



AAQEP Annual Report for 2023

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):

<https://www.westfield.ma.edu/academics/education-department> (Information is being updated by WSU Marketing Department).

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 (12 months ending 08/23)	Number of Completers in most recently completed academic year (12 months ending 08/23)
<i>Programs that lead to initial teaching credentials</i>			
Baccalaureate	Teacher, Biology, 8-12, Initial	9	3
Postbaccalaureate*	Teacher, Biology, 8-12, Initial	5	2
Baccalaureate	Teacher, Early Childhood, PreK-2, Initial	111	12
Postbaccalaureate	Teacher, Early Childhood, PreK-2, Initial	8	7
Baccalaureate	Teacher, Elementary, 1-6, Initial	179	16
Postbaccalaureate	Teacher, Elementary, 1-6, Initial	8	14
Baccalaureate	Teacher, English, 5-12, Initial	35	4
Postbaccalaureate	Teacher, English, 5-12, Initial	8	1
Baccalaureate	Teacher, General Science, 5-8, Initial	4	2
Postbaccalaureate	Teacher, General Science, 5-8, Initial	0	0
Baccalaureate	Teacher, History, 5-12, Initial	49	6

Postbaccalaureate	Teacher, History, 5-12, Initial	12	1
Baccalaureate	Teacher, Mathematics, 5-8 & 8-12, Initial	18	3
Postbaccalaureate	Teacher, Mathematics, 5-8 & 8-12, Initial	3	1
Baccalaureate	Teacher, Moderate Disabilities, PreK-8 & 5-12, Initial	45	4
Postbaccalaureate	Teacher, Moderate Disabilities, PreK-8 & 5-12, Initial	0	5
Baccalaureate	Teacher, Physical Education, PreK-8 & 5-12, Initial	14	4
Postbaccalaureate	Teacher, Physical Education, PreK-8 & 5-12, Initial	1	2
Baccalaureate	Teacher, Music: Vocal/Instrumental/General, All Levels, Initial	29	4
Postbaccalaureate	Teacher, Music: Vocal/Instrumental/General, All Levels, Initial	1	0
Total for programs that lead to initial credentials		539	91
<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	0
Master's	English Education, Professional License	5	0
Master's	Mathematics, 5-8 & 8-12, Professional License	6	0
Master's	Movement Science, Professional License	25	0
Master's	Reading Education, Initial License	20	3
Total for programs that lead to additional/advanced credentials		67	3
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Endorsement	Sheltered English Emersion, Stand Alone	12	12

Master's	School Counselor, Initial License	10	2
Master's	School Adjustment Counselor, Initial License	4	7
Total for additional programs		26	21
TOTAL enrollment and productivity for all programs		632	115
Unduplicated total of all program candidates and completers		632	115

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.)

Art Education for PK-8 or 5-12 Licensure, was added in 2019-2020.

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.
632
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.
632
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
115

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.

The following number of teacher education candidates admitted to 4-year baccalaureate programs in fall 2017 and spring 2018 graduated as program completers within six years of admission to the university: 53% completion rate for the AY(58 out of 109 students).

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%.

2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
Attempted	Passed	Attempted	Passed	Attempted	Passed	Attempted	Passed	Attempted	Passed
1053	678	637	380	1000	609	1108	532	1059	461

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

Above data are consistent with other MA state universities on MTEL exams. Data reported in the table above are cumulative and not cohort-based. The Office of Teacher Licensure was awarded an internal innovation grant in the amount of \$11,639 to support students in the successful completion of this state licensure requirement. At this time, only half of the grant money has been utilized and additional steps are being taken to put this funding towards student supports. This includes vouchers for transfer students to support onboarding at WSU and movement on this component of licensure, funds to support MTEL review sessions in person, and the building of self- paced MTEL courses for current and future students. Additionally, WSU recently paired with another local state university to submit a Regional Center grant to support individuals currently holding an emergency license. As part of this work, additional MTEL supports are being built an added.

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

WSU relies on MA state data collection system (Edwin Analytics) for most evidence related to success of teacher education completers. The Department of Elementary and Secondary Education (DESE) has not reported 2022-2023 data at this time. We will be using 2021-2022 for all reports.

In 2021-22, WSU employed teachers performed out-performed the state averages on all six areas. Employers rated individual teachers based on "the extent to which this teacher's performance is significantly below or above that of other teachers." Although WSU teachers included in the survey (n=8) were mostly on par with state means for performance in the "top 1%" category, our teachers outperformed the state means in the "top 10% and top 25%" categories.

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.

In the 2021-2022 Edwin report on program completer employment, data showed that the rate of employment for our completers in MA public schools exceeded or was on par with the state average in all measures reported, including employment in first year after graduation (79% for Westfield grads compared to 69% for the state). State and district retention rates are on par with state means.

