



AAQEP Annual Report for 2024

Provider/Program Name:	St. Joseph’s University: Infant Toddler Early Childhood Special Education, TESOL, Literacy and Cognition, Educational Leadership with Critical Consciousness, Special Education with an Annotation in Multiple and Severe Disabilities, Mathematics Education, Applied Behavior Analysis
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June 2029

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.

If sculpting the minds of tomorrow’s leaders excites you, then the Child Study program at St. Joseph's University is your perfect fit. Our Child Study Department prepares graduates to be confident standing in front of a classroom, inspiring and educating students.

St. Joseph’s small classes maximize student participation. As part of the Child Study Department, you will be embraced by a supportive community and collaborate often with your professors and peers. Faculty will personally know you and offer guidance

and support. By graduation, you will be prepared to ace all of your teaching certifications and be ready to step right up to the front of a classroom.

MA in Infant/Toddler Early Childhood Special Education: The mission of the Infant/Toddler Early Childhood Special Education graduate program at St. Joseph's University is to produce early childhood educators who are exceptionally skilled at enhancing the cognitive, physical, and social development of young children aged birth through second grade with a wide range of special needs. Our graduate students become skilled at developing and implementing curricula that are grounded in current research and follow the disciplinary sequence of courses built around collaboration with families and other professionals, graduates are prepared to work in a variety of educational environments (homes, schools, and other community settings).

As the first degree of its kind on Long Island and offered only at SJNY Long Island, this program is designed for those interested in obtaining a Master of Arts Degree in Infant/Toddler Early Childhood Special Education, and leads to initial or professional certification in Students with

Disabilities: Early Childhood Birth - Grade 2 and/or initial or professional certification in Early Childhood Birth - Grade 2. This part-time program is also suitable for students and teachers who have basic certifications in Students with Disabilities: Early Childhood Birth -Grade 2 and/or professional certification in Early Childhood Birth - Grade 2 who work or plan to work with infants, toddlers, and children in the early childhood stages of development, and who may have special developmental delays. The courses offered are appropriate for students and teachers who wish to acquire or continue their expertise in teaching by acquiring knowledge and developing competencies working with infants, toddlers, and young children, and their families. The program emphasizes the interrelated development of knowledge, understanding, sensitivity, and skills resulting in more effective and significant teaching and learning.

The graduate program consists of 37 credits. Some courses are three credits and some are four (curriculum and student teaching courses are 4). Students must complete the 37 credits, which include one full semester or summer session in either a student teaching or practicum placement and a Master's Thesis. To successfully complete the program, students must maintain a B average.

Taught by highly qualified experts in the field of Early Childhood, the program offers a high-quality educator preparation experience. The multi-disciplinary team of experts who teach the courses are what make the program stand out among others and most unique. Students are not only exposed to a comprehensive understanding of the roles and duties of the related experts they will eventually work closely with, but also an understanding of their role as teachers of young children.

MA in TESOL: The mission of the Master of Arts Program in Teaching English to Speakers of Other Languages (TESOL) at St. Joseph's University New York is to prepare teacher candidates that recognize the specific needs and academic performance of the English Language Learner (ELL) population. In response to heightened accountability measures for schools and districts for both content-area achievement and English language proficiency development of ELLs, the TESOL program focuses on developing

educators' instructional practices that equally support content and language learning objectives. In line with the TESOL International Association's commitment to excellence in English language teaching to speakers of other languages in bi-/multilingual contexts, the coursework within the TESOL program incorporates research-based principles of second language acquisition, along with assessment tools that aim to promote the academic success of ELLs. Teacher candidates examine the most current recommendations and standards (TESOL International Association, Next Generation Standards) for ELLs, interrogating cultural, sociopolitical, and instructional dimensions of teaching and learning.

MA in Literacy and Cognition: The Master of Arts Program in Literacy and Cognition is a response to the various legislation and standards (International Literacy Association, New Generation Standards) that aim to provide equity in education for all children. With this aim in mind, the Literacy and Cognition program focuses on developing the skills and strategies that educators need to meet the instructional and social learning expectations for their students. To meet these expectations, the program provides opportunities to explore ways that classroom teachers and reading specialists can provide efficient literacy instruction for all students. Within the coursework, program candidates develop their pedagogical skills and conduct meaningful research in the areas of literacy and cognition. Opportunities are provided to examine the issues of literacy and cognition in education from cultural, political, instructional and social perspectives for all students.

MA in Educational Leadership with Critical Consciousness: The Educational Leadership Program fosters academic inquiry that equips candidates with the skills, knowledge, and dispositions necessary to drive impactful change as a school leader. Candidates will cultivate leadership abilities that enhance educational environments, advocate for diversity, and promote the inherent dignity of every individual. A central focus of the program is developing a critical awareness that enables leaders to identify and address barriers to full inclusion and participation. Through collaborative research and dialogue, candidates will build a steadfast commitment to removing these obstacles and creating equitable learning spaces.

MA in Special Education with an Annotation in Multiple and Severe Disabilities: The Master of Arts in Special Education prepares candidates to be highly effective professionals for a wide variety of careers involving students with mild, moderate and severe disabilities and their families. It addresses the challenges of teachers in the field of special education, creates leaders and upholds and advances the principles set forth by the Council for Exceptional Children (CEC). Graduates are prepared to apply for a New York State annotation for Severe and Multiple Disabilities, as well as certification in Students with Disabilities. This program prepares graduates to recognize the dignity, freedom and inherent value of each student, as per the mission of St. Joseph's College.

MA in Mathematics Education: The purpose of the Master of Arts program in Mathematics Education is to prepare intellectually-equipped students to become accomplished mathematics teachers. In doing so, the Program aims to extend the depth and breadth of mathematical skills previously learned on the undergraduate level and to enable teaching professionals to use these expanded skills to motivate and engage a diverse population of students who possess varying cognitive skills and learning styles. Particular attention will be paid to integrating technology with the teaching of mathematics in order to meet the standards set by both New

York State and the National Council of Teachers of Mathematics. The Department seeks to instill in teaching professionals dedication to the discipline, as well as the desire and ability to become lifelong learners.

MS in Applied Behavior Analysis: The mission of the Applied Behavior Analysis (ABA) program at St. Joseph's University is to empower students with a robust foundation in behavior analytic theory and comprehensive training in behavior analytic assessment and intervention. Rooted in the values of service to the community, our program prepares students for diverse careers in behavior analysis. By emphasizing ethical practice and cultural competence, graduates are equipped to make meaningful contributions in their professional roles, locally and globally. Our commitment to excellence is underscored by preparing students for licensure in New York State and national board certification (BCBA) through the Behavior Analyst Certification Board. By fostering a culture of continuous learning and innovation, we ensure our graduates are leaders in advancing the field of applied behavior analysis.

The graduate ABA program was the first program in New York State to offer a licensure-qualifying curriculum. The MS program meets the educational requirements for national board certification (i.e., BCBA) and New York State licensure (i.e., LBA). The MS in ABA program is also an Association for Behavior Analysis International (ABAI) Verified Course Sequence (VCS). Twelve courses in the master's program cover the Behavior Analyst Certification Board's (BACB) 5th Edition Task List. Course content includes concepts and principles of behavior, functional behavior assessment, the design and implementation of behavior intervention plans, understanding assessment and measurement tools, research methodology and experimental design, scientific and professional ethics and standards of practice, maintenance of client/student records, issues of cultural and ethnic diversity, autism and related disorders, behavior analytic practice, and the implementation of a master's thesis. All students are required to accrue at least 150 supervised experience hours in the practicum course at a location that is in a formal site agreement with the university. Students are required to receive weekly supervision from a BCBA/LBA at this location. Students also have the option to begin accruing fieldwork experience beginning on day one of the MS program; however, this is not a requirement, offering much flexibility to the MS students.

