



AAQEP Annual Report for 2024

Provider/Program Name:	Daemen University - Brooklyn
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 30, 2030

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.

Teacher Preparation Programs Leading to Initial Certification 2023-2024

Daemen University's Teacher Preparation Programs are spread among five departments and two campuses. At the **Brooklyn Campus**, we have two (2) graduate programs leading to initial teaching certification. Both of these programs are Trans B (alternative certification) programs that utilize a yearlong mentored teaching experience rather than traditional field experiences and student teaching.

Education Department Programs - Brooklyn

- MS in Early Childhood/Special Education (B-2) – Trans B (alt cert) program
- MS in Childhood Education/Special Education (1-6) – Trans B (alt cert) program

Program Learning Goals (InTASC Standards)

Daemen teacher preparation programs utilize the Interstate Teacher Assessment and Support Consortium (InTASC; 2013) Standards as learning goals for all of our undergraduate and graduate teacher preparation programs at both campuses. In this report, we report out some of the data we gather for AAQEP standards 1 and 2. We show the AAQEP/InTASC alignment in our [2023-2024 Assessment Matrix](#)

The Learner and Learning

- **Goal #1: Learner Development.** The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Goal #2: Learning Differences.** The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Goal #3: Learning Environments.** The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

- **Goal #4: Content Knowledge.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Goal #5: Application of Content.** The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

- **Goal #6: Assessment.** The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Goal #7: Planning for Instruction.** The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Goal #8: Instructional Strategies.** The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

- **Goal #9: Professional Learning and Ethical Practice.** The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Goal #10: Leadership and Collaboration.** The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Brooklyn teacher preparation programs are overseen by the Executive Director of Education Programs and Education Department Chair, Dr. Tara Kaczorowski in collaboration with the newly appointed Associate Chair, Dr. Rochel Lazewnik and Program Director, Phyllis Shroot, who is a primary administrator for the Brooklyn Campus programs.

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.daemen.edu/academics/college-arts-sciences-education/education/accreditation>

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 2023-2024

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 08/24)	Number of Completers in most recently completed academic year (12 months ending 08/24)
<i>Programs that lead to initial teaching credentials</i>			
MS in Early Childhood/Special Education Trans B (alt cert) program	Early Childhood Education B-2 Students with Disabilities B-2	113	45
MS in Childhood/Special Education Trans B (alt cert) program	Childhood Education 1-6 Students with Disabilities 1-6	103	41

Total for programs that lead to initial credentials		216	86
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
-	-	-	-
Total for programs that lead to additional/advanced credentials		-	-
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
-	-	-	-
Total for additional programs		-	-
TOTAL enrollment and productivity for all programs		216	86
Unduplicated total of all program candidates and completers		216	86

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

<p>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.</p> <p>We had 216 unique enrolled students across all programs from 9/1/23-8/31/24.</p>
<p>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.</p> <p>We had 86 unique completers across all programs from 9/1/23-8/31/24.</p>

<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
<p>We submitted 158 recommendations for initial certification across all programs from 9/1/23-8/31/24. We also submitted 178 recommendations for Trans B certification (temporary cert to complete mentoring) and 132 recommendations for professional (i.e., advanced) certification.</p>
<p>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.</p>
<p>The expected timeframe for completing of one of our Trans B programs is approximately 1.75 years, which means 1.5 times the expected timeframe is 2.625 years. Of the 86 unique completers, 59 (69%) completed within the expected timeframe and 71 (83%) completed within 1.5 times the expected timeframe. Below is the breakdown by program:</p> <ul style="list-style-type: none"> • MS Early Childhood/Special Education – Trans B <ul style="list-style-type: none"> ○ 30 (66.7%) graduated within the expected timeframe ○ 35 (77.8%) graduated within 1.5 times the expected timeframe • MS Childhood/Special Education – Trans B <ul style="list-style-type: none"> ○ 29 (70.7%) graduated within the expected timeframe ○ 36 (87.8%) graduated within 1.5 times the expected timeframe <p>Of those who did not complete within the expected timeframe (n = 15), 3 (20%) of them attended part time by choice. The remaining students were missing some program requirement like undergraduate “content core” coursework, so they were not cleared to graduate until they completed those missing requirements.</p>
<p>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%.</p>
<p>We had 199 total certification tests taken from past or present students from the Brooklyn Campus from 9/1/23-8/31/24 with an overall pass rate of 81.9%. Pass rates for individual tests are reported below. Only two exams had pass rates of below 80%. The first was the Hebrew language exam. One of our former students took this certification exam and did not pass. However, our program does not prepare candidates for this exam/certification, so we are not concerned about this. The Multi-Subject ELA CST for B-2 was the other exam with only a 60% pass rate. This particular exam had fewer test takers. Several students took the exam multiple times, so it pulled down the pass rate. We will monitor this exam for the future.</p> <ul style="list-style-type: none"> • 40 – Hebrew BEA <ul style="list-style-type: none"> ○ N = 1 ○ Total Pass = 0 (0%)

