

AAQEP Annual Report for 2024

Provider/Program Name:	St. Joseph's University/Undergraduate Teacher Education
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 30, 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.

The mission statement of the Child Study department is as follows: The Department of Child Study prepares infancy, preschool and elementary teacher candidates in general and special education to be highly effective professionals for a wide variety of careers involving children and families in a diverse world. Grounded in a strong academic and value-oriented education, teacher candidates demonstrate the dignity, honor and integrity of their work through competent practices with the guidance of a caring faculty. Committed to the profession, they collaborate with administrators, colleagues, parents and guardians, building trust with stakeholders and fostering positive learning environments for all students.

The mission statement of the Adolescence Education department is as follows: The Education Department, in alignment with New York State standards and regulations, prepares teacher candidates with the knowledge, skills and dispositions necessary for effective teaching in grades 7-12 in biology, chemistry, English, social studies, mathematics and Spanish. Students may also opt to take two additional courses to be eligible for a 5-6 extension of their initial certification. The faculty recognizes the importance of having all degree candidates acquire skills, dispositions and in-depth knowledge of the subject matter they plan to teach, as well as an understanding of the impact on student learners. To this end, a solid liberal arts background is aligned with national, state and professional standards.

Teacher candidates participate in meaningful learning experiences and are introduced to developmental and learning theories. As a faculty, we value and nurture on-going dialogue and strategic planning regarding the quality and performance of our teacher candidates and graduates. In sum our professional education program strives to:

- Nurture the intellectual, physical, emotional, social and civic potential of each student;
- Create, support and maintain challenging learning environments for all students;
- Collaborate with colleagues and other professionals in the interest of student learning;
- Advance the intellectual and ethical foundation of the learning community.

The goals for both the Child Study and the Adolescence Education departments are as follows:

1. Candidates for program completion will know the subject matter they intend to teach.
2. Candidates will present subject matter in ways that students can readily understand.
3. Candidates will act on their knowledge in a caring and professional manner that would lead to appropriate levels of achievement for all of their pupils.
4. Candidates will learn independently, acquiring the dispositions and skills that will support lifelong learning.

5. Candidates will demonstrate an understanding of the impact of gender, race, individual differences and ethnic and cultural perspectives on educational practices.
6. Candidates will demonstrate that they can use the basic technological tools of the profession.
7. Candidates will exhibit well-developed communication skills.

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):

- [Child Study Long Island](#)
- [Child Study Brooklyn](#)
- [Adolescence Education Long Island](#)
- [Adolescence Education Brooklyn](#)

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)
<i>Programs that lead to initial teaching credentials</i>			
Adolescence Education, Grades 7–12 (Brooklyn and Long Island campuses)	Biology 7-12 or Chemistry 7-12 or English 7-12 or Spanish 7-12 or Social Studies 7-12 or Mathematics 7-12	BK - 15 LI - 262	BK - 4 LI - 75
Child Study (Brooklyn and Long Island campuses)	Early Childhood Birth – Grade 2 Early Childhood Students with Disabilities Birth – Grade 2 Childhood Grades 1 – 6 Childhood Students with Disabilities Grades 1 - 6	BK - 51 LI - 979	BK - 15 LI - 164
Total for programs that lead to initial credentials			

<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
NOTE: Will be addressed in a separate Annual Report			
Total for programs that lead to additional/advanced credentials			
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
NOTE: Will be addressed in a separate Annual Report			
Total for additional programs			
TOTAL enrollment and productivity for all programs			
Unduplicated total of all program candidates and completers			

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.)

