AAQEP Annual Report for 2023

Provider/Program Name:	Manhattan College Teacher Preparation Program
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	July 1, 2022-June 30, 2023

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.

In the tradition of Saint John Baptist de La Salle, the "Patron of all Teachers," the Division of Education prepares dedicated professionals for careers in teaching and leadership. A strong liberal arts and sciences education emphasizes effective communication, critical thinking, scientific literacy, and multicultural awareness. Coursework and practical experiences in Education provide those skills necessary for work in a school setting. The Division seeks to develop broadly educated teachers and leaders who possess the competencies necessary for certification in their area of study or for graduate study.

The Teacher Preparation Programs at Manhattan College simultaneously meet the requirement of the college for excellence in the Liberal Arts and Sciences, academic concentrations, and pedagogy; as well as standards established by New York State for teacher certification. The programs are designed to be consistent with the Lasallian tradition of excellence in teaching, respect for individual dignity, and commitment to social justice principles, on which the college was founded.

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://manhattan.edu/academics/schools-and-departments/school-of-liberal-arts/.education-dept/accreditation.php

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 2022-2023

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 (7/22-6/23)	**Number of Completers** in most recently completed academic year (7/22-6/23)
Programs that lead to initial teaching credentials			
BA/BS Adolescent Education (ADED)	Initial Certification (Grades 7-12)	49	5
BA/BS Childhood Education (CHED)	Initial Certification (Grades 1-6)	71	11
BS Physical Education (PHED)	Initial Certification in Physical Education (Grades K-12)	44	13
Total for programs that lead to initial credentials		164	29
Programs that lead to additional or advanced credentials for already-licensed educators			
MS Education Students with Disabilities (SPED)	Professional Certification in Students with Disabilities	36	27
Total for programs that lead to additional/advanced credentials		200	56
Programs that lead to credentials for other school professionals or to no specific credential			

Total for additional programs		NA	NA
TOTAL enrollment and productivity for all programs			
Unduplicated total of all program candidates and completers			

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.)

NA

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.

56

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.

56

C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.

56

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.

27 (Grad Ed) within 1-3 yr. time frame 29 (undergraduates) within 6 years

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 Number	Test name	Total Attempts	Total Passed	Pass Rate
201	EAS – Educating All Students	60	54	90%
161	CST Chemistry	1	1	100%
003	CST English	7	5	71% *
004	CST Math	2	2	100%
221	CST Multi-Subject Childhood 1-6 Part 1	45	39	87%
222	CST Multi-Subject Childhood 1-6 Part 2	37	26	70% **
245	CST Multi-Subject Childhood 1-6 Part 3	45	41	91%
241	CST Multi-Subject Secondary 7-12 Part 1	3	3	100%
244	CST Multi-Subject Secondary 7-12 Part 2	2	2	100%
076	CST Physical Education	10	9	90%
115	CST Social Studies	5	5	100%
129	CST Spanish	1	1	100%
060	CST Students with Disabilities	33	27	82%

* In reviewing provided data, one student took the test two times and failed both times. The student was from Manhattan College but was in English and not in Education (Teacher Preparation). It is unclear why she took the exam. Of the five students who took the test and were in Education with a concentration in English, the pass rate was 100%.

** This test is the math competency section of the Childhood Multi-Subject. Scores for this part of the test continue to be low despite updates to the math courses that are part of the CHED requirements. Ongoing conversations and plans for future developments will take place between the Division of Education and the Math Department. Additionally, there are plans for including a math methods course for all CHED students.

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

Evidence available from program completers include the academic transcript that demonstrates completion of all credit requirements for the state approved teacher education programs. Thus, a total of 56 students completed a teacher education program and were recommended for teacher certification.

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

Evidence available from employers of program completers was not collected through the The Skyfactor Benchworks Alumni Survey as it was decided to send out every other year. It affords our programs the ability to effectively survey and track graduating students, alumni, employers, student teachers, and student teacher supervisors for program improvement. The undergraduate, graduate special education, and physical education programs began implementing this measure in the fall of 2017. The survey was sent to program completers at the time of graduation, and also to alumni working as teachers in schools between one and five years out of their Manhattan College programs. This survey will be sent out again in spring 2024.