- **41 – Yiddish BEA**
 - N = 4
 - Total Pass = 4 (**100%**)
- **60 - Students with Disabilities CST**
 - N = 39 (37 unique test takers)
 - Total Pass = 32 (**82.1%**)
- **201 - Educating All Students Exam**
 - N = 33 (32 unique test takers)
 - Total Pass = 27 (**81.8%**)
- **211 – Multi-Subject ELA (Early Childhood B-2) CST**
 - N = 20 (17 unique test takers)
 - Total Pass = 12 (**60%**)
- **221 – Multi-Subject ELA (Childhood 1-6) CST**
 - N = 29 (28 unique test takers)
 - Total Pass = 26 (**89.7%**)
- **222 – Multi-Subject Math (Childhood 1-6) CST**
 - N = 24 (24 unique test takers)
 - Total Pass = 22 (**91.7%**)
- **245 – Multi-Subject Arts & Science CST**
 - N = 32 (29 unique test takers)
 - Total Pass = 27 (**84.4%**)
- **246 – Multi-Subject Math (Early Childhood B-2) CST**
 - N = 16 (15 unique test takers)
 - Total Pass = 13 (**81.3%**)

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

Our Teaching Performance Assessment (TPA) and state certification exam data suggest we are meeting expectations for AAQEP standards for many/most of our mean and median rubric scores. The state test scores were almost all meeting our goal of 80% passing. We have not yet met our goal of 80% proficient for our TPA rubrics.

One of our plans for this academic year is to revisit the TPA rubrics because each row currently measures a wide range of skills within each rubric. Brooklyn faculty plan to review 2024 TPA data in Spring or Summer 2025 and they may revise the rubrics. Revisions that narrow the focus of each row may help us better understand which specific skills need to be strengthened for our students who are not yet meeting targets.

G. Narrative explanation of evidence available from employers of program completers , with a characterization of findings.
At present, we gather feedback from employers of our program completers through anecdotal conversations with our school partners and through a survey we send out every three years. It is challenging to gather feedback about our past program completers, as there are concerns with data privacy of employees at a school/district. Every three years we plan to send a similar survey like we did for our QAR to employers, asking them to rate Daemen education program graduates on skills related to the AAQEP standards. This survey allows them to report aggregately to protect individual employee data. The most recent survey was sent in Summer 2022. We plan to send the survey again in Summer 2025. Additionally, our partner, TTI, also maintains relationships with schools in the area, so we will work with them to systematically gather employer feedback in Summer 2025.
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.
We have primarily relied on self-reporting of teacher candidates for employment rates as well as any data maintained by TTI, our partner for these programs. We are investigating ways to strengthen this measure for the future.