The MS in ABA program has twelve classes and consists of 35 credits. Eleven courses are worth 3 credits each, and one course is worth 2 credits. All MS students must meet the requirements of the twelve courses. All courses are offered in the fall, spring, and summer semesters in an asynchronous online format. To successfully complete the program, students must maintain a B average.

All courses are taught by highly skilled behavior analysts, psychologists, or special educators, most of whom regularly engage in clinical work and/or research. All behavior analytic faculty are required to maintain active status as BCBAs and NYS LBAs and stay in "good standing" with the BACB. The faculty frequently shares personal, clinically relevant content with students to make the material meaningful to what the students are learning in their fieldwork experiences.

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):

MA Infant/Toddler Early Childhood Special Education: <https://www.sjny.edu/long-island/academics/graduate/degree/infant-toddler-early-childhood-special-education>

MA in TESOL:
<https://www.sjny.edu/brooklyn/academics/graduate/graduate-degrees/tesol>

MA in Literacy and Cognition:
<https://www.sjny.edu/long-island/academics/graduate/degree/literacy-and-cognition>

MA in Educational Leadership with Critical Consciousness: <https://www.sjny.edu/long-island/academics/graduate/degree/educational-leadership/curriculum>

MA in Special Education with an Annotation in Multiple and Severe Disabilities:
<https://www.sjny.edu/brooklyn/academics/graduate/graduate-degrees/childhood-or-adolescent-special-education>

MA in Mathematics Education:
<https://www.sjny.edu/long-island/academics/graduate/degree/mathematics-education>

MS in Applied Behavior Analysis:
<https://www.sjny.edu/online/programs/masters-degree/ms-aba>

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 12/24)	Number of Completers in most recently completed academic year (12 months ending 12/24)

<i>Programs that lead to initial teaching credentials</i>			
MA Infant/Toddler Early Childhood Special Education	Students with Disabilities: Early Childhood Birth – Grade 2	115	29
MA in TESOL	K-12 TESOL Initial	27	10
MA Special Education with an Annotation in Multiple and Severe Disabilities	Students with Disabilities: PK-12	33	0
Total for programs that lead to initial credentials		175	39
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
MA Infant/Toddler Early Childhood Special Education	Students with Disabilities: Early Childhood Birth – Grade 2	6	6
Advanced Certificate in TESOL	K-12 TESOL Initial	1	0
MA Special Education with an Annotation in Multiple and Severe Disabilities	Students with Disabilities: PK-12	117	99
MA in Literacy and Cognition	Literacy Specialist All Grades	47	26
MA in Mathematics Education	Mathematics 7-12 Professional	15	5
MA in Educational Leadership with Critical Consciousness	School Building Leader (SBL) Initial certificate/School District Leader (SDL) Professional certificate	3	1
MS in Applied Behavior Analysis		27	0
Total for programs that lead to additional/advanced credentials		216	137
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			

	Total for additional programs	0	0
	TOTAL enrollment and productivity for all programs	391	176
	Unduplicated total of all program candidates and completers	391	176

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.)

Added: MS in Applied Behavior Analysis

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.

MA in Infant/Toddler Early Childhood Special Education: 115

MA in TESOL: 28

MA in Literacy and Cognition: 47

MA in Educational Leadership with Critical Consciousness: 3

MA in Special Education with an Annotation in Multiple and Severe Disabilities: 117

MS in Applied Behavior Analysis: 27

<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>
164
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
114
<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>Infant/Toddler Early Childhood Special Education: 100%</p> <p>TESOL: 91%. 10 out of 11 students completed the MA in two years.</p> <p>Literacy and Cognition: 100%</p> <p>Educational Leadership with Critical Consciousness: 100%</p> <p>Special Education with an Annotation in Multiple and Severe Disabilities: 93%</p> <p>Mathematics Education: 5</p> <p>Applied Behavior Analysis: 0</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>Infant/Toddler Early Childhood Special Education: Students with Disabilities: 99% Multisubject Birth - Grade 2: 100% EAS: 100%</p> <p>TESOL: At the time of reporting, 60% of the most recent group of TESOL MA program completers took the ESOL examination. 100% of these individuals (6 out of 10 completers) successfully passed.</p>

Literacy and Cognition: Literacy CST: 90%

Educational Leadership with Critical Consciousness: School District Leader: 100% School Building Leader: 100%

Special Education with an Annotation in Multiple and Severe Disabilities: Content Speciality Test (CST) 100%

Applied Behavior Analysis: No program completers yet (2023-2024); The first cohort began in fall 2023 and will not complete the program until fall 2024.

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

MA Infant/Toddler Early Childhood Special Education: All attempts at gathering data on program completers remain the same and with the same results. NYSTCE rates are relatively easy to gather. Use of an Exit Interview is still in effect but response rates are low. Students are sent a link to the survey at program completion. The idea of providing an online format seems to best respect anonymity. However, there is little control over the response rate. Alternative ways of gathering this data are being explored currently such as use of an online survey where the link is provided at the end of the last course in the program so that the survey could be completed in class. Another manner in which to gather program completer information was through the Alumni Association, however privacy issues became a concern. The response rates were also low there.

MA in TESOL: Self-reported satisfaction with the TESOL MA program was high among the most recent group of program completers. On April 27, 2024, the program director attended a weekly session of CSED 549, a course in which all program completers were enrolled. Toward the end of class, students were invited to participate in a focus group interview. All 10 students in attendance were eager to provide feedback, and all participated in a brief question and answer session. The students overwhelmingly appreciated the flexibility of synchronous, virtual classes conducted via zoom that enabled them to balance the demands of work and school. When asked to provide specific feedback regarding their preparation for working with ENL students, one student remarked on the valuable selection of instructional materials, particularly in CSED 543, adding that “learning about the SIOP model opened my eyes to new ways of thinking about emergent bilinguals.” Another student reflected on “the practical relevance of all of the classes,” as well as the connection to “our future professional endeavors.”

MA in Literacy and Cognition: Program completers responded to an exit survey regarding their experience in the Literacy and Cognition program and rated their level of preparation as a Literacy Specialist. Completers answered questions regarding the level of preparation in areas including lesson planning, researched-based/evidence-based instructional practices, assessing literacy skills, and application of pedagogical knowledge. The survey was conducted anonymously using an online tool. There were 26 completers and we received 21 responses which is a response rate of 81%. Of the responses received, 90% rated their experiences in the different facets of the program as either strongly agree or agree. The survey also included two open-ended questions on the best features of the programs and suggestions for change.. Many students noted that the professors were the

best features of the program. When asked about recommendations for additions or improvements, one student noted that they would like to see more of a focus on instruction for the whole class instead of the current emphasis on individualized instruction.

MA in Educational Leadership with Critical Consciousness: Under the leadership of a new program director, the M.A. in Educational Leadership with Critical Consciousness program is currently undergoing a revitalization and renovation to better meet the needs of aspiring leaders in today's educational landscape. As part of this process, an exit survey is being developed for our most recent graduates to gather valuable feedback. This survey will help us understand their experiences and ensure that the program continues to provide the skills, knowledge, and support necessary for meaningful leadership in diverse educational settings.

MA in Special Education with an Annotation in Multiple and Severe Disabilities: Three pieces of evidence are presented from program completers for the MA in Special Education with an Annotation in Severe and Multiple Disabilities. These include: Focus Group meetings, and program Exit Survey results. Focus group meetings were arranged by the Program Directors in August of 2024. Questions asked during the focus group meetings included topics such as fostering relations with diverse caregivers, understanding and engaging with local, school and cultural communities, supporting students' growth in international and global perspectives and establishing goals for their own professional growth. A small group of program completers (N=6) participated in the focus group. Completers indicated that they found the MA in Special Education program to be supportive in general. They stated specifically that instruction provided them with a strong foundation in differentiating lessons, working with culturally diverse students and serving as advocates for individuals with special needs. To address the small number of individuals who attend focus group meetings This year we are disseminating our first Exit survey to individuals who complete the program. This survey will be disseminated in December 2024 and will ask completers to rate their experience with the program in key areas, special education content, assessment, working with culturally diverse students and families and collaborating with other professionals.

