



AAQEP Annual Report for 2023

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| 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 (72.7%) but also includes 26.5% from 27 other U.S. states and 2% from three countries other than the U.S.). The student body is 61% female, 38% male, and 1% nonbinary. The Wells College student community is an increasingly diverse one. In Fall 2022, the student body included 14.6% Black, 12.1% Hispanic, 2.8% Asian/Pacific Islander, 0.6% American Indian/Alaskan Native, and 58.9% white. These figures do not include the 3.9% of students who self-identify as having multiple ethnic or racial backgrounds, nor the 6.5% 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 Wells College Education Program (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. This partnership offers Wells College students up to 65%

off of tuition. 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 offered 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 2022-2023 Academic Year as well as anecdotal, contextual information regarding the ongoing work during Fall 2023.

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 (Grades 7-12), which leads to initial certification in Biology, Chemistry, English, Mathematics, Physics, Social Studies, or Earth Science (which we added this year) in conjunction with the candidate's major area of study; or the Education minor (non-certification). The WCEP currently has two full-time faculty and one part-time adjunct 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. In May of 2023, the WCEP bid farewell to its longtime coordinator who retired after 20 years with the program. A full-time director replaced her. We hope that having a dedicated, full-time director can offer more support for increasing student enrollment and retention as well as improve and/or expand the programming offered by the department. During the Fall of 2023, we added an adjunct faculty to teach two courses while we continue the search for a full-time, tenure-track professor.

Given Wells is a small college, the Wells College Education Program can tailor classes to meet students' individual needs while still providing a rigorous and preparatory curriculum. A decline in enrollment during the pandemic resulted in a smaller than usual Senior cohort during the 2022-2023 academic year, as we only had 2 completers; 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. The number of total teacher education program completers is projected to triple within the next few years (see table below), given the number of declared education majors within the classes of 2024, 2025, 2026, and 2027, respectively. The New York state-mandated switch from Inclusive Childhood (grades 1-6) to Childhood (grades 1-6) and Students with Disabilities (all grades) may also influence student enrollment and retention in the coming years.

| | Class of 2024 | Class of 2025 | Class of 2026 | Class of 2027 |
|--------------------------|---------------|---------------|---------------|---------------|
| Inclusive Childhood | 4 | 6 | 6 | 12 |
| Adolescent Certification | 1 | 2 | 2 | 5 |

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.wells.edu/program/education/>

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 2022-23

| Degree or Certificate granted by the institution or organization | State Certificate, License, Endorsement, or Other Credential | Number of Candidates enrolled in most recently completed academic year (12 months ending 05/23) | Number of Completers in most recently completed academic year (12 months ending 05/23) |
|--|---|---|--|
| <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) | 21 ¹ | 2 |
| | New York State Initial Certification: Students with Disabilities (Grades 1-6) | 21 | 2 |

¹ Previous annual reports have calculated Fall to Fall enrollments, not Fall/spring as is requested here.

| | | | |
|---|---|-----|-----|
| Adolescence Education Certification Program | New York State Initial Certification: Subject: History (Grades 7-12) | 2 | 0 |
| | New York State Initial Certification: Subject: English (Grades 7-12) | 1 | 0 |
| | New York State Initial Certification: Subject: Earth Science (Grades 7-12) | 2 | 0 |
| | New York State Initial Certification: Subject: Physics (Grades 7-12) | 0 | 0 |
| | New York State Initial Certification: Subject: Chemistry (Grades 7-12) | 0 | 0 |
| | New York State Initial Certification: Subject: Mathematics (7-12) | 0 | 0 |
| Total for programs that lead to initial credentials | | 47 | 4 |
| <i>Programs that lead to additional or advanced credentials for already-licensed educators</i> | | | |
| | | | |
| Total for programs that lead to additional/advanced credentials | | N/A | N/A |
| <i>Programs that lead to credentials for other school professionals or to no specific credential</i> | | | |
| Education Minor | | 6 | 2 |
| Total for additional programs | | N/A | N/A |
| TOTAL enrollment and productivity for all programs | | 47 | 6 |
| Unduplicated total of all program candidates and completers | | 26 | 4 |