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
<u>AAQEP Standard 1a</u> TPA Part 1 - Instructional Planning <ul style="list-style-type: none"> Rubric 1: Demonstrating knowledge of student needs and strengths Rubric 2: Setting Aligned and Paced Instructional Outcomes Rubric 3: Designing Supports for Individual Students 	Each rubric on the TPA is scored out of 4 points. <ul style="list-style-type: none"> Distinguished – 4 pts. Proficient – 3.5 pts. Developing – 3 pts. Emerging – 2 pts. We aim for mean & median scores of 3.5 (Proficient) for each rubric component.	Mean: 3.45 Median: 3.5 69.2% of scores were at proficient or above for this cluster. We nearly met our aim for AAQEP Standard 1a based on the TPA Part 1 rubrics. The mean and median are acceptable, but the overall percentage of students who met this component was less than 80%.

	<p>We consider it acceptable if we have a mean & median of 3.2 (80%) on each component. Teacher candidates need 80% of the overall points to pass the TPA as well as 80% on each part of the TPA.</p> <p>We clustered the three rubrics in the column to the left and calculated the mean and median.</p> <p>We also look at the percentage of candidates who scored at proficient or above. Our aim is for 80% of candidates to score proficient or above.</p>	
<p><u>AAQEP Standard 1b</u></p> <p>TPA Part 1 - Instructional Planning</p> <ul style="list-style-type: none"> • Rubric 1: Demonstrating knowledge of student needs and strengths • Rubric 2: Setting Aligned and Paced Instructional Outcomes • Rubric 3: Designing Supports for Individual Students • Rubric 5: Culturally/Linguistically Responsive & Sustaining Practices 	Same criteria as above for all TPA rubrics	<p>Mean: 3.44 Median: 3.5</p> <p>71.2% of scores were at proficient or above for this cluster.</p> <p>We nearly met our aim for AAQEP Standard 1b based on the TPA Part 1 rubrics. The mean and median are about where we want them, but the overall percentage of students who met this component was less than 80%.</p>
<p><u>AAQEP Standard 1c</u></p> <p>TPA Part 1 - Instructional Planning</p> <ul style="list-style-type: none"> • Rubric 5: Culturally/Linguistically Responsive & Sustaining Practices 	Same criteria as above for all TPA rubrics	<p>Mean: 3.4 Median: 3.5</p> <p>69.2% of scores were at proficient or above for this cluster.</p> <p>We nearly met our aim for AAQEP Standard 1c based on the TPA Part 1 rubrics. The mean and median are about where we want them, but the overall percentage of students who met this component was less than 80%. We would like to focus on ways of improving this in our coursework.</p>

<u>AAQEP Standard 1d</u> TPA Part 1 - Instructional Planning <ul style="list-style-type: none"> • Rubric 1: Demonstrating knowledge of student needs and strengths • Rubric 4: Designing Aligned Performance Assessments 	Same criteria as above for all TPA rubrics	Mean: 3.5 Median: 3.5 76.9% of scores were at proficient or above for this cluster. We nearly met our aim for AAQEP Standard 1d based on the TPA Part 1 rubrics. The mean and median are about where we want them, but the overall percentage of students who met this component was less than, but close to 80%.
<u>AAQEP Standard 1e</u> TPA Part 1 - Instructional Planning <ul style="list-style-type: none"> • Rubric 6: Designing Purposeful Learning Environments & Experiences 	Same criteria as above for all TPA rubrics	Mean: 3.2 Median: 3.5 57.7% of scores were at proficient or above for this cluster. Though the mean and median scores are near where we want them, we identify this as an area for growth because only 57.7% of students were proficient or better for this rubric.
<u>AAQEP Standard 1f</u> TPA Part 4 - Dispositional Self-Assessment <ul style="list-style-type: none"> • Rubric 1: strives for professional growth • Rubric 2: reflects on practice to improve teaching • Rubric 3: communicates and collaborates to improve practice • Rubric 4: remains current in knowledge of content and pedagogy • Rubric 5: manages and performs requirements in timely fashion and with applicable expectations • Rubric 6: sensitive to cultural norms • Rubric 7: demonstrates ethical and professional behavior • Rubric 8: ethical use of information 	Same criteria as above for all TPA rubrics	Mean: 3.7 Median: 3.5 93.2% of scores were at proficient or above for this cluster. We met our criteria for this component. It is important to note, Part 4 is based on student self-evaluation.

