



AAQEP Annual Report for 2021

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 encompassed 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 of AAQEP must post at least Part I):

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

2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021

Degree or Certificate granted by the institution/organization *Postbaccalaureate refers to initial teaching license completer at the certificate or master's degree level	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled (fall 2021)	Number of Completers in 2020-21
Baccalaureate	Teacher, Biology, 8-12, Initial	9	0
Postbaccalaureate*	Teacher, Biology, 8-12, Initial	7	1
Baccalaureate	Teacher, Early Childhood, PreK-2, Initial	102	20
Postbaccalaureate	Teacher, Early Childhood, PreK-2, Initial	12	8
Baccalaureate	Teacher, Elementary, 1-6, Initial	160	26
Postbaccalaureate	Teacher, Elementary, 1-6, Initial	14	11
Baccalaureate	Teacher, English, 5-12, Initial	39	4
Postbaccalaureate	Teacher, English, 5-12, Initial	14	1
Baccalaureate	Teacher, History, 5-12, Initial	49	7

Postbaccalaureate	Teacher, History, 5-12, Initial	8	3
Baccalaureate	Teacher, Mathematics, 5-8 & 8-12, Initial	29	2
Postbaccalaureate	Teacher, Mathematics, 5-8 & 8-12, Initial	7	0
Baccalaureate	Teacher, Moderate Disabilities, PreK-8 & 5-12, Initial	56	6
Postbaccalaureate	Teacher, Moderate Disabilities, PreK-8 & 5-12, Initial	35	7
Baccalaureate	Teacher, Physical Education, PreK-8 & 5-12, Initial	22	8
Postbaccalaureate	Teacher, Physical Education, PreK-8 & 5-12, Initial	5	0
Baccalaureate	Teacher, Music: Vocal/Instrumental/General, All Levels, Initial	16	2
Postbaccalaureate	Teacher, Music: Vocal/Instrumental/General, All Levels, Initial	1	0
Master's	School Counselor, Initial License	17	0
Master's	School Adjustment Counselor, Initial License	0	0
Master's	Early Childhood, Professional License	14	6
Master's	Elementary Education, Professional License	12	3
Master's	English Education	10	2
Master's	Movement Science, Professional License	21	6
Master's	Reading Education, Initial License	25	6
	TOTALS:	684	129

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 2019-20.

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

1. 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.
684
2. 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.
129
3. Number of recommendations for certificate, license, or endorsement included in Table 1.
129
4. 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>The following number of teacher education candidates admitted to 4-year baccalaureate programs in fall 2015 and spring 2016 graduated as program completers within six years of admission to the university:</p> <p>Fall 2015 cohort completion rate: 55.72 (297 of 533) Spring 2016 cohort completion rate: 70.27 (52 of 74)</p>

5. 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%.

2017-2018		2018-2019		2019-2020		2020-2021	
Attempted	Passed	Attempted	Passed	Attempted	Passed	Attempted	Passed
1248	860	1053	678	637	380	1000	609

Above data are consistent with other MA state universities on MTEL exams. Data reported in the table above are cumulative and not cohort-based.

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

WSU did not conduct a first-year (alumni) teacher survey or an alumni focus group in 2020-2021, although both those measures are currently included in our quality control system. This was due to a combination of complications due to Covid, and staff transitions and attrition. We plan to resume both practices in this coming spring semester, or the following academic year at latest. Although the state does conduct a first-year teacher survey, in past years the “n” has been too low to produce usable data. However, if the “n” has improved, we may resort to the state alumni survey next year instead of conducting our own.

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

WSU relies on the state’s employer survey, which collects data based on six areas of Critical Evidence that are measured in student teaching and in teacher evaluations.

In 2018-19 (our most recent year of available data)*, WSU employed teachers performed better or on par with state averages on all six areas. Employers rate 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=25) were mostly on par with state means for performance in the “top 1%” and “top 10%” categories, our teachers outperformed the state means in the “top 25%” category. Perhaps most significantly, none of the 25 teachers surveyed by their employers scored in the “bottom 50%” group in any of the six critical evidence areas.