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 (New program paperwork submitted to AAQEP May 2023) |
|---|

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. | | | |
| 26 | | | |
| 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. | | | |
| 2 | | | |
| C. Number of recommendations for certificate, license, or endorsement included in Table 1. | | | |
| 4 | | | |
| 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 125% time (4.5 years) | Completed in 150% time (6 years) |
| Spring 2023 Inclusive Childhood Education Program (1-6) | 100% (2) | N/A | N/A |
| Spring 2023 Adolescence Education Certification Program (7-12) | N/A | 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 Multi-Subject (Literacy and ELA) | 100% |
| 060 Students with Disabilities | 100% |
| 090 ATS-W (Elementary) | N/A |
| 091 (Secondary) | N/A |
| 115 CST Social Studies | N/A |
| 201 EAS | N/A |
| 222 Multi-Subject (Mathematics) | 100% |
| 245 Multi-Subject (Arts & Science) | 100% |
| Wells College Education Program Teacher Performance Assessment (TPA) *Pilot year | 100% |

*Data is presented as aggregated to protect student identities.

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

Case Studies. We continue to collect and analyze data for our case studies conducted during the Fall 2022 and Spring 2023 semesters. Data includes classroom observations and interviews with teachers, students, and administrators. Data analysis from the Fall 2022 academic year is underway. We are continuing with ongoing case study research throughout the 2023-2024 academic year with two additional alumni from each certification program.

Alum/Completer Survey. During the Fall, 2022 semester, we sent out alum surveys to recent graduates (2020+) asking them for information regarding their current positions and feedback regarding their preparation. We asked them to identify areas of professional strength as well as areas for potential professional growth. The completers stated that the Wells College Education Program prepared them effectively in the following areas: engaging in supportive and productive relationships with students and families, student engagement, differentiation, organization, collaboration, using technology in the classroom, and utilizing Universal Design for Learning (UDL). They offered the following as areas of potential growth: differentiating assessments, data-informed teaching/assessment, classroom management, and culturally responsive teaching.

Summer Research Journal Reflections. This research is part of a longitudinal study measuring our students' preparation and effectiveness related to reflection and continuous growth. The department completed a student summer research study examining the weekly journal reflections from the past two years to examine the effects of the pandemic on student teachers.

Revised Weekly Reflections

We noticed that many of the reflections were treated more like diary entries with little focus or reflection on personal and professional goals or implications for the future. As a result, reflection stems were changed to include the following:

Your reflection should include multiple paragraphs that explain many aspects of the lesson. In your reflection, you should analyze your lesson planning and delivery. Consider all the areas below when writing your reflection. Your reflection should contain at least one paragraph for each area.

- *What went well? Why do you think it went well?*
- *What would you change in terms of your teaching (Direct instruction, modeling, content knowledge, etc.)? Why would you change it? How would you change it? Provide specific examples.*
- *What would you change in terms of your expectations for the students (TPTs, checks for understanding, modifications, materials, etc.)? Why would you change it? How would you change it? Provide specific examples.*
- *Reflect on other areas of the lesson, such as classroom management, materials management, preparedness, etc.*

This past semester, we've noticed a shift. There's been an increase in expectations, and it's brought about more positive comments about our student teachers' experiences. What's surprising is that this small change has also made a difference in the student teaching weekly reflections. Now, they're more focused on student achievement and individual goals than ever before.