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
<p><u>AAQEP Standard 2a</u> Educating All Students (EAS) Exam 5. School-Home Relationships</p>	<p>Components of NYS Certification exams are given a score from 1-4.</p> <ul style="list-style-type: none"> • Well above expectations– 4 pts. • Meets or just above – 3 pts. • Just below – 2 pts. • well below – 1 pts. <p>We aim for mean & median scores of 3.0 (meets or just above) for each rubric component.</p> <p>We consider it acceptable if we have a mean & median of 2.75 or above because a 2 is just below and 2.75 is approaching meeting or just above expectations.</p>	<p>Mean: 2.76 Median: 3.00</p> <p>We met our acceptable score for school-home relationships.</p>
<p><u>AAQEP Standard 2b</u> Educating All Students (EAS) Exam 1. Diverse student populations 2. English Language Learners</p>	<p>The same performance expectations described in row 1 apply to all NYS certification exam scores.</p> <p>For the exams, we are looking at each component separately.</p>	<p><u>Diverse Student Populations:</u> Mean: 2.55 Median: 2.0</p> <p><u>English Language Learners:</u> Mean: 2.42 Median: 2.00</p> <p>We are below our aim for both of these measures. We have been working for ways to improve our instruction in this area, as this is an area of relative need.</p>

<p>AAQEP Standard 2c</p> <p>CST: Students with Disabilities</p> <p>4. Strategies for Planning and Managing the Learning Environment and for Providing Behavioral Interventions</p>	<p>The same performance expectations described in row 1 apply to all NYS certification exam scores.</p> <p>For the exams, we are looking at each component separately.</p>	<p>Mean: 3.41 Median: 4.0</p> <p>We exceeded our aim for AAQEP Standard 2c based on this CST rubric score.</p>
<p>AAQEP Standard 2f</p> <p>TPA Part 4 - Dispositional Self-Assessment</p> <p>Rubric 3: communicates and collaborates to improve practice.</p>	<p>Each rubric on the TPA is scored out of 4 points (as outlined in the first row of Table 3.</p> <p>We aim for mean & median scores of 3.5 (Proficient) for each rubric component.</p> <p>We consider it acceptable if we have a mean & median of 3.2 (80%) on each component. Teacher candidates need 80% of the overall points to pass the TPA as well as 80% on each part of the TPA.</p> <p>We clustered the four rubrics in the column to the left and calculated the mean and median. We also look at the percentage of candidates who scored at proficient or above. Our aim is for 80% of candidates to score proficient or above.</p>	<p>Mean: 3.59 Median: 3.5</p> <p>77.3% of scores were at proficient or above.</p> <p>We nearly met our aim for AAQEP Standard 2f based on the TPA Part 1 rubric. Like many of our other scores,</p> <p>It is important to note, these rubrics represent a candidate self-rating.</p>

5. Notes on Progress, Accomplishment, and Innovation

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

Our Brooklyn Campus curriculum was formerly overseen by our full-time Associate Chair who departed from the University in January 2024. This resulted in some restructuring of curriculum oversight back to the Amherst Campus under the leadership of the Executive Director of Education Programs, Dr. Kaczorowski. Over the past year, we have been working to streamline processes for monitoring field experiences and program assessment while also systematically reviewing the curriculum to make some updates for the changing certification grade band for students with disabilities.

We are pleased to report we have made excellent progress updating documents and procedures. One useful change was creating 0-credit fieldwork “lab” courses to go along with coursework to track the four phases of mentoring. Cohorts 49 (those who started Spring 2024) and beyond have been moved to this new structure, which is proving to be much easier to track than how we tracked in the past. Our curriculum work at the summer 2024 curriculum retreat will result in some program revisions for our current Trans B programs. We also will be creating traditional teacher education programs for both tracks (early childhood and childhood) that mirror our current programs but utilize a different fieldwork structure. Traditional programs will allow us to recruit from outside NY state, as Trans B programs are restricted to fieldwork in the state.