MA in Mathematics Education: Students complete an exit survey each year. All students strongly agreed that they have a deep understanding of the mathematics they are going to teach as a result of this program. One student described a main strength of the program was the "confidence and greater understanding of the math we have previously learned. It allows you to make different connections I missed the first time around." All students also agreed or strongly agreed that they feel better prepared as a teacher as a result of taking this program. One student said a strength of the program was that it helped, "deepen conceptual understanding to strengthen ability to teach the subject effectively." When asked about various assignments such as lesson plans, thesis, and problems done in math classes, all students rated these as very helpful or helpful.

MS in Applied Behavior Analysis: Since our first cohort is not completing the program until fall 2024, we do not have any data yet. However, we plan to use an Exit Interview to gather data. Students will be sent a link to the survey at program completion. An online format will be used to respect anonymity. However, there is little control over the response rate. Alternative ways of gathering these data will be explored through the use of a Google Form where the link is shared with students who have provided

personal email addresses. The Office of Institutional Advancement has also offered help to share the survey since they have access to personal email addresses.

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

MA in Infant/Toddler Early Childhood Special Education: Every semester we hold an Advisory Board meeting. Last Fall 23 and Spring 24, our meeting was well attended. Among those on the Board were representatives from local Early Childhood education institutions, school districts, and the Department of Health’s Early Intervention Office. It was noted that EI training is needed in the field. Employers are seeking candidates with add-on certificates such as ABA and TESOL along with Early Childhood general and special education certification. There was also mention of including an ABA course or focus/workshop for Early Childhood completers. The board felt that it is important to include a home based student teaching experience Birth – age 3 and that it should be a requirement.

MA in TESOL: At the past year’s Advisory Board meetings, school principals, superintendents, and other education professionals in attendance emphasized the need for certified ENL teachers remains dire. Facilitating the ease with which our students can pursue ENL certification remains a top priority. The convenience of virtual class scheduling through zoom is intended to do just this, to enable working professionals to remain on track toward certification while working full-time.

MA in Literacy and Cognition: Each semester there is a meeting of the Advisory Council. The council is composed of administrators from local districts and alumni working in the field. Administrators praised students from St. Joseph’s University, stating that our students stand out from student teachers and graduates from other local institutions. Specifically, administrators commented on the level of professionalism exhibited by our students. During this meeting we discussed the need for Literacy Specialists to be knowledgeable about the new legislation in New York State that requires that districts provide reading instruction aligned to research-based practices. This is commonly referred to as the Science of Reading (SoR). The council was assured that the university has taken steps to revise courses to prepare students to meet these requirements and possess the necessary knowledge of best practices in the field.

MA in Educational Leadership with Critical Consciousness: The M.A. in Educational Leadership program meets twice a year with its advisory board to discuss recent changes and emerging needs for educational leaders. A key focus has been the growing shortage of school administrators, particularly in districts like NYC, where finding qualified school leaders, especially bilingual candidates remains a significant challenge. The evolving roles and responsibilities of School Building Leader (SBL) and School District Leader (SDL) certificate holders have created unclear boundaries between these positions. In response to this fluidity, the NYS Education Department has proposed a new Administrator Certificate, which would allow individuals to hold both building- and district-level administrative roles. During an advisory board meeting, we discussed these proposed changes, which would require colleges to streamline their certification programs, offering SBL and SDL as a single combined program rather than separate pathways. These developments highlight the need for flexibility and adaptability in preparing future educational leaders.

MA in Special Education with an Annotation in Multiple and Severe Disabilities: The Program Director attended both the Brooklyn and Long Island Advisory Board meetings held on December 4, 2024 and December 10, 2024 respectively. School principals, superintendents, and other education professionals stated that the need for special education teachers continues to be high. Attendees at the Long Island meeting highlighted the need for professionals to work in preschool settings. Attendees at the Brooklyn meeting provided positive feedback regarding the preparation of students stating that students were collaborative, had good classroom management skills and strong content knowledge.

MA in Mathematics Education: This employer survey is sent every 5 years so it will be next sent in 2025.

MS in Applied Behavior Analysis: No program completers yet (2023-2024); The first cohort began in fall 2023 and will not complete the program until fall 2024.

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.

MA Infant/Toddler Early Childhood Special Education: In the Summer of 23, we sent a survey to go out to all principals and administrators who host our student observers and student teachers. Some of the areas covered on the survey were:

- What should we know about your school? (demographics, type of school, types of classrooms, programs offered to your students)
- Identify the 8 teacher qualities most important to you.
- If you have worked with SJNY graduates who have been hired as teachers in your school, in which of these areas do you feel that the graduates were positive?
- If you have worked with SJNY graduates who have been hired as teachers in your school, in which of these areas do you feel that the graduates were in need of improvement?
- SJNY is interested in your feedback on what programs we should provide. Which certificates or areas of expertise do you seek in your teacher candidates?

Based on the outcomes of these means, the University faculty will work to create and/or adapt the courses and/or program.

Results of the survey revealed valuable information regarding demographics, programs, needs, etc. Though survey participants were low in number comparatively, the information gleaned was significant. Our students are exposed to a variety of diverse school populations and programs. Many of the top teacher qualities are those we already include in our program such as professionalism, knowledge of lesson planning and differentiation, and collaboration. No one noted needs for improvement and many noted that our

graduates come well prepared to teach. All noted how impressed they are with our graduates and that SJNY graduates are sought after to fill positions. STEM programs were noted as areas of need.

MA in TESOL: At present, employment rates for program completers are self-reported through informal measures, where the TESOL MA program is still relatively new and expanding its reach. At the time of the focus group interview with pending program completers, all 10 students self-reported full-time employment in various teaching capacities, extending from kindergarten to high school settings.

MA in Literacy and Cognition: Due to the lack of systems to capture employers of program completers, we do not have conclusive evidence in this area, however, employment status of completers was ascertained through informal measures. Students often share the good news of gaining employment in the field through email and on social media.

MA in Educational Leadership with Critical Consciousness: As the program continues to grow, its relatively small size has limited the amount of data available for comprehensive reporting. To address this, we have recently partnered with local school district teacher centers to assess the demand for educational leadership programs and informally have identified if their teachers who have graduated from our program have found employment as school administrators. Additionally, we are gathering insights from students regarding their applications for school leadership positions. Our close relationships with students often result in them sharing their successes with former professors, including when they accept positions as school leaders.

MA in Special Education with an Annotation in Multiple and Severe Disabilities: The MA in Special Education with an Annotation in Severe and Multiple Disabilities investigates employment rates for program completers through the use of the Alumni Survey administered through the Office of Alumni Relations. We also learn informally about employment through email and social media contact with completers.

MA in Mathematics Education: Since we are such a small program the program director keeps in contact with all graduates through their personal email and inquires about their employment status. Of the 5 students that graduated: tenure-track teaching (1), leave replacement (1), permanent sub (3).

MS in Applied Behavior Analysis: These data will be collected in 2025 after we have graduates from the MS program.