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.

The Provost, Institutional Research and Assessment, and the Center for Career Development work together each year to administer the Graduate Student Survey (GSS) which is sent to graduated students six months after their graduation date. The GSS collects information such as graduate school plans and employment status. Data showed that upon graduation of the May 2022 class within the education majors, 91% either had employment or were accepted in graduate school while 9% were still seeking opportunities. (https://content.manhattan.edu/academics/career-outcomes-report-2022.pdf - p. 28). Graduate Student Survey for the May 2023 class will be available in Spring 2024.

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/Extent of Success in Meeting the EXPECTATION				
To meet their target goal of certification, completers must pass the required state examinations. Manhattan College Teacher Prep faculty have chosen the two required state exams as a measure of knowledge and the cooperating teacher Evaluation of Student Teaching as direct observation of student teaching performance.						

Provider-Selected Measures	Explanation of Performance Expectation	Level/Extent of Success in Meeting the EXPECTATION
1. Educating All Students (EAS) ● ADED ● CHED ● PHED ● CHSP	The performance expectation of the EAS is a minimum score of 520. A safety net of 500 was established during COVID. Candidates in Adolescence Education, Childhood Education, Physical Education, and Special Education take the EAS exam that includes measures of knowledge and competencies aligned with Standard One: Aspect C 1. Diverse student population 2. English language learners 3. Students with disabilities Aspect E 4. Teacher responsibilities Aspect F 5. School-home relationships	<table><tr><th>Test Number</th><th>Test name</th><th>Total Attempts</th><th>Total Passed</th><th>Pass Rate</th></tr><tr><td>201</td><td>EAS – Educating All Students</td><td>60</td><td>54</td><td>90%</td></tr></table>
2. Content Specialty Test (CST) ● ADED ● CHED ● PHED ● SPED	The Content Specialty tests examine completer professional knowledge. The Performance Expectation on the Content Specialty Test is 520. The safety net during COVID was 500. Candidates in Adolescence Education, Childhood Education, Physical Education, and Special Education take the CSTs that include measures of competencies aligned with Standard One: Aspect A 6. Professional Knowledge 7. Content Knowledge 8. Pedagogical Knowledge Aspect B	<table><tr><th>Test Number</th><th>Test name</th><th>Total Attempts</th><th>Total Passed</th><th>Pass Rate</th></tr><tr><td>201</td><td>EAS – Educating All Students</td><td>60</td><td>54</td><td>90%</td></tr><tr><td>161</td><td>CST Chemistry</td><td>1</td><td>1</td><td>100%</td></tr><tr><td>003</td><td>CST English</td><td>7</td><td>5</td><td>71% *</td></tr><tr><td>004</td><td>CST Math</td><td>2</td><td>2</td><td>100%</td></tr><tr><td>221</td><td>CST Multi-Subject Childhood 1-6 Part 1</td><td>45</td><td>39</td><td>87%</td></tr><tr><td>222</td><td>CST Multi-Subject Childhood 1-6 Part 2</td><td>37</td><td>26</td><td>70% **</td></tr><tr><td>245</td><td>CST Multi-Subject Childhood 1-6 Part 3</td><td>45</td><td>41</td><td>91%</td></tr><tr><td>241</td><td>CST Multi-Subject Secondary 7-12 Part 1</td><td>3</td><td>3</td><td>100%</td></tr></table>

	9. Application of Learning Theory Aspect D 10. Use of Data	244	CST Multi-Subject Secondary 7-12 Part 2	2	2	100%
		076	CST Physical Education	10	9	90%
		115	CST Social Studies	5	5	100%
		129	CST Spanish	1	1	100%
		060	CST Students with Disabilities	33	27	82%

* In reviewing provided data, one student took the test two times and failed both times. The student was from Manhattan College but was in English and not in Education (Teacher Preparation). It is unclear why she took the exam. Of the five students who took the test and were in Education with a concentration in English, the pass rate was 100%.