Engagement is more than gamification. Student teachers discuss engagement as on-task behavior or general interest/excitement, but less explicitly or frequently related to their content/planning. For example, they cited the most engagement during a game of jeopardy or class party and very infrequently planned lessons with the idea of making the content engaging. It was as though student teachers perceived engagement and content as mutually exclusive. As a result, a revision to course material has begun in our curriculum and instruction course to include this idea that learning content can and should be fun and strategies to make this possible (e.g. through students' interests, creative hooks, student choice, technology and simulations, cooperative learning strategies, movement, competitions, humor, etc). Given this clarification and explicit implications throughout students' methods courses, students have been able to practice these strategies during their field experience and student teaching. Preliminary data suggests an increase in student engagement related to Instructional Delivery (on the CFAST and the student-teacher portfolio).

Differentiation is Limited.

Student teachers discussed differentiation of process most often and less so for product and content. Some of this may have been because it is easier to do so or simply more acceptable across the K-12 setting. We believe it is our responsibility to teach students to differentiate across all components: content, process, and product. As a result, this is broken down on our lesson plan template that is used across our department. Given this change, our students are planning and teaching with all of the components of differentiation in mind. Furthermore, we have revised coursework in our EDUC 216, The Inclusive Classroom, to focus on rigorous application tasks throughout the semester related to differentiation, UDL, and the components of the

SIOP (The Sheltered Instruction Observation Protocol) model. Formative (bi-weekly Kahoots) and summative (the midterm) assessments throughout the course show student mastery at 82%.

Teacher Program Assessment [TPA]. In April of 2022, the NYS Board of Regents voted to eliminate the requirement for candidates to complete the EdTPA to receive certification. Instead, teacher preparation programs, including the WCEP, were asked to integrate a teacher performance assessment into the student teaching experience. The assessment requirements are described as such: *Teacher performance assessment means a multi-measure assessment where candidates demonstrate the pedagogical knowledge and skills identified in the New York State Teaching Standards, which align with the four principles of the New York State Culturally Responsive-Sustaining Education Framework and their content knowledge and skill in teaching to the State learning standards in the grade band and subject area of a certificate sought.*

Beginning in Fall 2023, we use the TPA as our capstone project. All students will complete all components of the TPA during their senior year while student teaching. We plan to gather data on 5 elements within the TPA aligned to both NYS teaching standards as well as the NYS Culturally Responsive Sustaining Education Framework. These data will be used to inform the following year’s academic and practicum foci for continual improvement.