MS in Applied Behavior Analysis, MA TESOL, MA Educational Leadership with Critical Consciousness

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

<p>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.</p>			
Child Study LI:	979	Child Study BK:	51
Adolescence Ed LI:	262	Adolescence Ed BK:	15
Total	1241	Total	66
<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>			
Child Study LI:	12 students for 2 certificates (general ed only)		
Child Study LI:	152 students for 4 certificates (2 in general ed and 2 in students with disabilities)		
Child Study BK:	2 students for 2 certificates (general ed only)		
Child Study BK:	13 students for 4 certificates (2 in general ed and 2 in students with disabilities)		
Adolescence Ed LI:	75 students		
Adolescence Ed BK:	4 students		
Total Completers:	258 students		

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

Child Study LI: 164
Child Study BK: 15
Adolescence Ed LI: 68
Adolescence Ed BK: 4

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.

Child Study LI and BK: 100% completers finished the program within the expected timeframe
Adolescence Ed LI and BK: 100% completers finished the program within the expected timeframe

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%.

Child Study LI:

Educating All Students Exam: 97% pass rate
Multisubject Content Specialty Test: Early Childhood - 97% pass rate
Childhood - 95% pass rate
Students with Disabilities Content Specialty Test: 100% pass rate

Child Study BK:

Educating All Students Exam: 100% pass rate
Multisubject Content Specialty Test: Early Childhood - 92% pass rate
Childhood - 80% pass rate
Students with Disabilities Content Specialty Test: 100% pass rate

Adolescence Education LI:

Educating All Students Exam: 99% pass rate
Content Specialty Test: 92% pass rate

Adolescence Education BK:

Educating All Students Exam: 100% pass rate
Content Specialty Test: 75% pass rate

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

- As indicated above, NYSTCE test scores provide evidence of our completer proficiency. While we are pleased with the pass rates for the LI and BK in both Child Study and Adolescence Ed on the Educating All Students Test, and for LI and BK Child Study pass rates on the Multisubject and Students with Disabilities Content Specialty Tests, we are concerned about the low Content Specialty Test for BK Adolescence Education, although we recognize that small numbers in that department accentuate any test failure. Of the 4 BK AE completers for the CST, only 3 took the test and 2 of the 3 passed. We are pleased with the results of having created a Math course specific to the certification area that all teacher candidates will be required to take. In the Child Study program, this course is entitled "Math for Elementary Education Teachers," and it was offered for the first time in Fall 2023. The Adolescence Education department is working with the Math department now to create an appropriate course for the Adolescence Ed teacher candidates, to be offered for the first time in Fall 2025. In addition, the AE program's Methods instructors have begun including more in the way of content coverage in the Methods classes. The AE program has seen improvement in the content specialty exam performance over the previous year, and anticipates that student performance will continue to improve.
- Another overall measure that will be employed by all programs on both campuses is advertisement of the NYSTCE Right Start program, which is a learning course designed to help candidates prepare for certification exams. This Fall, links and information was sent to all enrolled students who are nearing program completion.

- A final way to collect data from our completers is to hold Focus Groups via Zoom, at least 6 months after graduation. We have now done this for four years, and while the rate of participation has been low, we have been gratified by the conversation between those who do participate. It is a positive way to engage and keep in touch with our graduates, and a vehicle for them to network and learn from one another.

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

- One way that we collect evidence from employers of program completers is to hold biannual Teacher Education Advisory Board meetings, and to solicit membership on this board that includes principals and assistant principals who have employed our graduates. The Advisory Board meetings have been very productive, and have yielded good suggestions for the SJNY Teacher Education programs, such as approval of our Memorandum of Understanding form, and discussion of our Employer Survey results. The Advisory Boards have also helped us to design the Teacher Performance Assessment (TPA) for our student teachers.
- Another way that we have collected evidence from employers of our program completers is to send out an Administrator/Employer survey. In the fall of 2024, this survey was sent to school administrators who hired graduates of the class of 2024, allowing us to learn that 88.9% indicated that Rapport with Students is the most positive quality of the SJNY hire, and 77.8% noted that Content Knowledge, Classroom Management, Lesson Planning, Ability to Work Effectively with Colleagues, and Professionalism were all tied as the most positive qualities of the SJNY hire. It was also noted that 57.1% of the administrators felt that the SJNY hire needed more assistance with Data Driven Instruction. We were gratified by the results of this survey, which indicates that Employers are pleased with the level of preparation that SJNY graduates have received from their Teacher Preparation program.

