Differentiated Methods, Critical Thinking/Engagement, etc.).

Additionally, given our small, tailored program, case studies have historically been a valuable piece of qualitative data to measure completer professional competence and growth. We are happy to announce we will continue to collect case study data starting Fall, 2022 from program completers by conducting numerous classroom observations and interviewing administrators, students, and teachers.

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.

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. This past year, the WCEP has created a strong system of consistent communication with alums (through regular emails, surveys, and spreadsheets). We have current information for 100% of Spring 2022 completers and plan on continuing to update these communications. Of the recent Spring 2022 completers, all are known to be employed in the field of education. The large majority of completers are full-time teachers (75%). One completer is in a long-term substitute position in her certification area. Twenty-five percent of completers teach in a city, twenty-five percent of completers teach in a suburb, and fifty percent of completers teach within a rural community. All completers intend to pursue a graduate degree within the next five years.

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	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 credentials. The assessment is scored by the New York State Education Department (NYSED).	Each ACP completer who took the exam passed their respective CST.
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.	A successful student-teacher would earn approximately 42 points. Of all completers, the average score was <u>58.25</u> , with a Median of <u>58.00</u> . Overall, on the CPAST, students met expectations across all dispositions. In fact, the average cumulative score for each completer was well above meeting expectations, nearly exceeding expectations in both Planning for Instruction and Assessment and Instructional Delivery. These scores demonstrate a significant increase in overall performance from the previous year.
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 4 completers, all 4 took the exam. All 4 passed.	100% of completers passed. The average of the scores was 528.75. Seventy-five percent of scores were above the statewide average.

ATS-W/EdTPA	During Spring 2022, NY state decided to get rid of the EdTPA. However, at this point, 75% of program graduates completed the ATS-W exam (in place of the EdTPA requirement). We used the results 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 4 completers, 3 took the exam. All 3 passed. In the future, Wells will create their own Teacher Performance Assessment to measure similar components.	75% of completers chose to take the exam. All students passed. The average of the scores was 263. The majority of scores were above the statewide average.
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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)	<p>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.</p> <p>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 meet the expectation and does not indicate a not applicable</p>	<p>Student teachers are expected to earn at least 22 points total.</p> <p>Spring 2022 Average: 30 points</p> <p>These scores demonstrate a significant increase in overall performance from the previous year.</p> <p>Fall 2021 Average: N/A</p>

	<p>situation. Half or partial scores are not awarded, only whole numbers. Candidates are expected to score predominantly in the 2s with some 3s. Student teachers are expected to earn at least 22 points total.</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. 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>A successful student-teacher would earn approximately 16 points. The average score for the 2021-2022 academic year was 22.5.</p> <p>Overall, on the CPAST, students met expectations across all dispositions. In fact, the average cumulative score for each completer was well above meeting expectations, nearly exceeding expectations in both Planning for Instruction and Assessment and Instructional Delivery.</p>
Education Program Candidate Major End of Program GPA	<p>Completers average GPA in their content area majors. The ACP candidates’ content knowledge is also represented by their content area major GPA.</p>	<p>Adolescent (7-12): 3.7 GPA Inclusive Childhood Education (1-6): 3.9 GPA</p>

		The required GPA for our program is 3.0. As you can see, students are graduating our program well above this requirement.
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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.

The Wells College Education Program (WCEP) has seen a significant increase in enrollment as of the Fall, 2022 semester. Incoming students are exemplary candidates with strong GPAs and initiative. We are excited about this cohort and continue to be enthusiastic regarding the success of our upcoming program completers.

This is the third year for the Wells College Education Program Organization, called WAEC (Wells Aspiring Educators Committee). The mission of WAEC is to collaborate with the community, network with Wells alums 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 two years. So far, WAEC has led numerous initiatives and fundraisers to support local schools and the Wells community. With this, we have also seen an increase in club participants. One initiative WAEC has led was the Excellence in Teacher Award, recognizing an outstanding Auburn elementary teacher. We will continue to take nominations for this award again each year during the Spring, 2023 semester.

The WCEP welcomed a new faculty member, Dr. John Ivens, in the Fall of 2022. Dr. Ivens’ secondary-level teaching experiences include over seven years of work with students in urban and rural environments in public, alternative, and charter school settings. Much of his efforts were devoted to helping at-risk students from disadvantaged backgrounds succeed in schools as they transitioned into adulthood. Before coming to Wells, he served as an instructor at the University of Wisconsin-Madison and as an Assistant Professor of Social Studies Education at Glenville State University in wild, wonderful West Virginia.

Further, after a recent review, the Evaluation Committee, Vice President, and the President of Wells College all recommend Dr. Sarah Olbrantz’s Visiting Assistant Professor [Education] position to be converted to a tenure track position.

The pandemic put our case studies on hold, but we are proud to announce that for the Fall, 2022 semester, we will continue our case studies with Wells College Teacher Education graduates. Given our small program, case studies have historically been a valuable piece of data when measuring completer professional competence and growth. We have started our first round of classroom observations and interviews for two recent grads at two different schools (one urban and one suburban; one elementary and one secondary). Observations and interviews will continue with the teacher, students, and administrators three more times throughout the Spring, 2023 semester.

Our newly developed lesson plan template continues to be implemented in various courses. Student expectations for each lesson plan have been scaffolded (contingent upon the course). For example, a lower-level course might simply focus on a specific section of the plan, while upper-level courses focus on using the entire lesson plan template with proficiency. Students within the 2023 cohort will be expected to proficiently implement the lesson plan template during their student teaching experience.

With an increased focus on preparing our teacher candidates for teaching in a diverse society, with the support of our Advisory Council, we made significant revisions to our Culturally Responsive Teaching (CRT) rubric. Culturally responsiveness is now taught and assessed prior to student teaching.

We are continuing to develop an all-encompassing Teacher Performance Assessment for Fall, 2023 implementation. We piloted this assessment during the Fall, 2022 school year and will continue to do so for the Spring, 2023 semester. This assessment is being designed as trustworthy evidence supporting a comprehensive and transparent quality assurance process integrated into the student teaching experience.

Lastly, we have initiated a partnership with BOCES, allowing us to offer additional field placement hours for our teacher candidates within an inclusive classroom.