



AAQEP Annual Report for 2025

Provider/Program Name:	Westfield State University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	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.

The professional education unit's shared vision is expressed as "Educators as Leaders Building Learning Communities." Our vision is the outgrowth of community discussions among faculty of both initial and advanced programs, students and our P-12 partners; it embodies two key concepts - leadership and learning community. All WSU Education programs are unified by the shared vision: Educators as Leaders Building Learning Communities. The pillars that undergird this vision are community building, reflective practice, diversity, social justice and engaged scholarship. Program courses, field experiences and policies address one or more of the themes

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):

[AAQEP Accreditation | Westfield State University \(ma.edu\)](https://www.westfield.edu/aaqep)

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
<i>Programs that lead to initial teaching credentials</i>			
Baccalaureate	Biology, 8-12, Initial	3	1
Postbaccalaureate*	Biology, 8-12, Initial	5	2
Baccalaureate	Early Childhood, PreK-2, Initial	115	13
Postbaccalaureate	Early Childhood, PreK-2, Initial	7	2
Baccalaureate	Elementary, 1-6, Initial	128	23
Postbaccalaureate	Elementary, 1-6, Initial	9	5
Baccalaureate	English, 5-12, Initial	29	3
Postbaccalaureate	English, 5-12, Initial	4	2

Baccalaureate	General Science, 5-8, Initial	1	0
Postbaccalaureate	General Science, 5-8, Initial	0	0
Baccalaureate	History, 5-12, Initial	46	9
Postbaccalaureate	History, 5-12, Initial	6	1
Baccalaureate	Mathematics, 5-8 & 8-12, Initial	18	4
Postbaccalaureate	Mathematics, 5-8 & 8-12, Initial	4	2
Baccalaureate	Moderate Disabilities, PreK-8 & 5-12, Initial	36	5
Postbaccalaureate	Moderate Disabilities, PreK-8 & 5-12, Initial	39	17
Baccalaureate	Physical Education, PreK-8 & 5-12, Initial	39	8
Postbaccalaureate	Physical Education, PreK-8 & 5-12, Initial	1	0
Baccalaureate	Music: Vocal/Instrumental/General, All Levels, Initial	31	7
Postbaccalaureate	Music: Vocal/Instrumental/General, All Levels, Initial	0	0
Total for programs that lead to initial credentials		521	104
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master's	Early Childhood, Professional License	5	0
Master's	Elementary Education, Professional License	6	3
Master's	English Education, Professional License	3	0
Master's	Mathematics, 5-8 & 8-12, Professional License	9	3
Master's	Movement Science, Professional License	26	11
Master's	Reading Education, Initial License	18	6
Total for programs that lead to additional/advanced credentials		67	20

Programs that lead to P-12 leader credentials			
		0	0
Total for programs that lead to P-12 leader credentials		0	0
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
Endorsement	Sheltered English Emersion, Stand Alone	3	3
Master's	School Counselor, Initial License	7	2
Master's	School Adjustment Counselor, Initial License	13	9
Total for programs that lead to specialized professional or no specific credentials		23	14
TOTAL enrollment and productivity for all programs		611	138
Unduplicated total of all program candidates and completers		611	138

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 – Data from IR team

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.