*DESE did not conduct an employer survey in 2019-20, and we are unable to access the portal to the state system at the time this report is being prepared. In next years report, we will attempt to cover gaps in this evidence category.

8. 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.

Prior to spring 2020, candidates were required to pass all required state licensure exams before admission to student teaching (practicum), thus resulting in a 100% pass rate for program completers. In spring 2020, due primarily to the suspension of MTEL testing due to Covid, WSU suspended this requirement for admission to practicum and also as a prerequisite for admission to practicum. The state has also instituted an emergency waiver to allow graduates of teacher education programs to teach without having passed all requisite exams. Both WSU and state emergency provisions have been extended through 2021-2022.

WSU relies on the state data collection system (Edwin Analytics) for most evidence related to success of teacher education completers. In the 2020 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 (81% for Westfield grads compared to 66% for the state). State and district retention rates are on par with state means.*

*The Edwin system portal is not working at the time we are preparing this report, and thus we are reporting data from 2020. In the 2022 annual report, we will include data to cover the 2021 gap.

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 pass student teaching, candidates must score at the acceptable level on six domains, which align to AAQEP aspects 1a, 1c, 1d, 1e, and 1f.	In 2020-2021, all 160 student teachers passed were deemed “ready to teach” based on acceptable performance on each CAP critical evidence measure.

Student-teacher exit survey	In 2019-2020, WSU significantly revised its student teacher exit survey, in order to create explicit alignment to AAQEP and state standards. The previous version of the survey was aligned to INTASC and state standards. A version of the survey for completion by supervising practitioners and practicum supervisors has also been completed but has not yet been implemented.	84 exiting student teachers completed the survey in spring 2020. As was expected, there was a larger number than in previous years of “somewhat 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. As in previous years, ratings were lowest in areas related to ESL teaching, and strategies for working with parents. In those areas, 71-83% of student teachers rated themselves as adequately prepared or better.
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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
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, and state and district retention	WSU employment of graduated teachers is on par with or better than state means in all categories (data not available for 2020-21)
State report - employer survey	State conducts annual survey of employers of first-year teachers, in	In 2018-19, survey results for 25 WSU first-year teachers showed performance

	<p>which employers are asked to compare performance of individual new teachers to performance of other teachers.</p>	<p>on par with or better than state means. Notably, none of the teachers surveyed by employers were rated 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.</p>
State report – teacher evaluations	<p>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 2018-19*, for 36 WSU program completers who were teachers of record during that year, are based on ratings of Excel, Proficient, and Needs Improvement. Teachers are given an overall rating, as well as a rating on each of the six 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 six areas of critical evidence that are evaluated align with aspects 2b, 2c, 2e, and 2f of AAQEP Standard 2.</p> <p>*Data were unavailable or inaccessible for 2019-20 and 2020-21. Any data that is available for the past 2 years will be provided in next year’s AR.</p>	<p>In all six measures, WSU-produced teachers were on par with or exceeded state means. In overall ratings, 8% of WSU teachers scored at the Excel level, 89% at Proficient, and 3% Needs Improvement. In contrast, state means (n=671) were 3% Excel, 94% Proficient, and 3% Needs Improvement.</p>

5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

2020-2021 was a difficult year, as it was for most SOs. Field and practica experiences were conducted virtually, as were college classes. However, faculty had the opportunity to work on several innovations and changes during that year, most of which were implemented in fall 2021. Those changes include:

- Development, and state approval of, an alternate test to the Foundations of Reading MTEL
- Development and implementation of a pre-practicum gateway assessment, in which candidates are evaluated on their teaching performance. This assessment has a formative and summative component, and must be passed by students in order for them to proceed to practicum.
- Development and 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 in development for secondary programs.
- Development of policies and documents to ensure dispositions are monitored throughout a candidate's programs, to include provisions for support plans for students with dispositions concerns.

WSU has undergone a significant revision of its organization and administrative structure, as part of an effort to save costs and improve efficiency.

WSU's Board of Trustees appointed Dr. Linda Thompson as its 21st president on Apr 28, 2021.