| Elements measured | Results from pilot SY 22-23 | Characteristics of findings and next steps | | | | | | | | | | | | | | | | | | |
|--|---|--|-------------------------------------|------------|--------------------|------|----|------------------------|------|----|-------------------|-----|-----|----------------------------|------|----|---------------|------|----|---|
| <p><i>Focus week:</i> requires students to center their instruction around a learning goal and involves pre-assessment, planning and teaching 4-5 related lessons, post-assessment, and analysis of the instructional decisions</p> <p><i>Unit plan:</i> students plan a 2-3 week unit centered around the specific content they are required to teach based on NY state standards.</p> <p><i>Portfolio:</i> a collection of lessons that the student has taught over the 70 student teaching placement(s).</p> <p><i>Portfolio defense:</i> students present the results of their portfolio, answer reflective questions on their instructional decisions, and provide theoretical and practical evidence to support their responses.</p> | <p>We piloted the TPA during SY 22-23 with one student teacher each semester. Averages from the portfolio defense are below</p> <table border="1" data-bbox="777 876 1365 1380"> <thead> <tr> <th data-bbox="777 876 976 998">Item</th> <th data-bbox="976 876 1165 998">% meeting or exceeding expectations</th> <th data-bbox="1165 876 1365 998">% emerging</th> </tr> </thead> <tbody> <tr> <td data-bbox="777 998 976 1088">Focus for learning</td> <td data-bbox="976 998 1165 1088">100%</td> <td data-bbox="1165 998 1365 1088">0%</td> </tr> <tr> <td data-bbox="777 1088 976 1177">Differentiated methods</td> <td data-bbox="976 1088 1165 1177">100%</td> <td data-bbox="1165 1088 1365 1177">0%</td> </tr> <tr> <td data-bbox="777 1177 976 1234">Critical thinking</td> <td data-bbox="976 1177 1165 1234">50%</td> <td data-bbox="1165 1177 1365 1234">50%</td> </tr> <tr> <td data-bbox="777 1234 976 1323">Checking for understanding</td> <td data-bbox="976 1234 1165 1323">100%</td> <td data-bbox="1165 1234 1365 1323">0%</td> </tr> <tr> <td data-bbox="777 1323 976 1380">Digital tools</td> <td data-bbox="976 1323 1165 1380">100%</td> <td data-bbox="1165 1323 1365 1380">0%</td> </tr> </tbody> </table> | Item | % meeting or exceeding expectations | % emerging | Focus for learning | 100% | 0% | Differentiated methods | 100% | 0% | Critical thinking | 50% | 50% | Checking for understanding | 100% | 0% | Digital tools | 100% | 0% | <p>Ideally, by the end of student teaching, a student would be achieving a score of 2 on each component of the final portfolio. That was the case for 7 out of the 11 components. Our response is twofold; to identify elements within our program that provide adequate support for students to achieve a 2-3 and to examine gaps in preparation that result in scores below 2.</p> <p>A focus of SY 23-24 and beyond, therefore, will consider the components of critical thinking, data-guided instruction, feedback to learners, and effective communication. These inform our goals in Part 2 of this report. We will also continue to scaffold and support students in meeting expectations both in the development of the portfolio and defense.</p> |
| Item | % meeting or exceeding expectations | % emerging | | | | | | | | | | | | | | | | | | |
| Focus for learning | 100% | 0% | | | | | | | | | | | | | | | | | | |
| Differentiated methods | 100% | 0% | | | | | | | | | | | | | | | | | | |
| Critical thinking | 50% | 50% | | | | | | | | | | | | | | | | | | |
| Checking for understanding | 100% | 0% | | | | | | | | | | | | | | | | | | |
| Digital tools | 100% | 0% | | | | | | | | | | | | | | | | | | |

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|--|--|------|------|
| <p><i>CPAST</i>: the national valid and reliable framework used to assess student teachers - utilized 4 times during student teaching.</p> | Data-guided instruction | 50% | 50% |
| | Feedback to learners | 50% | 50% |
| | Assessment techniques | 100% | 0% |
| | Participation in professional development | 100% | 0% |
| | Effective communication | 0% | 100% |
| | Reflection and continuous growth | 100% | 0% |
| | <p>Average total score 22/33 Average % meeting or exceeding expectations: 77%</p> | | |

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

Advisory Council: During the 2022-2023 school year, we hosted an Advisory Council meeting each semester. The Advisory Council includes 10 administrators, 8 Wells program completers, and 10 mentor teachers who have hosted our practicum students. The council includes representatives from the following school districts: Auburn Enlarged City School District, Union Springs Central School District, Southern Cayuga Central School District, Lansing Central School District, Ithaca City School District, and Peachtown Elementary School located on the Wells College campus. Though the administrators did not complete the survey that would have offered us quantitative data on our program completers, we gathered semi-structured qualitative data on program completer performance and areas for improvement. During the administrator interviews associated with the case study project, we learned that our completers are largely finding success and quickly emerging as strong leaders in their schools. Furthermore, when surveyed (12 participants) on what topics we should focus our professional development on, school administrators and recent completers both requested training on support for new teachers (7), instructional planning and delivery (6), and culturally responsive teaching (5). The following responses were written in as additional topics: standards-based grading (1), AI (1), and the science of reading (1). We regard the overlapping consensus on these topics with areas of improvement for our completer portfolio scored in critical thinking, feedback, and effective communication to be indicative of a potential gap in our current programming and we aim to continue our strategic improvement in these areas. The next steps are to a monthly professional development series with rotating topics based on the results of this survey.