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.

As noted above, the Alumni Survey that we send 6-11 months following graduation has not yielded universally robust data. In BK Child Study, response rates have been highest, and the data indicates employment rates of greater than 90%. We are hopeful that collecting personal email addresses from our completers, and sending the survey to them directly, rather than relying on the Alumni Office will provide better data moving forward.

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
Lesson Plan data (Candidates)	We expect an overall score of at least 80%, as well as at least 3 out of 4 in each category.	Child Study LI: Overall mean score was 3.43 on a 4.0 scale, yielding an 85.75% accuracy level.

<p>The Child Study and Adolescent Education programs collect multiple lesson plans from each teacher candidate in Anthology. It reflects competency in 15 categories (context for learning, standards, objectives, body of lesson, subject matter knowledge, technology, differentiation, critical thinking, transfer of skills, development of concepts, collaboration and communication, academic language, closure, evaluation/assessment, and re-engagement).</p>		<p>Child Study BK: Overall mean score was 3.39 on a 4.0 scale, yielding an 84.62% accuracy level. Adolescence Ed LI: Overall mean score was 3.58 on a 4.0 scale, yielding an 89.1% accuracy level. Adolescence Ed BK: Overall mean score was 3.2 on a 4.0 scale, yielding a 80% accuracy level.</p>
<p>Summative Evaluation data (Candidates)</p> <p>The Child Study and Adolescent Education programs collect Summative Evaluations for each teacher candidate in Anthology from the SJNY student teaching supervisor, as well as the cooperating teacher during the student teaching experience. It reflects competency in several categories, including lesson design, preparation and planning, content knowledge, instructional delivery, awareness of student needs, classroom management, student assessment, technology integration, reflective and responsive practice, professional responsibilities, and overall potential.</p>	<p>We expect an overall score of at least 80%, as well as at least 3 out of 4 in each category.</p>	<p>Child Study LI: Overall mean score was 3.66 on a 4.0 scale, yielding an 91.5% accuracy level. Child Study BK: Overall mean score was 3.57 on a 4.0 scale, yielding an 87% accuracy level. Adolescence Ed LI: Overall mean score of 3.689 on a 4.0 scale, yielding a 92% accuracy level. Adolescence Ed BK: Overall mean score was 3.48 on a 4.0 scale, yielding an 87% accuracy level.</p>

<p>Individualized Education Plan (IEP) data (Candidates)</p> <p>The Child Study and Adolescent Education programs collect an IEP assignment in Anthology for each teacher candidate. It reflects competency in writing IEPs in the following categories: academic achievement/functional performance, evaluation results, management needs, measurable annual goals, and instructional objectives.</p>	<p>The Child Study program, which is providing coursework towards Students with Disabilities certification, expects an overall score of at least 80%, as well as at least 3 out of 4 in each category.</p> <p>The Adolescent Education program, which does not lead to Students with Disabilities certification, requires its teacher candidates to do the IEP assignment as part of a special education course that they take as sophomores. Therefore, the expectation is at least 2.8 out of 4 in each category, with an overall score of at least 70%.</p>	<p>Child Study LI: Overall mean score was 3.59 on a 4.0 scale, yielding an 89.95% accuracy level.</p> <p>Child Study BK: Overall mean score was 3.63 on a 4.0 scale, yielding an 100% accuracy level.</p> <p>Adolescence Ed LI: Overall mean score was 3.62 on a 4.0 scale, yielding an 92.94% accuracy level.</p> <p>Adolescence Ed BK: Overall mean score was 3.86 on a 4.0 scale, yielding an 96.5% accuracy level.</p>
<p>Teacher Performance Assessment (TPA) (Candidates)</p> <p>Starting with the 2023-2024 academic year, the Child Study and Adolescent Education programs employed use of an SJNY TPA as per NYS requirements. It is modeled to exemplify student knowledge of how to plan, implement and assess teaching, and all students across education programs complete a TPA in their senior year.</p>	<p>The Child Study and Adolescence Education programs expect an overall score of at least 80%, with a 3.0 or higher in each category</p>	<p>Child Study LI: 100% of teacher candidates achieved an average score of 3.0 or higher, with an overall average of 3.56.</p> <p>Child Study BK: 93.33% of teacher candidates achieved an average score of 3.0 or higher, with an overall average of 3.51.</p> <p>Adolescence Ed LI: 97.29% of students achieved an average score of 3.0 or higher, with an overall average of 3.45.</p> <p>Adolescence Ed BK: 75% of teacher candidates achieved an average score of 3.0 or higher, with an overall average of 3.4.</p>