** This test is the math competency section of the Childhood Multi-Subject. Scores for this part of the test continue to be low despite updates to the math courses that are part of the CHED requirements. Ongoing conversations and plans for future developments will take place between the Division of Education and the Math Department. Additionally, there are plans for including a math methods course for all CHED students.

| 3. Student Teaching Survey | The Student Teaching Survey is completed at the end of each placement by the Student Teacher, Cooperating Teacher, and College Supervisor.

As stated in the QAR, it is our expectation that for each program, the mean scores will meet or surpass a 3.2 or 80% on each of the questions to evidence success with the corresponding aspects of this standard. | Results from the end of the student teachers' second placement are presented in the tables linked below. These include the three-way response from the student teacher, the cooperating teacher, and the college supervisor.

Subject Matter Questions 1, 2, & 3, and (table) provide support for Aspect 1a.

Pedagogy Question 1 and Teaching Skills Question 1 (table) provide support for Aspect 1b.

Caring Questions 2 and 3 and Pedagogy questions 2 and 3 (table) provide support for Aspect 1c.

Teaching Skills Questions 3 and 6 (table) provide support for Aspect 1d.

Teaching Skills Question 4 and Caring Questions 3 and 5 (table) provide support for Aspect 1e.

 Professionalism Questions 1, 2, 3, 5, & 6 (table) provide support |

		for Aspect 1f.

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				
EAS	A passing score on the Educating All Students exam is 520, and teacher candidates must pass this exam to become certified in New York State. The EAS scores ranging from July 1, 2022- June 30, 2023 are presented in this table. Because of the topics presented on this certification exam, the pass rate benchmark of 80% serves as one indication that program completers in Childhood Education, Adolescence Education, Childhood Special Education (Five-year),Adolescent Education (Five-year), Physical Education, and Graduate Special Education are prepared to support the learning and language needs of diverse student populations, demonstrating that they have the knowledge to "understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities" upon entering the profession.	Test Number	Test Name	Total Attempts	Total Passed	Pass Rate
		201	Educating all Students (EAS)	60	54	90%

Student Teaching Survey	The Student Teaching Survey is completed at the end of each placement by the Student Teacher, Cooperating Teacher, and College Supervisor. As stated in the QAR, it is our expectation that for each program, the mean scores will meet or surpass a 3.2 or 80% on each of the questions to evidence success with the corresponding aspects of this standard.	Results from the end of the student teachers' second placement are presented in the tables linked below. Professionalism Section Question 4 (table) provides support for Aspect 2a and 2f. Caring Section Question 2 and Pedagogy Section Question 3 (table) provide support for Aspect 2b Teaching Skills Section Question 4, Caring Section Questions 3 and 5, and Technology Section Question 1 (table) provide support for Aspect 2c. Professionalism Section Questions 2 and 6 (table) provide support for Aspect 2e.
Candidate Preservice Assessment of Student Teaching (CPAST)	Although we did not report these data in our Quality Assurance Report, we have data from the CPAST for the undergraduate Childhood and Adolescent preservice teachers. We piloted the use of the evaluation protocol in these two programs and plan to expand its use to the other preparation programs at the college. The CPAST was developed and validated through the Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP) Collaboration (Kaplan et al., 2017). College supervisors are required to complete training on the evaluation	Domain means from midterm and end of placement CPAST 3-way evaluation meetings are reported in this table. Because this measure was not described in the QAR, further description of items relevant to AAQEP Standard 2 are described below. Item O, "Demonstrates Effective Communication with Parents or Legal Guardians" captures part of Aspect 2a, "engage local school and cultural communities, and communicate and foster relationships with families/ guardians/ caregivers in a variety of communities." The average across both terms was 1.73 (SD=0.96). Items C, "Assessment of P-12 Learning" and D "Differentiated Methods" require culturally relevant practices to meet expectations, shedding light on Aspect 2b, "engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts." The average across both terms was 2.14 (SD=0.56) for Item C and 2.24 (SD=0.60) for Item D. Additionally, Item T includes advocacy for equitable opportunities,

