AAQEP Annual Report for 2022

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 Dept)

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 2021-2022

Degree or Certificate granted by the institution or 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** enrolled in most recently completed academic year (12 months ending 08/22	**Number of Completers** in most recently completed academic year (12 months ending 08/22)
Baccalaureate	Teacher, Biology, 8-12, Initial	8	1
Postbaccalaureate*	Teacher, Biology, 8-12, Initial	7	1
Baccalaureate	Teacher, Early Childhood, PreK-2, Initial	98	4
Postbaccalaureate	Teacher, Early Childhood, PreK-2, Initial	10	4
Baccalaureate	Teacher, Elementary, 1-6, Initial	149	18
Postbaccalaureate	Teacher, Elementary, 1-6, Initial	10	4

Baccalaureate	Teacher, English, 5-12, Initial	25	0
Postbaccalaureate	Teacher, English, 5-12, Initial	9	4
Baccalaureate	Teacher, General Science, 5-8, Initial	3	0
Postbaccalaureate	Teacher, General Science, 5-8, Initial	0	0
Baccalaureate	Teacher, History, 5-12, Initial	39	8
Postbaccalaureate	Teacher, History, 5-12, Initial	13	0
Baccalaureate	Teacher, Mathematics, 5-8 & 8-12, Initial	18	1
Postbaccalaureate	Teacher, Mathematics, 5-8 & 8-12, Initial	2	0
Baccalaureate	Teacher, Moderate Disabilities, PreK-8 & 5-12, Initial	49	2
Postbaccalaureate	Teacher, Moderate Disabilities, PreK-8 & 5-12, Initial	28	5
Baccalaureate	Teacher, Physical Education, PreK-8 & 5-12, Initial	20	4
Postbaccalaureate	Teacher, Physical Education, PreK-8 & 5-12, Initial	1	1
Baccalaureate	Teacher, Music: Vocal/Instrumental/General, All Levels, Initial	15	1
Postbaccalaureate	Teacher, Music: Vocal/Instrumental/General, All Levels, Initial	1	0
Masters	School Counselor, Initial License	14	7

Masters	School Adjustment Counselor, Initial License	**4**	**4**
Masters	Early Childhood, Professional License	**11**	**1**
Masters	Elementary Education, Professional License	**14**	**1**
Masters	English Education, Professional License	**0**	**0**
Masters	Teacher, Mathematics, 5-8 & 8-12, Professional	**6**	**0**
Masters	Movement Science, Professional License	**27**	**0**
Masters	Reading Education, Initial License	**24**	**6**
SEI	Sheltered English Emersion, Stand Alone Endorsement	**6**	**6**
	Totals	**611**	**83**

	Programs that lead to initial teaching credentials		
		547	75
	Total for programs that lead to initial credentials	547	75
	Programs that lead to additional or advanced credentials for already-licensed educators		
		58	2
	Total for programs that lead to additional/advanced credentials	58	2
	Programs that lead to credentials for other school professionals or to no specific credential		
		48	23
	Total for additional programs	48	23

TOTAL enrollment and productivity for all programs	611	83
Unduplicated total of all program candidates and completers	611	83

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

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
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.
83
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
83
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 2016 and spring 2017 graduated as program completers within six years of admission to the university: Fall 2016 cohort completion rate: 45.5%* (61 out of 134 students) Spring 2017 cohort completion rate: 44.4%* (4 out of 9 students).

*Please note that these numbers have been generated using data from our SIS system. Our Institutional Reporting Group normally supplies this data but is undergoing a reorganization and restaffing.

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	
Attempted	Passed	Attempted	Passed	Attempted	Passed	Attempt	Passed
1053	678	637	380	1000	609	1108	532

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

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

WSU used the state's Teacher Completer survey, which collects data from individuals employed in a Massachusetts public school one year after program completion based on four standards.

In 2020-21, WSU Teacher Completers rated their experience at WSU positively in all of the four standards. WSU teachers included in the survey (n=17) were mostly on par with state means. Perhaps most significantly, our candidates reported that they felt well prepared to differentiate instruction (82% for Westfield grads compared to 73% for the state), to work with students from diverse ethnic, racial, and socioeconomic group (94% for Westfield grads compared to 76% for the state), working with ELLs (71% for Westfield grads compared to 58% for the state), and work with parents and the community (76% for Westfield grads compared to 53% for the state). All areas that their state counterparts rated far lower.

G. 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 2020-21, 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=26) 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 26 teachers surveyed by their employers scored in the "bottom 50%" group in any of the six critical evidence areas.
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.
WSU relies on the state data collection system (Edwin Analytics) for most evidence related to success of teacher education completers. In the 2021 Edwin report on program completer employment, data showed that the rate of employment for our completers in MA public schools was on par with the state average in all measures reported, including employment in first year after graduation (71% for Westfield grads). State and district retention rates are on par with state means. WSU actively recruits alumni to its Master's for Professional Licensure programs as well as to the Professional Support Personnel (School Counselor, School Adjustment Counselor, and Reading Specialist programs) through our Graduate and Continuing Education outreach marketing.

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 2021-2022, all student teachers were deemed "ready to teach" based on acceptable performance on each CAP critical evidence measure.
Student-teacher exit survey	WSU significantly revised its student teacher exit survey in AY20-21 to explicitly align to AAQEP 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 due to continuing COVID related issues.	81 exiting student teachers completed the survey in AY 21-22. 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. Ratings were lowest in areas related to IEPs, and MTELs. In those areas, 70-81% of student teachers rated themselves as adequately prepared or better
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 the 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 26 WSU first-year teachers showed performance 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.

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.
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 26 WSU first-year teachers showed performance 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.
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	In all six measures, WSU-Educator Prep teachers were on par with or exceeded state means. In overall ratings, 7% of WSU teachers scored at the Exemplary

	a program. Latest available data for 2021-22, reflect 78 WSU program completers who were teachers of record during that year and are based on 58 Evaluations with ratings of Exemplary, 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.	level, 88% at Proficient, and 3% Needs Improvement. This is on par with state wide results.

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.

2021-2022 was again a difficult year, as it was for most SOs. During the Fall of 2021, field and practica experiences were conducted virtually, as were college classes. Spring of 2022 saw most placements and classes back in person although some districts did continue with virtual placements for part of the spring 22 semester. Our candidates have learned to persevere throughout these past semester relying on guidance from faculty, program supervisors and host teachers.

Many faculty have continued the work started during AY 20-21 including:

- Development, state approval of, and successful implementation of an alternate test to the Foundations of Reading MTEL.
- Piloting 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 waiting for final governance approval for secondary programs.
- Piloting of the Dispositional Assessment which is used to monitor candidate dispositions throughout the entire program, to include provisions for support plans for candidates with dispositions concerns.
- Piloting the use of the Department of Education's CAP online Platform to capture Candidate Assessment of Performance (CAP) data.

Finally, WSU Education Department has undergone a significant changes to its structure, in part due to retirements and as an effort to save costs and improve efficiency. 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. Enrique Morales-Diaz and serves as the leadership of The Office of Teacher Licensure.