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
<p>NYS Teacher Certification Exam performance (Candidates)</p> <ul style="list-style-type: none"> - Educating All Students Exam (EAS) - Content Specialty Test(s) 	<p>We expect a minimum pass rate of 80% on all Teacher Certification Exams.</p>	<p>As noted previously, our pass rates are as follows:</p> <p>Child Study LI: EAS: 97% pass rate Multisubject CST Early Childhood - 97% pass rate Multisubject CST Childhood - 95%</p>

		<p>pass rate Students with Disabilities CST: 89% pass rate Child Study BK: EAS: 100% pass rate Multisubject CST: Early Childhood - 92% pass rate Multisubject Childhood - 80% Students with Disabilities CST: 100% pass rate Adolescence Education LI: Educating All Students Exam: 99% pass rate Content Specialty Test: 92% pass rate Adolescence Education BK: EAS: 100% pass rate CST: 75% pass rate</p>
<p>Administrator/Employer Survey (Completers)</p> <p>In the fall of 2024, this survey was sent to school administrators who hired graduates of the class of 2024, allowing us to learn that 88.9% indicated that Rapport with Students is the most positive quality of the SJNY hire(s), and 77.8% noted that Content Knowledge, Classroom Management, Lesson Planning, Ability to Work Effectively with Colleagues, and Professionalism were all tied as the most positive qualities of the SJNY hire(s). It was also noted that 57.1% of the administrators felt that the SJNY hire needed more assistance with Data Driven Instruction.</p>	<p>While there is no “expected score,” the data will allow us to note patterns and to look for continued growth. We hoped to get information on what areas our graduates are regarded favorably, and in what areas they may need improvement.</p>	<p>Of those who completed the survey and hired SJNY graduates, many positive qualities were identified, including Professionalism, Rapport with Students, Content Area Knowledge and Lesson Planning. It was also noted that there is a desire for our graduates to have more knowledge of Data Driven Instruction. We were gratified by the results of this survey, which indicate that employers are, in general, pleased with the level of preparation that SJNY graduates have received from their Teacher Preparation program. We plan to think about ways to ensure that our completers have more knowledge of Data Driven Instruction, moving forward.</p>
<p>Focus Group (Completers)</p> <p>Graduates of the Class of 2024 Child Study and Adolescent Education programs were invited by email to participate in a remote focus group led by faculty of both programs, and to respond to questions related to their professional practice. The sessions were not well attended, with 15 SJNY graduates who represented LI and BK Child Study and Adolescence Education departments in total.</p>	<p>While there is no “expected score,” we were seeking information about our completers’ experiences as new teachers, and their own feelings about their level of preparation.</p>	<p>Four BK CS graduates met with a faculty member to discuss their current work experiences, and the role their undergraduate education experiences had in preparing them. We discussed questions including how they address diverse learning in their classrooms, what they learned at SJNY to help them to create a productive learning environment, and how they promote their own professional growth. While the graduates reported that they found</p>

their first semester of teaching challenging, they also reported that they felt well prepared. They reported that in particular they were confident in differentiating instruction for the students in their classrooms and in maintaining contact with students' families. The graduates who respond also reported that they were continuing their own professional development by attending a graduate program.