611

<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>
138
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
138
<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>There was a total of 104 teacher education candidates admitted to a 4-year baccalaureate programs in fall of 2018 and spring of 2019. A cohort of 71 or 68% graduated as program completers within six years of admission to the university.</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>In October 2020, the Department of Elementary and Secondary Education (DESE) approved a pilot of alternative assessments for several MTEL requirements. In May 2025, the Board of Elementary and Secondary Education (BESE) approved amendments to the educator licensure regulations, making these alternative assessments permanent under Massachusetts law. Approved options include Communication and Literacy alternatives, MTEL-Flex for candidates within one standard error of passing, and subject-matter knowledge attestations for authorized Sponsoring Organizations. Westfield State University (WSU) is approved to offer a Foundations of Reading Attestation. Consistent with DESE guidance, which no longer requires MTEL passage as a condition for practicum or program completion, WSU permits candidates to advance to practicum with one outstanding subject-matter MTEL, accompanied by advising and monitoring.</p> <p>During AY24–25, there were 138 program completers. 115 candidates (83.3%) passed all required MTELS prior to the start of practicum. The remaining 23 candidates (16.7%) advanced under an approved MTEL waiver. Of those candidates, 16 passed their outstanding MTEL within AY24–25, five passed in Spring 2026, and two are currently completing testing while employed as Teachers of Record under an approved waiver. By Spring 2026, 91.3% of candidates who initially advanced with a waiver had passed all required MTELS.</p> <p>MTEL and alternative assessment data are reviewed annually and inform continuous improvement related to candidate readiness, licensure support, and compliance with DESE and accreditation expectations.</p>
<p>F. Explanation of evidence available from program completers, with a characterization of findings.</p>
<p>WSU uses a combination of DESE-provided survey data and institutionally administered Program Completer and Alumni surveys to gather evidence of completer satisfaction. Because DESE does not disaggregate employer or completer survey results by preparation program, WSU</p>

reviews the DESE data for contextual information and supplements it with Program Completer and Alumni surveys to obtain more comprehensive, program-specific evidence of completer satisfaction.

Overall, results from the WSU Program Completer survey indicate consistently positive perceptions of preparation. Completers reported that they felt well or adequately prepared and/or selected agree or strongly agree responses across all survey items. Qualitative responses further reinforce these findings, with completers providing positive feedback regarding the quality and effectiveness of their preparation at WSU.

G. Explanation of evidence available from employers of program completers, with a characterization of findings.

During the 2024–25 academic year, hiring principals rated WSU-prepared teachers at or above statewide averages across the four DESE-identified evidence areas. Employers evaluated teachers based on the extent to which an individual teacher’s performance was significantly below or above that of other teachers in similar roles.

Among WSU teachers included in the employer survey (n = 20), performance ratings were consistently aligned with statewide means in the four top performance categories. Many WSU-prepared teachers exceeded statewide averages, indicating strong relative performance compared to peers employed across the Commonwealth.

Most notably, fewer WSU-prepared teachers included in the survey (n = 20) was rated in the “Bottom 50%” category compared to State averages. This finding suggests that employers felt WSU completers met or exceeded the average in any critical domain and reflects a high level of consistency and effectiveness among program completers across all measured areas.

H. 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.

According to the 2023–2024 Edwin Analytics Program Completer Employment Report, 88% of Westfield State University teacher education completers were employed in Massachusetts public schools compared to a statewide average of 75%, demonstrating strong workforce alignment and program effectiveness. Edwin Analytics reports include only Massachusetts public school employment and therefore represent a conservative measure of completer success, excluding private, charter, out-of-state, and other education-related positions.

WSU also actively recruits alumni into advanced credentialing pathways, including Master’s programs for Professional Licensure and Professional Support Personnel programs (School Counseling, School Adjustment Counseling, and Reading Specialist), through Graduate and Continuing Education outreach.

I. Explanation of how the staffing capacity for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

During AY 2024–2025, staffing capacity for program delivery, administration, and quality assurance remained unchanged and aligned with the current size of the program. Instruction is supported by qualified faculty and supervisors, with course coverage and supervision matched to enrollment levels. Administrative functions—including pre-practicum and practicum placements, licensure support, and data reporting—continued without disruption. Ongoing faculty and staff review of candidate and completer data, supported by institutional and state data systems, sustains systematic quality assurance.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for performance (criteria for success) 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 (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Candidate Assessment of Performance (CAP) - state-mandated assessment conducted during practicum semester.	To successfully complete CAP, candidates must score at the acceptable level on seven Essential Elements, which align to AAQEP aspects 1a, 1c, 1d, 1e, and 1f. The areas of performance are: Subject Matter Knowledge, High Expectations, Safe Learning Environment, Adjustment to Practice, Inclusive Instruction, Collaboration on Student Learning and Well Being, and Reflective Practice. Candidates must score Proficient in Quality for all seven Essential Elements with Needs Improvement for Score and Consistency. <i>Note:</i> WSU encourages supervisors to assign an Exemplary rating only to candidates who are Teachers of	In 2024-2025, 104 student teachers were deemed "ready to teach" based on acceptable performance on each CAP critical evidence measure.