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
<p>MA in Infant/Toddler Early Childhood Special Education: Candidates: Lesson Plan</p>	<p>Description of Measure: During their culminating program course (student teaching or practicum), students will create a well-developed lesson that reflects competency in each of the 15 categories of relevance:</p> <ul style="list-style-type: none"> · Context for Learning · General and/or Subject Specific Standards · Objectives · Body of Lesson · Content/Subject Matter Knowledge · Incorporation of Technology · Differentiation · Critical Thinking · Transfer of Literacy Skills · Development of Concepts · Collaboration and Communication · Academic Language Demands · Closure · Evaluation/Assessment · Re-engagement Activities <p>Performance Expectation:</p> <p>Overall score of 80%, as well as 3 out of 4 on each category of relevance.</p>	<p>Overall mean score was 3.48 on a 4.0 scale yielding a 87.1% accuracy level.</p>
<p>MA Infant/Toddler Early Childhood Special Education - Candidates: IEP</p>	<p>Description of Measure: Students will interpret educational evaluations and write an IEP that addresses the specific strengths & weaknesses of a child. Using</p>	<p>Overall mean score was 3.54 on a 4.0 scale yielding a 88.6% accuracy level.</p>

	<p>an evaluation distributed in class, students will write an initial IEP for the child that includes goals for all curricular and/or developmental domains (ELA, math, language, motor, cognitive, self-help, social/emotional). Two to three measurable annual goals with at least 2 instructional objectives/benchmarks for every measurable annual goal should be included for each curricular and/or developmental domain. The result should be a well written IEP based on the sample child's performance level as indicated in the educational evaluation.</p> <p>Performance Expectation:</p> <p>Overall scores of 80% or higher, as well as in each of the 5 evaluative categories:</p> <ul style="list-style-type: none"> · Evaluation Results · Academic Achievement/Functional Performance · Management Needs · Measurable Annual Goals · Instructional Objectives or Benchmarks 	
<p>MA in Infant/Toddler Early Childhood Special Education - Candidates: Summative Evaluation</p>	<p>Description of Measure: Student teaching is a culminating experience in which candidates have the opportunity to demonstrate their knowledge and skills as teachers. At the end of each student teaching experience, cooperating teachers are sent a link to a summative evaluation that measures the teacher candidates knowledge and skills in the following categories:</p>	<p>Overall mean score was 3.78 out of a 4.0 scale yielding a 94.5% accuracy level.</p>

	<ul style="list-style-type: none"> · Professional Knowledge and Attitudes · Preparation and Planning · Instructional Delivery · Classroom Management · Student Assessment · Reflective and Responsive Practice · Professional Responsibilities <p>Performance Expectation:</p> <p>Competency at the level of 80% overall. On the 4 point rating scale, scores of 3 or above are considered acceptable.</p>	
<p>MA in Infant/Toddler Early Childhood Special Education - Completers: Content Specialty Test (CST) Scores</p>	<p>Description of Measure: This exam has been validated for post-completion as a licensure exam. Teacher candidate performance on the Content Specialty Test (CST) documents evidence that education candidates have sufficiently addressed this standard.</p> <p>Performance Expectation:</p> <p>80% pass rate (based on NYSED policy)</p>	<p>Of the 29 program completers, 22 took the CST. Of the 22 who took the CST, 20 passed yielding an overall pass rate of 90%.</p>
<p>MA in Literacy and Cognition: Candidates: Lesson Plan</p>	<p>Description of Measure: SJNY program candidates follow a required format and submit lesson plans for courses with practicum hours. Lesson plans are graded by a 4-point scale rubric (highly effective to ineffective) which contains criteria essential for effective lessons (e.g., academic language, assessment, differentiation, and incorporation of technology).</p>	<p>96% of students earned a 3 or better on each criterion of the lesson plan rubric. Additionally, 96% of the students earned a 3 or higher on the large body of the lesson plan.</p>

	<p>Performance Expectation:</p> <p>90% of students are expected to earn a 3 or better on each criterion of the lesson plan rubric. Additionally, 90% of the students are expected to earn a 3 or higher on the large body of the lesson.</p>	
<p>MA in Literacy and Cognition: Candidates: Case Study</p>	<p>Description of Measure: Candidates will apply their knowledge of assessment of literacy competencies and their ability to utilize assessment data to provide targeted and effective instruction to developing readers and writers.</p> <p>Performance Expectation:</p> <p>90% of students are expected to earn a 3 or better on each criterion of the Case Study. This includes Background Information, Analysis of Assessment Data, Instructional Plan, and Overall Recommendations.</p>	<p>100% of students earned a 3 or better on each criterion of the Case Study. This includes Background Information, Analysis of Assessment Data, Instructional Plan, and Overall Recommendations.</p>
<p>MA in Literacy and Cognition: Candidates: Formal Observation</p>	<p>Description of Measure: During the practicum, students are formally observed by their supervisor. The observation documents aspects of teaching including the degree to which candidates implement research-based practices</p> <p>Performance Expectation:</p>	<p>100% of students are expected to earn a converted average of 90% or better 3 or better on the observation rubric.</p>

	90% of students are expected to earn a converted average of 90% or better 3 or better on the observation rubric.	
MA in TESOL: Candidates: SIOP® Reflection Journal	<p>Description of Measure: SJNY TESOL program candidates are required to observe instruction of bi-/multilingual learners, preferably in the content areas of mathematics, science, and/or social studies, while making connections to the tenets of the Sheltered Instruction Observation Protocol (SIOP®); these observations take place during the course entitled “Methods of Teaching Core Subject Areas in the Native Language and English in General and Special Education.” A journal of these observation experiences is submitted as a final product of the course. The journal is assessed with a three category rubric: relevance, analysis, and self-awareness.</p> <p>Performance Expectation:</p> <p>90% of program candidates will earn a 3 or better on the self-awareness criterion of the SIOP® rubric.</p>	This goal was exceeded. 100% of the students scored a 3 or higher on the self-awareness criterion of the SIOP® rubric. Specifically, 70% of students scored a 4 and 30% of the students scored a 3.
MA in TESOL: Candidates: Lesson Plan I - General Education	<p>Description of Measure: SJNY TESOL program candidates follow a required format and submit lesson plans for courses with practica hours. Lesson plans are graded by a 4-point scale rubric (highly effective to ineffective) which contains 15 criteria (e.g., assessment, differentiation, and incorporation of technology).</p>	This goal was exceeded. 100% of the students scored a 3 or higher on the large body of the lesson. Specifically, 70% of students scored a 4 and 30% of the students scored a 3.

	<p>Performance Expectation:</p> <p>90% of students are expected to earn a 3 or better on each criterion of the lesson plan rubric. Specifically, 90% of the students are expected to earn a 3 or higher on the large body of the lesson.</p>	
<p>MA in TESOL: Candidates: Lesson Plan II - Special Education</p>	<p>Description of Measure: SJNY TESOL program candidates follow a required format and submit lesson plans for courses with practica hours. Lesson plans are graded by a 4-point scale rubric (highly effective to ineffective) which contains 15 criteria (e.g., assessment, differentiation, and incorporation of technology).</p> <p>Performance Expectation:</p> <p>90% of students are expected to earn a 3 or better on each criterion of the lesson plan rubric. Specifically, 90% of the students are expected to earn a 3 or higher on the large body of the lesson.</p>	<p>This goal was exceeded. 100% of the students scored a 3 or higher on the large body of the lesson. Specifically, 60% of students scored a 4 and 40% of the students scored a 3.</p>

<p>MA in Educational Leadership with Critical Consciousness: Candidates: Leadership Theory/Model Assignment</p>	<p>Description of Measure: Students were tasked with a leadership theory assignment that to reflect on their unique perspectives as learners using research based curriculum to ensure a solid foundation for their plans. They were required to select a leadership theory from their readings, align their ideas with its principles and proposed strategies to foster positive interactions within diverse groups. They were graded by a 4 point scale (excellent to unsatisfactory) which contains 5 criteria (e.g., interpreting and analyzing, content and focus)</p> <p>Performance Expectation:</p> <p>90% of students are expected to earn an average of 90% or better 3 or better on the Leadership Theory/Model Assignment rubric.</p>	<p>Candidates are evaluated using a 4.0 point rubric scale. Insufficient data due to low enrollment numbers (1 student)</p>
<p>MA in Educational Leadership with Critical Consciousness: Candidates: School Issue/Action Plan</p>	<p>Description of Measure: Students identify a specific school issue that needs to be addressed, present research-based solutions and create a change plan, including a school/district budget and the implications for all school constituents. They were graded by a 4 point scale (excellent to unsatisfactory) which contains 5 criteria (e.g., interpreting and analyzing, content and focus)</p>	<p>Candidates are evaluated using a 4.0 point rubric scale. Insufficient data due to low enrollment numbers (1 student)</p>