Four LI CS completers came to conduct a presentation to our undergraduate students soon to complete our program. These 4 graduates shared information about where they now worked as teachers (NYC, private sector, residential setting, local LI school district in a diverse area). They shared a wealth of information about types of jobs available to those with teaching certification, along with other first-year-on-the-job information.

Three LI AE graduates agreed to take part in the remote focus group. They shared their experiences with the AE program and how they felt it prepared them for their careers. They also offered suggestions for how to improve certain aspects of the program, to create opportunities for graduates to become involved in assisting current students, and to increase participation in events such as the Focus Groups.

Four BK AE graduates from the previous and recent years visited both in-person and remotely with our Program Completers in seminar to share their first-year experiences and to answer questions.

While the small total number of participants was disappointing, the conversation was active and uplifting. It created an opportunity for the BK

		and LI graduates to network, and to listen and learn from one another.
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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.

2023-2024 was our first year to use the SJNY-created TPA (Teacher Performance Assessment) to assess the effectiveness of our teaching and instruction. To date, the TPA results are positive across programs and campuses. The TPA commenced in the Fall of '23 with our program candidates during their student teaching experience. 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 all programs have employed to raise future NYSTCE scores overall is to advertise the NYSTCE Right Start program to our teacher candidates. All instructors have been instructed to post the information in their CANVAS learning platform modules. All students have also been sent the links and information. The links and information have been added to our collective portal pages as well. It is hoped that this will boost scores overall.

In an effort to gain more information on program completers, as well as reach our local school district administrators more efficiently, we intend to participate in TeachNY, a “new digitally powered recruitment platform developed in collaboration with a wide coalition of New York schools, districts, institutions of higher education, and education organizations. The mission of TeachNY is to identify and cultivate the next generation of teachers throughout the state” (NYSED, 2024).

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 these sites increases. This year, we plan to focus more on having students post interesting lessons and materials (with committee approval), as well as spotlight any outstanding activities, etc. Faculty can share their most recent research and/or presentations in the field. We also hope to initiate the start of a blog as well. This social media movement was designed specifically to attract new candidates into the program, keep current students connected in an interactive manner, stay in touch with alumni, and attract attention and collaborations with teachers and administrators (by highlighting outstanding student work and accomplishments to be used as resources by local school districts). We plan to conduct more efficient tracking of this data in the upcoming year, perhaps via our Exit Interview. We are hopeful that this endeavor will continue to raise the rate of participation in our Employer and Alumni Surveys, as well as our Focus Groups, moving forward.

The Chairs and Placement Coordinators worked closely to devise a plan for stronger collaboration with local district personnel. Principals, Assistant Principals and District Superintendents will be invited to join the SJNY Teacher Education Advisory Board, and in addition, the SJNY Chairs and Placement Coordinators will schedule visits to local district administrators to build relationships, and acquire information related to program effectiveness in preparing the best teacher candidates and teachers. Such collaboration will also yield information related to our program alumni.

Finally, due to the low overall Content Specialty Test (CST) score for the BK Adolescent Education teacher candidates, with one of four students failing, the Adolescence Education program will continue to work with major departments on possible ways to increase student performance on the CSTs. The Adolescence Education department is now collaborating with the Math department to create a math course for 7th to 12th grade teacher candidates in its

program, to be offered in Fall 2025. In addition, AE Methods instructors will be asked to emphasize content-area review when possible.