Administrator Survey. In an effort to measure completer professional competence and growth, during the Fall (2022) semester, we finalized and administered a survey to the administrators of program completers. This survey was intended to assess overall satisfaction with recent Wells graduates as well as specific new teacher competencies aligned with CPAST (e.g. Focus for Learning, Differentiated Methods, Critical Thinking/Engagement, etc.). Unfortunately, despite multiple attempts each semester, no administrator has completed the survey. We continue to refine this approach and supplement it with anecdotal evidence collected from administrators and mentor teachers who are participating in the case study project. Our next steps will be to involve teacher leaders or instructional coaches at the school who can provide an assessment of our completers that is not seen as evaluative by the school or district.

Case study: The case study involves 2 formal, semi-structured interviews with each participating completer, 1 focus group interview with that completer’s students, and 1 formal, semi-structured interview with the completer’s administrator. While at the school sites, we also engage in discussions with department teacher leaders and administrators. For example, one recent comment from a teacher leader was, “If all Wells College graduates are as good as [completer name], then you are all doing everything right in preparing teachers!” While we love this type of feedback, we also value continual improvement as well as quality assurance.

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 program's small size, the WCEP can informally and personally stay in contact with many of its recent completers. This past year, the WCEP created a strong system of consistent communication with alums (through regular emails, surveys, and spreadsheets). We have current information for 100% of Spring 2023 completers and plan on continuing to update these communications. 100% of completers teach in a state outside of NY. Of the recent Spring 2023 completers, all are known to be employed in the field of education. 50% of the completers are, as of this report, working in a long-term substitute position in their certification area. 50% of the completers are teaching as an Exception Student Education (ESE) Support Facilitator in a middle school. This position works directly with students with disabilities. We are proud to see this completer engaging in a role related to their certification. 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 |
|----------------------------|--|---|
|----------------------------|--|---|

| | | |
|---|--|---|
| <p>CPAST</p> | <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. 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.</p> | <p>A successful student-teacher would earn approximately 42 points or above. Of our completers, 100% demonstrated proficiency. Overall, on the CPAST, students met expectations across all dispositions. 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> |
| <p>NYSTCE - Multi-Subject teachers of childhood (grades 1-6)</p> | <p>Candidates seeking New York State certification in Childhood Education (grades 1-6) are required to pass three Content Specialty Test (CST) as part of the New York State Teacher Certification Exams (NYSTCE). We use the results of these particular exams to assess the candidates’ content knowledge relevant to their credentials. The assessment is scored by the New York State Education Department (NYSED). These three tests are Literacy and ELA, Mathematics, and Arts and Sciences.</p> | <p>100% of completers passed</p> |
| <p>NYSTCE - Students with Disabilities</p> | <p>Candidates seeking New York State certification Students with Disabilities 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).</p> | <p>100% of completers passed</p> |