	<p>Performance Expectation:</p> <p>90% of students are expected to earn an average of 90% or better 3 or better on the School Issue Action Plan rubric.</p>	
<p>MA in Educational Leadership with Critical Consciousness: Candidates: Student Case Study Assignment</p>	<p>Description of Measure: Using a case study, candidates develop an action plan designed to support a student’s needs, identify appropriate support staff and their specific role, and include what data will be collected to demonstrate efficacy of the action plan.They were graded by a 4 point scale (excellent to unsatisfactory) which contains 5 criteria (e.g., interpreting and analyzing, content and focus)</p> <p>Performance Expectation: 90% of students are expected to earn an average of 90% or better 3 or better on the Student Case Study Assignment rubric.</p>	<p>Candidates are evaluated using a 4.0 point rubric scale. Insufficient data due to low enrollment numbers (1 student)</p>
<p>MA in Special Education with an Annotation in Multiple and Severe Disabilities: Candidates: IEP Rubric</p>	<p>Description of Measure: Students will interpret educational evaluations and write an IEP that addresses the specific strengths & weaknesses of a child. Using an evaluation distributed in class, students will write an initial IEP for the child that includes goals for all curricular and/or developmental domains (ELA, math, language, motor, cognitive, self-help, social/emotional). Two to three</p>	<p>Candidates are evaluated using a 4.0 point rubric scale. They are expected to earn an overall rubric score of 3.0 or above. For the 2023-2024 academic year the overall mean score for candidates was 3.63 on the 4.0 scale.</p>

	<p>measurable annual goals with at least 2 instructional objectives/benchmarks for every measurable annual goal should be included for each curricular and/or developmental domain.</p> <p>Performance Expectation:</p> <p>Overall score of 80%, as well as 3 out of 4 on each category of relevance.</p>	
<p>MA in Special Education with an Annotation in Multiple and Severe Disabilities: Candidates: Lesson Plan Rubric</p>	<p>Description of Measure: During their culminating program course (student teaching or practicum), students will create a well-developed lesson that reflects competency in each of the 15 categories of relevance: Context for Learning, General and/or Subject Specific Standards, Objectives, Body of Lesson, Content/Subject Matter Knowledge, Incorporation of Technology, Differentiation, Critical Thinking, Transfer of Literacy Skills, Development of Concepts, Collaboration and Communication, Academic Language Demands, Closure, Evaluation/Assessment, Re-engagement Activities.</p> <p>Performance Expectation:</p> <p>Overall score of 80%, as well as 3 out 4 on each category of relevance.</p>	<p>Candidates are evaluated using a 4.0 point rubric scale. They are expected to earn an overall rubric score of 3.0 or above. For the 2023-2024 academic year the overall mean score for candidates was 3.59 on the 4.0 scale.</p>

<p>MA in Special Education with an Annotation in Severe and Multiple Disabilities: Candidates: Technology Project Rubric</p>	<p>Description of Measure: The Technology project rubric assesses candidates abilities to use technology based tools to increase engagement with diverse students in the classroom. The following areas are assessed within the rubric: Design: the creation of learning activities to accommodate varied learner differences and demonstrate content knowledge. Engagement of learners: technology based tools are used to maximize active learning. Digital Proficiency: candidates skills in accessing digital tools and resources. Collaboration Efforts: use of technology to share ideas and build knowledge. Reflection: a discussion of effectiveness citing peer reviewed research.</p> <p>Performance Expectation:</p> <p>Overall score of 80%, as well as 3 out 4 on each category of relevance.</p>	<p>Candidates are evaluated using a 4.0 point rubric scale.They are expected to earn an overall rubric score of 3.0 or above. For the 2023-2024 academic year the overall mean score for candidates was 3.42 on the 4.0 scale.</p>
<p>MA in Mathematics Education: Candidates: GPA in mathematics courses</p>	<p>Description of Measure: A GPA is calculated for the 5 required math courses.</p> <p>Performance Expectation:</p> <p>90% of students have a 3.0 or above GPA in these five math courses.</p>	<p>100% (5 out of 5) of students had a math GPA of 3.0 or above.</p>
<p>MA in Mathematics Education: Candidates: Assessment Project</p>	<p>Description of Measure: In EDU 515- Educational Assessment students create a project that demonstrates knowledge of how to describe and interpret educational</p>	<p>The average rating was 3.42.</p>

	<p>data.</p> <p>Performance Expectation:</p> <p>The mean rating is 3 or above on the following criteria: Amount of information, Interpretation, Recommendation, and Mechanics and maturity of writing</p>	
<p>MA in Mathematics Education: Candidates: GPA in education courses</p>	<p>Description of Measure: A GPA is calculated for the 5 required education courses.</p> <p>Performance Expectation:</p> <p>90% of students have a 3.0 or above GPA in these five education courses.</p>	<p>100% (5 out of 5) of students had an education GPA of 3.0 or above.</p>
<p>MS in Applied Behavior Analysis: Candidates: Interview Presentation and Interpretation</p>	<p>Description of Measure: Students are expected to interview a professional who works with autistic individuals, ask questions related to that person's perspective of autism as it relates to culture and diversity, and prepare their responses for a presentation to the class.</p> <p>Performance Expectation:</p> <p>80% of students will obtain an average score of 27 (out of 30) or higher for the interview presentation and interpretation assignment</p>	<p>This goal was exceeded. 100% of students met the 27 out of 30 criteria.</p>

<p>MS in Applied Behavior Analysis: Candidates: Functional Behavior Assessment (FBA)</p>	<p>Description of Measure: Students will be given a data set and will be asked to analyze that data set. Students will write a Functional Behavior Assessment according to NYSED's Part 200.22 Program Standards for Behavioral Interventions. Students will submit and present their findings.</p> <p>Performance Expectation:</p> <p>FBA Project: 80% of students will obtain an average score of 90 or higher for the FBA project.</p>	<p>This goal was exceeded. 100% of students met the criterion to score 90 or higher on the FBA project.</p>
<p>MS in Applied Behavior Analysis: Candidates: Behavior Intervention Plan (BIP)</p>	<p>Description of Measure: Students will develop, design, and implement an experimental behavior support plan based on the results of their FBA.</p> <p>Performance Expectation:</p> <p>BIP Project: 80% of students will obtain an average score of 180 or higher for the BIP assignment</p>	<p>This goal was exceeded. 100% of students met the criterion to score 180 or higher on the BIP project.</p>
<p>MS in Applied Behavior Analysis: Candidates: Professional Portfolio (i.e., creation of an instructional/intervention binder)</p>	<p>Description of Measure: Students will be required to prepare an electronic portfolio consisting of the following documents: 1- Job aid to conduct a functional behavior assessment (FBA) including a functional analysis 2- FBA</p>	<p>We did not have any MS students take this course in the 2023-2024 academic year; therefore, we do not have data for this assignment yet. The data will be available beginning in the 2024-2025 academic year.</p>