	Record and who can model effective practice and/or coach faculty.	
Student-Teacher completer survey	WSU updated the student teacher exit survey in AY 24 -25 to address new state and federal standards around Culturally Responsive Practices and Early Literacy requirements.	104 exiting student teachers completed the survey in AY 2024–2025. We continue to see most candidates rating themselves as “adequately prepared.” Very few candidates reported feeling “insufficiently prepared,” and those ratings were distributed across the 104 survey questions related to program preparation.
State report (Edwin Analytics) – Teacher employment and retention	State collects/reports data -disaggregated by SO - on various measures of MA public school teacher graduates, and state and district retention. The state conducts an annual survey of employers of first-year teachers, in which employers are asked to compare the performance of individual new teachers to the performance of other teachers.	WSU employment of graduated teachers is on par or better with the state means in all categories.
WSU Student Satisfaction Survey	WSU is piloting a student satisfaction survey to collect students’ feedback on their educational experiences, including instruction, advising, resources, and overall program quality. The results help faculty and administrators identify strengths and areas for improvement, inform program planning and curriculum decisions, support continuous improvement and accreditation efforts, and guide professional development and resource allocation, while maintaining student confidentiality.	Results from the student satisfaction survey indicate that the majority of students rated their overall satisfaction with the WSU licensure program favorably. Most respondents selected “Almost Always” when evaluating their experiences across key areas of the program, including instruction, support, and overall quality. These results suggest that students consistently perceive the program as effective and supportive of their learning and professional preparation.

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
State report (Edwin analytics) – teacher employment and retention	State collects/reports data – disaggregated by SO – on various measures of MA public school teacher employment including first year graduates, state and district retention.	WSU employment of graduated teachers is consistently on par or better with state means in all categories. Of the 104 completers, 88% were employed in the role of teacher in MA public schools.
State report – (Edwin analytics) – teacher evaluations	The state provides teacher evaluation data on an annual basis for teachers of record, which can be disaggregated by the SO from which the teacher completed a program. Principals rate The latest available data (AY23-24) shows 82 WSU program completers were employed as a teacher of record during the AY23-24 year. Evaluations with ratings of Exemplary, Proficient, and Needs Improvement. Teachers are given an overall rating, as well as a rating on each of the four critical evidence measures. The four areas of critical evidence evaluated are: Curriculum, Planning, and Assessment, Teaching All Students, Family and Community Engagement, and Professional Culture. These four standards align with aspects 2b, 2c, 2e, and 2f of AAQEP Standard 2.	Teacher evaluation data from AY 2023–2024 indicate that the majority of WSU program completers employed as Teachers of Record received evaluations of Proficient on par with the state results. These data are reviewed annually by faculty and administrators to identify strengths and areas for refinement. When considered alongside other evidence sources, the results inform curriculum review, enhancements to clinical experiences and supervision, and faculty professional development, supporting continuous program improvement

5. Notes on Progress, Accomplishment, and Innovation – Information from MK

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

The 2024–2025 academic year has brought continued state initiatives and workforce challenges for educator preparation programs. In response to persistent teacher shortages, several partner districts have turned to WSU to employ practicum students to meet temporary and full-time staffing needs. The program continues to work collaboratively with districts to explore flexible staffing solutions while maintaining program integrity and high-quality placements.

Education and content-area faculty remain actively engaged in multiple ongoing initiatives, including implementation of updated Early Literacy Standards and the CAP Early Literacy Observation, revisions to district MOUs, support for candidates on emergency licenses through the Western Massachusetts Regional Center, SEI integration across coursework, MTEL preparation offerings, and program-wide alignment with updated Professional Standards for Teachers.

Dr. Megan Kennedy's continues to serve as Associate Dean of Educator Preparation. Reporting to the Interim Dean of the College of Professional Services, Dr. Kennedy provides leadership for the Office of Teacher Licensure and supports coordination, compliance, and continuous program improvement.