	protocol and the instrument's use to ensure reliability. Our expectation is that the average consensus score at the end of student teaching is at least a 2 on every item (*0 = Does Not Meet Expectations, 1 = Emerging, 2 = Meets Expectations, 3 = Exceeds Expectations*).	adequate resources, and the cultural needs of learners in the item description. The average across both terms was 2.46 (SD=0.51). Items A-M in the Pedagogy Domain capture Aspect 2c, "create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts." The average score for the Pedagogy Domain across both terms was 2.34 (SD=0.61).Of the 13 pedagogy items, Item I, "Safe & Respectful Learning Environment" is the most proximal measure of Aspect 2c. The average across both terms was 2.62 (SD=0.55). Items N, "Participates in Professional Development" and U, "Responds Positively to Constructive Criticism" shed light on Aspect 2e, "establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection." The average across both terms was 2.14 (SD=0.82) for Item N and 2.86 (SD=0.35) for Item U. Item S, "Collaboration" directly captures Aspect 2f, "collaborate with colleagues to support professional learning." The average across both terms was 2.64 (SD=0.68).
edTPA	As of April 27, 2022, NY State Education Department eliminated the requirement of passing the national edTPA assessment for teacher certification but implemented a requirement for all teacher education programs to develop an internal Teacher Performance Assessment (TPA). Manhattan College submitted a developed internal Teacher Performance Assessment (TPA) to the state and it was approved via email on May 31, 2023. The state informed us that a completed review of the items submitted for the Teacher Performance Assessment (TPA) for Manhattan College was determined to meet the	During the 2022-2023, the physical education teacher program piloted the new internal Teacher Performance Assessment (TPA). Twelve students completed the TPA and two different faculty in the department scored the TPA using an adapted rubric from the national edTPA. Task 1 assesses planning skills of teacher candidates, Task 2 assesses instructional skills of teacher candidates, and Task 3 assesses students in the classroom learning and assessment skills. Teacher Candidates complete the TPA during student teaching and are expected to earn a passing score of 80% (36 points out of 45 points) or 2.4 or better (using a 3pt rubric) on the planning, instructing, and assessment tasks of the TPA performance-based assessment. table below

# of Candidates N = 12	Task 1 Planning	Task 2 Instruction	Task 3 Assessment	Overall Average Score
Averages	2.52	2.58	2.30	37

| | TPA requirement as listed in NYS regulations. This academic year (2023-2024) all teacher education programs will require students to complete the TPA and results will be reported next year. | Ten out of twelve Teacher Candidates met the expectation of scoring of 80% (36 points out of 45 points) or 2.4 or better (using a 3pt rubric) on the planning, instructing, and assessment tasks of the TPA performance-based assessment. |

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.

President Riverso announced on Nov. 2, 2023 the restructuring of our six schools into three to better position our students to acquire career-ready skills while building on our supportive, high-quality academic experience provided by our distinguished faculty. The School of Liberal Arts, the Kakos School of Science, the School of Health Professions, and the School of Continuing and Professional Studies became the Kakos School of Arts and Sciences.

During this transition, six full time faculty worked together to gather data and analyze provided data to make this annual report. With the established goals for this academic year we continue to move forward to provide for the continued success of our teacher preparation programs.

During the 2022-2023 academic year our accomplishments include receiving NYS approval for our designed Teacher Performance Assessment (TPA). Students in the Physical Education department piloted their TPA with positive results.

Students in CHED and ADOL piloted the Candidate Preservice Assessment of Student Teaching (CPAST) in the Fall and Spring semesters. Early results from this pilot program is leading to full implementation of CPAST for all teacher preparation programs in 2024-2025.