	<p>3- Sample Behavior Intervention Plan (BIP)</p> <p>4- Completed paired stimulus preference assessment data sheet</p> <p>5- Graphed results of paired stimulus preference assessment</p> <p>6- Completed multiple stimulus without replacement (MSWO) preference assessment data sheet</p> <p>7- Graphed results of MSWO</p> <p>8- Motor imitation skill acquisition program</p> <p>9- Tacting skill acquisition program</p> <p>10- Manding program</p> <p>11- Task analysis for a life skill (i.e., ADL)</p> <p>12- A skill acquisition program such as toileting, sleeping, or leisure/recreation activities</p> <p>13- Social skills program</p> <p>14- Parent or staff training program</p> <p>These activities are conducted by behavior analysts frequently in their practice and should be mastered prior to graduating from the ABA program and sitting for the BACB exam.</p> <p>Performance Expectation:</p> <p>Instructional/Intervention Binder: 80% of students will obtain an average score of 90 or higher for the binders</p>	
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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
<p>MA Infant/Toddler Early Childhood Special Education: Completers: Capstone Project (TPA)</p>	<p>Description of Measure: During the final weeks of student teaching (which is the culminating program course), students complete a capstone project to show the quality of program preparation to teach. The capstone project assesses the student’s ability to plan, implement and assess themselves in the field as teachers (similar to edTPA). The first phase of the project involves a student/school information profile in which students review all available student information such as labels, accommodations and modifications, related services, and goals. They also assess school information such as required curriculums, textbooks, programs, type of classroom, demographics etc. Next, based on this information, they plan to teach by creating a 3-5 lesson learning segment and answering related narrative questions. Next, they teach and finally, they assess their teaching based on patterns of student learning.</p> <p>Performance Expectation:</p> <p>An overall score of 80% or higher. Students who achieve scores lower than the average are in jeopardy of not</p>	<p>MA in Infant/Toddler Early Childhood Special Education: The average score on the capstone project was 91.9 yielding an overall pass rate of 100%.</p>

	receiving a recommendation for certification.	
<p>MA in Infant/Toddler Early Childhood Special Education: Completers: Administrator Survey</p>	<p>Description of Measure: This survey was sent to all principals and administrators who host our student observers and student teachers. The first implementation of the Administrator Survey went out Summer and Fall '23. Some of the areas covered on the survey were:</p> <ul style="list-style-type: none"> · What should we know about your school? (demographics, type of school, types of classrooms, programs offered to your students...) · Identify the 8 teacher qualities most important to you · If you have worked with SJNY graduates who have been hired as teachers in your school, in which of these areas do you feel that the graduates were positive? · If you have worked with SJNY graduates who have been hired as teachers in your school, in which of these areas do you feel that the graduates were in need of improvement? 	<p>MA in Infant/Toddler Early Childhood Special Education: Of the administrators/respondents who completed the survey and hired SJNY graduates, 100% endorsed positive qualities in program completers. Of the respondents who hired SJNY program completers, none noted areas in need of improvement.</p>

	<ul style="list-style-type: none"> · SJNY is interested in your feedback on what programs we should provide. Which certificates or areas of expertise do you seek in your teacher candidates? <p>Performance Expectation:</p> <p>On question 3 (areas that the graduates were positive), a score of 80% or higher. On question 4 (areas that graduates need improvement), a score of 20% or lower.</p>	
<p>MA in Infant/Toddler Early Childhood Special Education: Completers: Grade Point Average</p>	<p>Description of Measure: While enrolled in the program, candidates are required to maintain an overall and semesterly, minimum grade point average (GPA) of 3.0 or higher. The GPAs were used as an indicator of both past and performance in the program, as well as the culminating level of competency and knowledge.</p> <p>Performance Expectation:</p> <p>Program completers will exit the program with a cumulative GPA of 3.0 or above.</p>	<p>MA in Infant/Toddler Early Childhood Special Education: The overall average GPA for completers above 3.0 was 100%</p>
<p>MA in Literacy and Cognition: Completers: Summative Evaluation</p>	<p>Description of Measure: SJNY designated supervisors working with the teacher candidates assess the candidates during the student teaching experience of the literacy practicum to determine if the candidate has the qualities of an effective</p>	<p>This goal was exceeded. 100% of the graduate students scored effective or highly effective on designated indicators on the summative evaluation. Demonstrates in- depth content knowledge</p>

	<p>literacy specialist.</p> <p>Performance Expectation:</p> <p>Graduate students are expected to earn a score of effective or highly effective on designated indicators on the evaluation. The goal is that 80% of the candidates will achieve this goal.</p>	<p>Communicates clear and rigorous goals for student learning reflecting the discipline’s standards</p> <p>Creates lessons culturally relevant and appropriate to students’ levels of knowledge and skill</p> <p>Chooses topics, strategies, materials and resources aligned with the purpose</p> <p>Designs lessons to engage students in high-level, authentic learning</p> <p>Monitors student learning and relevant data that ensure that all students are learning</p>
<p>MA in Literacy and Cognition: Completers: Exit Survey</p>	<p>Description of Measure: At the conclusion of the Literacy Practicum, graduate students complete an exit survey to indicate the extent to which the program has provided a solid foundation in six different areas related to the field of literacy.</p> <p>Performance Expectation:</p> <p>Graduate students are expected to respond to the prompts by either stating they agree or strongly agree to selected areas. The goal is that 80% of the students will achieve this goal.</p>	<p>The goal was exceeded. 100% of the graduate students responded agree or strongly agree to the following prompts on the exit survey:</p> <p>Planning and presenting group and individual lessons that integrate reading, writing, listening, and speaking</p> <p>Assessing children’s specific literary needs using a variety of formal and informal measures and methods</p> <p>Differentiating strategies and modifying curriculum to meet all children’s needs Collaborating with colleagues, administrators, and parents</p>

		<p>Using digital technology for planning and presenting lessons</p> <p>Applying knowledge of research-based practices to my teaching</p> <p>Reflecting on my lessons and using feedback from others to improve my teaching</p>
<p>MA in TESOL: Completers: Summative Evaluation</p>	<p>Description of Measure: SJNY designated supervisors working with TESOL program candidates assessed candidates during the student teaching practicum to determine if candidates possess the qualities of an effective TESOL educator.</p> <p>Performance Expectation:</p> <p>TESOL program candidates are expected to earn a score of effective (3) or highly effective (4) on designated indicators on the evaluation. The goal is that 80% of the candidates will achieve this goal.</p>	<p>This goal was exceeded. 100% of the students scored a 3 or higher on designated indicators on the evaluation. Specifically, 100% of students scored a 4 for general knowledge of content and pedagogy in TESOL and language arts, and 70% scored a 4 for flexibility and responsiveness to students' needs (30% of the students scored a 3).</p>
<p>MA in TESOL: Completers: Exit Survey</p>	<p>Description of Measure: At the conclusion of the student teaching practicum, TESOL program candidates complete an exit survey to indicate the extent to which the program has provided a solid foundation in second language acquisition theory and equity-based methods of ESL instruction.</p> <p>Performance Expectation:</p>	<p>This goal was exceeded. 100% of the students indicated they agreed or strongly agreed with designated indicators on the evaluation. Specifically, 80% strongly agreed that the program provided a solid foundation in second language acquisition theory, and 20% agreed. Additionally, 80% strongly agreed that the program provided a solid foundation in equity-based methods of ESL instruction, and 20% agreed.</p>

	<p>TESOL program candidates are expected to respond to the prompts by either stating they agree or strongly agree to selected areas. The goal is that 80% of the students will achieve this goal.</p>	
<p>MA in Educational Leadership with Critical Consciousness: Completers: Focus Group</p>	<p>Description of Measure: Alumni and administrators from local districts are invited to a meeting to discuss current needs in schools and desired characteristics of school leaders</p> <p>Performance Expectation: Attain anecdotal information to inform the content and direction of the program.</p>	<p>Interest was expressed in our revitalized program. Attendees were positive about the fact that this degree could be pursued at SJNY.</p>
<p>MA in Educational Leadership with Critical Consciousness: Completers: Professional Development Workshop</p>	<p>Description of Measure: Candidates plan a professional development workshop for teachers on meeting student needs and/or promoting continuous and sustainable improvement in an educational setting.</p> <p>Performance Expectation: Students will complete the professional development workshop to receive a proficient or exemplary rating.</p>	<p>There is insufficient data due to low enrollment.</p>
<p>MA in Educational Leadership with Critical Consciousness: Completers: Summative Evaluation</p>	<p>Description of Measure:</p>	<p>There is insufficient data due to low enrollment.</p>