| | | |
|-------------------------|---|---|
| <p>Exit data</p> | <p>When students enter our program, we ask them to complete an Entrance survey. This survey asks open-ended questions about our program and utilizes a self-assessment of the student’s proficiency on seven of the CCAST indicators of effective teaching: Planning for diverse learners, Content area, Assessment, Instructional Delivery, Learning Environment, Professionalism and Collaboration, and Reflection and Continuous Growth. Each indicator is scored on a four-point Likert scale from Highly Successful (4), Mostly Successful (3), Not Very Successful (2), and Unsuccessful (1). The students complete the same survey upon their completion of the program.</p> | <p>Our completers rated themselves as highly (4) or mostly successful (3) across all seven CCAST performance indicators, including Planning for Diverse Learners, Content Area, Assessment, Instructional Delivery, Learning Environment, Professionalism and Collaboration, and Reflection and Continuous Growth.</p> <p>The exit survey also asks them to select the component of the WCEP that most contributed to their success. These choices are: courses, practicum, cooperating teachers, supervisor, Wells College course outside of the department, or none of the above. Program completers indicated WCEP courses, field practicums, cooperating teachers, and college supervisors contributed most significantly to their success through the Wells College Education Program.</p> <p>Note-worthy open-ended responses indicated alignment to our identified goals focusing on critical thinking, feedback, and data-informed instruction.</p> <p>“I think my professor and co-teachers did a wonderful job supporting me. I do think for the future my supervisor could provide more feedback to the student on the lessons both positive and negative to help with the reflection process moving forward.”</p> <p>“I think that WCEP could improve on preparing students for more techniques on changing material in response to student performance”</p> <p>Additionally, students indicated an interest in how to internalize and use open educational resources and to participate in ongoing reflection with colleagues and faculty supervisors.</p> |
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| Teacher Performance Assessment (TPA) | <p>This is a new assessment that replaces the edTPA formerly required by NY state. We piloted our draft TPA in Fall 22 and Spring 23 with one completer each semester. The TPA has five components: The focus week, the Curriculum Unit Plan, the CFAST, the Portfolio, and the Portfolio Defense. The Portfolio/Defense is scored using a rubric that examines 11 components. Each component is scored on a scale of 0-3, where 2 is proficiency. This rubric is modeled after the CFAST and is utilized by WCEP faculty to grade candidates' Portfolio Defense (which is also their capstone experience required for graduation).</p> | <p>The highest score a candidate could earn is 33, and a passing score is 22 or higher. Both completers passed with an average score of 22 overall. Areas where completers met or exceeded expectations are: focus on learning, differentiation, checking for understanding, using digital tools, assessment techniques, and participating in professional development. This offered some insight into areas of strength and areas where we could increase our programmatic intentions to ensure completer proficiency; namely critical thinking, data-informed instruction, and effective communication with parents/guardians.</p> |
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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 |
|-----------------------------------|--|---|
| 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 with Standard 2, eight of the 21 rows are related to dispositions. These include Professional</p> | <p>A successful student-teacher would earn approximately 16 points or above (2 points on each indicator). Overall, on the CPAST, students met expectations across all dispositions. Of our completers, 100% demonstrated proficiency (a score of at least 2) in these 8 indicators.</p> |

| | | |
|---------------------|--|--|
| | 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. | |
| PD offerings | In Spring 2024, we will offer at least 4 professional development opportunities for our regional schools in the following areas: support for new teachers, instructional planning and delivery, culturally responsive teaching, standards-based grading, and the science of reading. | Data will be collected on the number of schools represented and the overall number of participants attending. We will also administer a survey following each experience to gauge further interest. A successful outcome will be representation from each regional school, at least 10 participants overall, and a favorable response on the survey. |
| Alumni panel | In Spring 2024, we will host a panel of WCEP alumni to address our current students' questions and eagerness toward the student teaching experience and what to expect in their first year of employment | A successful outcome would include at least 5 alumni from at least 3 different schools in the region and attendance by at least 50% of our current student population. |

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.

TST BOCES Partnership: In Fall 2023, we partnered with the Tompkins-Seneca-Tioga Board of Cooperative Educational Services (TST BOCES) in Ithaca, NY. This partnership allowed the students in our EDUC 217: Inclusive Methods Practicum to work in conjunction with TST BOCES teachers at the elementary level. This provided our students with a first-hand classroom experience of how best to accommodate students with disabilities in the least restrictive environment. We plan to increase this partnership in spring 2024 with our course EDUC 308: Teaching Students with Disabilities Practicum. In subsequent years, this will be a course required to attend to all grade levels with the addition of our Students with Disabilities (all grades) certification.