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
Candidate Assessment of Performance (CAP) - state-mandated assessment conducted in practicum semester.	In order 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, Well Structured Lessons, High Expectations, Safe Learning Environment, Adjustment to practice, Meeting Diverse Needs, and Reflective Practice. Candidates must score Proficient in Quality for all seven Essential Elements with Needs Improvement for Score.	In 2022-2023, 91 student teachers were deemed "ready to teach" based on acceptable performance on each CAP critical evidence measure.

<p>Student-Teacher exit survey</p>	<p>WSU updated the student teacher exit survey in AY 22 -23 to address new state and federal standards around Early Literacy.</p>	<p>91 exiting student teachers completed the survey in AY 22-23. As was expected, there was a larger number than in previous years of adequately prepared" and a few "insufficiently prepared" ratings distributed across the 29 survey questions related to program preparation. However, 90% or more of student teachers rated themselves as Adequately or Well Prepared on 20 of 29 areas of preparation included in the survey. Ratings were lowest in areas related to MTEs. In this area, 74 % of student teachers rated themselves as adequately prepared or better.</p>
<p>State report (Edwin Analytics) – Teacher employment and retention</p>	<p>State collects/reports data -disaggregated by SO - on various measures of MA public school teacher graduates, and state and district retention. State conducts annual survey of employers of first-year teachers, in which employers are asked to compare performance of individual new teachers to performance of other teachers.</p>	<p>WSU employment of graduated teachers is on par with the state means in all categories.</p>
<p>State report - employer survey</p>	<p>State conducts annual survey of employers of first-year teachers, in which employers are asked to compare performance of individual new teachers to performance of other teachers. Employers (Principals) are asked to rate first year teachers on the following seven categories: The areas of performance are: Subject Matter Knowledge, Well Structured Lessons, High Expectations, Safe Learning Environment, Adjustment to practice, Meeting Diverse Needs, and Reflective Practice.</p>	<p>In 2021-22, survey results for 8 WSU first-year teachers showed performance on par with or better than state means in five out of six categories.</p>

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
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 on par with or better than state means in all categories.
State report – employer survey	State conducts annual survey of employers of first-year teachers, in which employers are asked to compare performance of individual new teachers to performance of other teachers.	In 2021-22, survey results for 8 WSU first-year teachers showed performance on par with or better than state means. Notably, none of the principals surveyed rated their WSU teacher graduate in the "bottom" 50% category for any of the six critical evidence measures - compared to a range of 2-6% of new teachers in state- wide results.
State report – 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. Latest available data for 2021-2022. reflect 73 WSU program completers who were teachers of record during that wide results year and are based on 60 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 n is relatively small, since the state does not report data when there are fewer than six individuals whose evaluations are reported for any one program area. The four areas of critical evidence evaluated are: Curriculum, Planning, and Assessment, Teaching All Students, Family and Community	In all four measures, WSU Educator Prep teachers were on par with or exceeded the state mean. In overall ratings, WSU teachers scored 88% at the Proficient level, and 12 % at the Needs Improvement. This is on par with state.

	Engagement, and Professional Culture. These four standards align with aspects 2b, 2c, 2e, and 2f of AAQEP Standard 2.	

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.

2022-2023 saw a return to more normal conditions post COVID. Of particular note is the ongoing teacher shortage that many districts are facing. Many of our partner districts have turned to WSU and other SOs and are seeking to hire practicum students as a way to help with their temporary and full-time faculty shortages.

Our Education faculty are continuing to work on the many initiatives that have been ongoing:

- Continued successful implementation of the alternate test to the Foundations of Reading MTEL (FoR Attestation). 26 Students have successfully passed our alternative FoR Attestation
- Full roll-out of pre-practicum gateway assessments. This assessment has a formative and summative component, and must be passed by students in order for them to proceed to practicum. Professors and Supervising teachers work with candidates to review and give high quality feedback to students.
- Implementation of a new curriculum for education department programs (early childhood, elementary, and moderate needs education), in order to create a stronger framework for the department's antiracist curriculum. A similar curriculum revision is currently waiting for final governance approval for secondary programs.
- Full implementation of the Dispositional Assessment which is used to monitor candidate dispositions throughout the entire program and across all licensure areas, to include provisions for support plans for candidates with dispositions concerns.
- Full implementation the use of the Department of Education's CAP online Platform to capture Candidate Assessment of Performance (CAP) data.

Finally, WSU Education Department continues to deal with significant issues due to retirements and cost saving efforts, the reduction in full-time faculty in the education department impacts the departments capacity to address and maintain aspects of innovations. Every effort is in place to ensure the delivery of the curriculum maintains at the highest standards but new initiatives and innovations are harder to address with less faculty.

The former chair of the department and full professor, Dr. Megan Kennedy, is also on a leave of absence from the education faculty to serve as the Executive Director of Educator Preparation, Accreditation, and Outreach. This position reports to the Assistant Provost, Dr. Brian Jennings and serves as the leadership of The Office of Teacher Licensure.