	<p>The summative (final) evaluation is a report completed by the school leader mentor. It is based on strengths and the growth of the administrative intern during the complete internship experience.</p> <p>Performance Expectation: 90% of students are expected to earn a 5 or 6 on the summative evaluation. Candidates are evaluated on scale from 1-6 (6 = excellent; 5 = very good; 4 = good; 3 = satisfactory; 2 = needs improvement; 1 = marked weaknesses)</p>	
<p>MA in Special Education with an Annotation in Multiple and Severe Disabilities: Focus groups</p>	<p>Description of Measure: Recent graduates are invited to meet with each other and the Program Director to discuss program effectiveness and to provide suggestions for graduate programs. These groups began during the 2020-2021 academic year.</p> <p>Performance Expectation:</p> <p>15% of the previous year’s graduates will participate in the the focus group.</p>	<p>In August of 2024, focus interviews were conducted: including program completers from both Brooklyn and Long Island. The group consisted of five students and was led by the Brooklyn program director. The discussion predominantly focused on the ways in which the knowledge and skills gained from the program was helpful to students in their roles as teachers. Students provided specific examples of strategies learned in the program that are now implemented in their classroom practice. For example two students spoke specifically of how CSS 570: ABA a Practical Approach assisted them in writing Functional Behavior assessments for the students in their classes. Another student described how she had based a recent math lesson upon the Technology project for CSS 600.</p>

<p>MA in Special Education with an Annotation Severe and Multiple Disabilities: Advisory Board meetings</p>	<p>Description of Measure: Members of the Advisory Board meet each semester. Advisory Board members are local principals, assistant principals and superintendents. During these meetings members provide feedback upon the skills and performance program completers working in their schools</p> <p>Performance Expectation:</p> <p>70% of Advisory Board members will participate during each semester's meeting.</p>	<p>Members of the Advisory Board for both the LI campus and the Brooklyn Campus met separately. These meetings were organized by the Chair and the Ast. Chair of the Child Study Department. The Program Director also took part in each meeting. Board members were consistently laudatory regarding the performance of SJNY Special Education completers. They described these completers as strong teachers, with good work ethics who were assets to their schools and districts. They emphasized completers' strengths in incorporating diverse learning styles in instruction and their skills in collaboration.</p>
<p>MA in Special Education with an Annotation in Severe and Multiple Disabilities: GPA</p>	<p>Description of Measure: While enrolled in the program, candidates are required to maintain an overall and semesterly, minimum grade point average (GPA) of 3.0 or higher. The GPAs were used as an indicator of both past and performance in the program, as well as the culminating level of competency and knowledge.</p> <p>Performance Expectation:</p> <p>Program completers will exit the program with a cumulative GPA of 3.0 or above.</p>	<p>This goal was exceeded 100% of completers graduated the program with a GPA of 3.0 or higher</p>
<p>MA in Mathematics Education: Completers: Alumni Survey</p>	<p>Description of Measure: Periodically alumni are asked to fill out a survey that asks questions similar to the student exit survey so that comparisons can be made to see if alumni hold similar views of the</p>	<p>This survey is sent every 5 years so it will be next sent in 2025.</p>

	<p>program and to see how well the program has prepared them to be teachers now that they have some experience in the field.</p> <p>Performance Expectation: On a scale of 1 (strongly disagree) to 5 (strongly agree) the average alumni rating for each question is 4 or above.</p>	
<p>MA in Mathematics Education: Completers: Employer Survey</p>	<p>Description of Measure: On the alumni survey, alumni are asked on a voluntary basis to list contact information for their employer. The employer is then contacted to see how well they think the alumni was prepared as a teacher. The questions are similar to those on the alumni survey. This way we can get multiple perspectives.</p> <p>Performance Expectation: On a scale of 1 (strongly disagree) to 5 (strongly agree) the average employer rating for each question is 4 or above.</p>	<p>This survey is sent every 5 years so it will be next sent in 2025.</p>
<p>MA in Mathematics Education: Completers: Portfolio</p>	<p>Description of Measure: In MAT 620 students create a portfolio that covers their two years in this program. Students are given the portfolio template when they first enter the program and are encouraged to work on it throughout their two years. The portfolio asks students to reflect on proofs and computational problems in their math courses, what they got out of their educational courses, how they think the program as a whole has made them a better teacher, and how well</p>	<p>All students completed their portfolio in a reflective and thorough way.</p>

	<p>each SLO was achieved.</p> <p>Performance Expectation:</p> <p>Each student completes their portfolio and includes thoughtful, reflective responses.</p>	
<p>MS in Applied Behavior Analysis: Completers: Exit Survey</p>	<p>Description of Measure: At the conclusion of the MS in ABA program, graduate students complete an exit survey to indicate the extent to which the program has provided a solid foundation in behavior analysis.</p> <p>Performance Expectation:</p> <p>Graduate students are expected to respond to the prompts by either stating they agree or strongly agree to selected areas. The goal is that 80% of the students will achieve this goal.</p>	<p>There are no program completers yet as the program began in the Fall of 2023. These data will be available in 2025.</p>
<p>MS in Applied Behavior Analysis: Candidates: Interview Presentation and Interpretation</p>	<p>Description of Measure: Students are expected to interview a professional who works with autistic individuals, ask questions related to that person's perspective of autism as it relates to culture and diversity, and prepare their responses for a presentation to the class.</p> <p>Performance Expectation:</p> <p>80% of students will obtain an average score of 27 (out of 30) or higher for the interview presentation and interpretation assignment</p>	<p>This goal was exceeded. 100% of students met the 27 out of 30 criteria.</p>

<p>MS in Applied Behavior Analysis: Completers: CSA900 Supervisor Feedback Form</p>	<p>Description of Measure: For students enrolled in CSA900, their BCBA/LBA supervisors will be asked to complete a feedback form rating students on their clinical and professionalism skills, including their ability to work with diverse individuals and their ability to engage in effective parent and/or staff coaching and training.</p> <p>Performance Expectation:</p> <p>MS in ABA program candidates are expected to earn a score of effective (4) or highly effective (5) on designated indicators on the evaluation. The goal is that 80% of the candidates will achieve this goal.</p>	<p>There are no program completers yet as the program began in the Fall of 2023. These data will be available in 2025.</p>

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.

Across all our programs, there have been several accomplishments and innovations. The Infant/Toddler Early Childhood Special Education program continues the use of our TPA (Teacher Performance Assessment) to assess the effectiveness of our teaching and instruction. The assessment has already yielded significant data that was used to inform both our teaching methods and course content in courses leading up to the student teaching course. Another initiative employed to raise NYSTCE scores overall is use of the NYSTCE Right Start program. All students have also been sent the links and information. Hopefully, this will help to boost scores overall. To gain more information on program completers, as well as reach our local school district administrators more efficiently, we intend to participate in TeachNY. Our social media experience continues to grow. Currently, we have Instagram and Facebook pages that highlight student, staff, and faculty achievements. Our number of followers on both sites have

increased. Finally, the director and Placement Coordinator worked closely to devise a plan for stronger collaboration with local district personnel.

This is the first year that complete data for the TESOL MA program was actively collected, analyzed, and reported to AAQEP, reflecting a proactive effort to learn as much as possible about the program's strengths and outcomes. Moreover, the program director has spent the previous year reviewing a considerable portion of the course curricula to ensure alignment with changing directives from NYSED concerning ENL teacher preparation. In the year ahead, the director will continue to review and improve upon existing course curricula to provide the most current equity-based methods of instruction for bi-/multilingual learners. Over the past year, revisions have been made to several core courses in the Literacy and Cognition master's degree to address the new legislation regarding reading and writing instruction in New York State. The new course content reflects the need to include Structured Literacy and instruction that reflects research-based approaches referred to as the Science of Reading. Another accomplishment is the increase of the passing rate on the Literacy CST which is the certification exam for this degree. This year we improved with a 90% passing rate.