Case Study Project: In Fall 2023, we began another round of case study projects with two 2022 Wells College graduates. One participant teaches 2nd grade and the other teaches social studies at the secondary level. Administrators of both teachers have commented on how well-prepared they were for teaching upon graduating from Wells. This case study will span the 23-24 school year and will include 3-4 classroom observations, 2 interviews with each teacher, 1 interview with each teacher's administrator, and 1 focus group with each teacher's students. Preliminary results from 22-23 data

indicated a need to more intentionally prepare students on the components of a lesson plan. In response to this, we collaboratively developed a more simplified and directly applicable lesson plan template that we will continue to implement in our preparation courses. Preliminary case study data also indicated the need to make modifications in two courses (EDUC 226: Building Classroom Community and EDUC 302: Literacy for Diverse Upper Elementary) specific to classroom community/management and teaching literacy.

Advisory Council: As we have in past years, we have collaborated with regional teachers and administrators in our Advisory Council. This is a group with representatives from four of our partner school districts. Most recently, we met in October 2023 and discussed common areas of strengths in our competitors and areas where we could provide additional support. Based on survey results, we plan to offer virtual professional development opportunities for partner districts in the following areas: support for new teachers, instructional planning and delivery, culturally responsive teaching, standards-based grading, and the science of reading.

Full-time Director position: We welcomed a full-time director, Meg Zarnetske, in May of 2023. Meg comes to us after having spent close to 20 years in a K12 public school teaching science and social studies and working as an instructional coach. Meg has a K12 administrative certificate and National Board Certification. She anticipates completing her Ph.D. in Education, Culture, and Society in May 2024. The move to a full-time director position is intended to provide the program with more administrative support and the capacity to grow the program’s certification options.

Additional tenure-track Assistant Professor: We were approved to hire an additional professor. The search for this candidate is currently underway.

50% increase in WCEP candidates: We had 19 students from the incoming class express interest in pursuing a teaching certification (5 at the adolescent level and 14 in Inclusive Childhood). To date, this is the program’s largest incoming class. One of our goals for this year was to increase enrollment in our Adolescent certificate program. With this new class, our enrollment in Adolescent certification increased from 5 to 10. This is both exciting and an opportunity to examine our course offerings, certification pathways, and how best to support a growing student population of teaching candidates.

Goals achieved from 2022 Annual report:

| GOAL | OUTCOME | NEXT STEPS |
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| <p>Goal 2: Collaborate with the Psychology Department to increase candidate understanding and application of learning theory specific to developmental level in practicum experiences</p> | <p>We continue to teach and assess students’ knowledge related to the application of learning theory. Students continue to apply specific theories/theorists (Dr. David Rose and Dr. Ann Meyer with UDL, Carol Ann Tomlinson with Differentiated Instruction, Marzano as related to instructional best practices, and Kagan as related to cooperative learning</p> | <p>We will continue to monitor scores on the student teaching portfolio (an overall average of 2 (or meets expectations) on the portfolio defense, specifically the components of critical thinking and effective communication.</p> |

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| | strategies) within both EDUC 216 and EDUC 402 during the Fall, 2023 semester. | |
| Goal 6: Design summative assessment for student teaching in place of the edTPA | We piloted our draft TPA in Fall 22 and Spring 23 with one completer each semester. The TPA has five components: The focus week, the Curriculum Unit Plan, the CPAST, the Portfolio, and the Portfolio Defense. The Portfolio/Defense is scored using a rubric that examines 11 components. Each component is scored on a scale of 0-3, where 2 is proficiency. The highest score a candidate could earn is 33, and a passing score is 22 or higher. Both completers passed with an average score of 22 overall. | <p>Pilot study results offered some insight into areas where we could increase our programmatic intentions to ensure completer proficiency; namely critical thinking, data-informed instruction, and effective communication with parents/guardians.</p> <p>By the end of student teaching, a student should be achieving a score of 2 on each component of the final portfolio. We will continue to provide adequate support for students to achieve a 2-3 and to examine gaps in preparation that result in scores below 2. We attend to this in Goal 4 for SY 23-24.</p> |