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

- **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)
Programs that lead to initial teaching credentials			
MS in Early Childhood/Special Education Trans B (alt cert) program	Early Childhood Education B-		

Total for programs that lead to initial credentials		**216**	**86**
Programs that lead to additional or advanced credentials for already-licensed educators			
-	-	-	-
Total for programs that lead to additional/advanced credentials		-	-
Programs that lead to credentials for other school professionals or to no specific credential			
-	-	-	-
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

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

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

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.

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 expected timeframe for completing of one of our Trans B programs is approximately **1.75 years**

- **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

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

	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. We clustered the three 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.**	
AAQEP Standard 1b **TPA Part 1 - Instructional Planning** • 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	**Mean:** 3.44 **Median:** 3.5 **71.2%** of scores were at proficient or above for this cluster. 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%.
AAQEP Standard 1c **TPA Part 1 - Instructional Planning** • Rubric 5: Culturally/Linguistically Responsive & Sustaining Practices	Same criteria as above for all TPA rubrics	**Mean:** 3.4 **Median:** 3.5 **69.2%** of scores were at proficient or above for this cluster. We nearly met our aim for AAQEP Standard 1c

AAQEP Standard 2c **CST: Students with Disabilities** 4. Strategies for Planning and Managing the Learning Environment and for Providing Behavioral Interventions	The same performance expectations described in row 1 apply to all NYS certification exam scores. For the exams, we are looking at each component separately.	**Mean:** 3.41 **Median:** 4.0 We exceeded our aim for AAQEP Standard 2c based on this CST rubric score.
AAQEP Standard 2f **TPA Part 4 -**		

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.