The MA in Educational Leadership with Critical Consciousness has been revitalized and is gaining momentum. To remain competitive, tuition has been reduced by half, and we now offer an accelerated pathway for students to complete the SBL portion of the program in just one year. In addition, the director is working closely with NYS recognized school administrator associations to assess the shortage of school administrators, planning future Educational Leadership events with multiple school districts on Long Island, and offering test preparation workshops to support students for the certification exams.

Over the past year, in response to changes in certification requirements in New York State, revisions have been made to several core courses within the Special Education MA program. CSS 625 Language Acquisition and Literacy Development by Native English Speakers and English Language Learners was developed and taught for the first time as part of our program sequence. This course focuses on the development of listening, speaking, reading, and writing skills of native and emergent English speakers alike, including those with disabilities, with the purpose of identifying equitable and culturally responsive approaches to language instruction. Our new master's program in Applied Behavior Analysis started in the 2023-2024 academic year. The program is offered in a completely online, asynchronous format utilizing Canvas as the education learning platform.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2024-25 year	Ongoing efforts will be made to address standard 1a and strive to help candidates develop the content, pedagogical, and/or professional knowledge relevant to the credential or degree sought across programs. In addition, we plan to address standard 1c via the implementation of a course assignment targeting various dimensions of intersectionality with regard to language and literacy development (re: culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning).
Actions	Evidence of performance in the field will be collected through measures such as exit surveys and summative evaluations. Competencies related to content, pedagogical, professional knowledge, and culturally responsive practice will be assessed.
Expected outcomes	Evidence from exit surveys and summative evaluations distributed in the field and through clinical experiences will provide insight into ways to enhance instruction across programs in content, pedagogical, professional knowledge, and culturally responsive practice.
Reflections or comments	The goals and actions here are intended to ensure that candidates and completers across our programs exhibit the knowledge and skills necessary to be effective educators.
	Standard 2
Goals for the 2024-25 year	Improve response rate for the Administrator Survey, as well as Focus Group participation.

	Ongoing efforts will be made to address Standard 2e (re: Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection).
Actions	<p>Increase contact with administrators through the Administrator's Survey and by participating in TeachNY which networks and reports on this information.</p> <p>Provide program completers opportunities to engage in self-assessment, goal setting, and reflection through participation in focus groups.</p>
Expected outcomes	<p>Program completers will establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection facilitated through focus group participation.</p> <p>Program completers will continue to develop the skills needed to be critically reflective educators of culturally and linguistically diverse learners.</p>
Reflections or comments	The goals, actions and expected outcomes shared are intended to facilitate the development of educators in the field that engage in self-assessment, goal setting, and reflection. Participating in a focus group provides an opportunity to engage in this process and also provides a window to the experiences of program completers once they have entered the field.
	Standard 3
Goals for the 2024-25 year	<p>Ongoing efforts will be made to address Standard 3a in order to provide curricula with clear expectations that are aligned with state and national standards.</p> <p>Address Standard 3e by seeking continuous improvement of programs and program components, as well as expanded opportunities for program innovation.</p>
Actions	<p>Continue to assess and improve upon existing curricula, in accordance with NY State standards and the latest evidence-based research, in order to ensure individual program compliance.</p> <p>Continue to recruit highly qualified faculty to teach across our programs.</p>
Expected outcomes	Course content will reflect the most current evidence-based research findings across all fields represented by our individual programs.

	By offering courses led by skilled professionals, our programs will produce well-prepared educators that are equipped to pass their respective certification exams and obtain employment in their licensing areas.
Reflections or comments	The goals, actions, and expected outcomes described here are intended to fulfill NY State and professional organization standards, while simultaneously maintaining the highest degree of academic rigor within our programs. Furthermore, certification exam results will provide a valuable tool for evaluating program development, course content, and assessing individual candidate performance.
	Standard 4
Goals for the 2024-25 year	<p>Improve Advisory Board and Administrator Survey participation.</p> <p>Ongoing efforts will be made to address Standard 4b in order to meet state and local educator workforce needs, and to diversify participation in the educator workforce through candidate recruitment and support.</p>
Actions	<p>In collaboration with the University admissions teams on both the Brooklyn and Long Island campuses, as well as community organizations, increase efforts to attract and retain candidates, especially from culturally and linguistically diverse backgrounds.</p> <p>Increase the representation of administrators and local teachers across programs. Provide greater opportunities for Advisory Board members to contribute to planning efforts for programming and meeting agendas.</p>
Expected outcomes	<p>In collaboration with local school districts, bridge recruitment efforts to hire directly from our programs.</p> <p>Improve retention rates and diversify the candidate pool of students within our programs. Increase efforts to diversify the local educator workforce through improved recruitment of culturally and linguistically diverse students.</p>
Reflections or comments	The goals, actions, and expected outcomes described here are geared toward supporting the areas of greatest need within our local communities. We endeavor to ensure that our program completers are equipped to provide services to all individuals from a variety of culturally and linguistically diverse backgrounds.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

MA ITECSE: n/a
MA in Literacy and Cognition: n/a
MA in Mathematics Education: n/a
MS ABA: n/a
MA in Educational Leadership with Critical Consciousness: n/a
MA in Special Education: n/a

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

MA in TESOL: Ongoing efforts to coordinate with faculty will continue to take place so that modifications to NYSED student teaching requirements are incorporated into the program.

MA in Literacy and Cognition: There is a proposal that has been approved by the faculty to offer an Advanced Certificate in Literacy and Cognition. The final report is currently being revised and will be submitted to NYSED.

MA in Mathematics Education: Development of an initial certification program began for mathematics education as well as a joint MA program with mathematics and special education.

MS in ABA: The program director will meet with program faculty to discuss and incorporate changes needed for the program and will develop new courses as needed.

MA in Special Education: Development of a joint program with mathematics and special education. Increased efforts in maintaining contact with completers so that feedback can be used to support program development for current candidates.

MA in Educational Leadership with Critical Consciousness: Planned improvements include expanding pathways for certification, strengthening partnerships with local teacher centers and school districts to develop cohort models, and hosting educational leadership events. We are also enhancing program visibility through targeted outreach on social media platforms, host continuous virtual informational sessions about our program and meet with faculty to support the needs of candidates.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider’s response to those changes (indicate “n/a” if no changes have been made or are anticipated).

MA in TESOL: n/a
 MA in Literacy and Cognition: n/a
 MA in Mathematics Education: n/a
 MS in ABA: The BACB has new regulatory requirements that are rolling out in 2027. Any student applying to the BACB beginning January 1, 2027 to take the certification exam must meet the new requirements. In addition, the BACB will begin requiring that all students planning to sit for the certification exam come from a master’s in ABA program and from an accredited program beginning January 1, 2032. Therefore, the program director is working with the administration to ensure these new regulations are met.
 MA in Educational Leadership with Critical Consciousness: n/a
 MA in Special Education: n/a

10. Sign Off

Provider’s Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Susan Straut Collard, Associate Chair of the Child Study program Patricia Barry, Director of MA in Literacy and Cognition Sarah Birch, Director of MA in Special Education Yvonne Borkowski, Director of MA in Educational Leadership Kerry Conde, Director of MA in Applied Behavior Analysis Katherine Granelli, Director of MA in Infant Toddler Early Childhood Special Education Alexis McBride, Director of MA in TESOL	Eileen Jahn, Executive Dean, Long Island campus Phil Dehne, Executive Dean, Brooklyn campus Heather Barry, Provost

Elana Reiser, Director of MA in Math Education	
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Date sent to AAQEP:	December 20, 2024
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