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	To improve teacher candidate performance on the Content Specialty Test(s). To analyze data surrounding the new Teacher Performance Assessment (TPA).
Actions	Continue to interface with Major Departments about possible remedies to the relatively low performance on the CST. Also, when possible, Methods instructors will review content in an effort to assist in this goal. Use the data from the TPA to determine whether modifications to the instrument are necessary, and whether any curricular modifications are necessary due to candidate performance on any of the involved measures.
Expected outcomes	AE program completers will show improvement in CST performance. Teacher candidate TPA scores will provide evidence that will help us to make changes to our instrument and/or our curriculum, moving forward.
Reflections or comments	As our goal is to make sure that we are serving the needs of our teacher candidates, we want to do whatever is possible to assist them in earning strong NYSTCE scores, and to produce exemplary TPAs, both of which are indicators of their readiness to become teachers.
	Standard 2
Goals for the 2024-25 year	To improve the response rate of our Administrator/Employer Survey. To increase participation in our Alumni Focus Groups.
Actions	Child Study and Adolescent Education programs on both campuses attempt to collect personal emails from our students, rather than relying on the Alumni Office database. It is hoped that this will allow us to find out where our graduates are working, so that

	<p>we have a more accurate list of school administrators to contact with the Employer Survey.</p> <p>We talked to members of our Advisory Boards about ways to increase the response rate to our Administrator/Employer Survey, and will be incorporating some of their suggestions (such as offering an incentive to complete the survey). In addition, we plan to visit schools to solidify our relationship with administrators, and will ask them to complete our survey when we meet with them.</p> <p>In addition, we will work to implement some Alumni Focus Group suggestions for improving turnout to that event as well as to increase Alumni Survey response rate through the collecting of personal emails (indicated above) and perhaps creating a greater social media presence.</p> <p>We are in discussion about hosting events for our alum that will bring them back to the campus, and/or to draw them to another venue, and to hold brief Focus Groups at these events.</p> <p>We plan to participate in TeachNY which may be able to provide some completer data, eventually.</p>
Expected outcomes	<p>We are hopeful that our alum will be more likely to respond to our Alumni Survey since it will be sent to them from the email address of a faculty member that they remember.</p> <p>Increasing the engagement of the administrators who hire our completers will be positive for the graduates, but also for our teacher education programs, which will be enriched by the input of our community partners.</p> <p>We also hope that we will get more alumni to participate in our Focus Groups by sending invitations to the personal email addresses, as well as to conduct the Focus Groups at special events to which we have invited them.</p>
Reflections or comments	<p>In the past, there was more face-to-face contact with administrators, and we think that this type of collaboration was positive and productive.</p>
	Standard 3
Goals for the 2024-25 year	<p>To improve engagement with a broader range of districts/schools, reflecting high needs schools, economically disadvantaged students, and the like.</p>
Actions	<p>We will reach out to districts/schools with which we do not presently have collaborations, and establish working relationships with them. Administrators will be invited to join our Advisory Board.</p>
Expected outcomes	<p>Creating new relationships will be beneficial to the P-12 partners, SJNY, and ultimately our candidates and completers.</p>
Reflections or comments	<p>It is hoped that our participation in TeachNY will help to accomplish this goal.</p>
	Standard 4

Goals for the 2024-25 year	To increase the membership of our Advisory Boards.
Actions	<p>Student teaching supervisors were encouraged to make connections with administrators when they went to schools to conduct student teacher observations. In addition, efforts were made to establish connections with schools and districts of various sizes and geographical locations, in Brooklyn, Queens and Long Island.</p> <p>Visiting schools to establish new relationships with administrators, especially in districts where SJNY has not had contact in the past.</p> <p>Inviting principals, assistant principals, and district superintendents to join our Advisory Board.</p>
Expected outcomes	Having a more broad membership base on our Advisory Boards will allow us to hear different points of view, to get ideas about how our programs can better serve the P-12 community, and to educate more school personnel about the Teacher Education programs that SJNY offers.
Reflections or comments	Strengthening relationships with our P-12 partners has been a very positive experience for SJNY historically.

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.

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.

- Higher CST scores, especially for the Brooklyn Adolescence Education teacher candidates
- Increased participation in our Advisory Boards
- Better participation in our Focus Groups
- Better response rate to our Alumni/Administrator/Employer Surveys

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).

Our Advanced certification programs have already been approved to change to the All Grades Special Education certification and the All Grades Literacy certification. We expect to change our undergraduate program to include the All Grades Special Education certification by 2026.

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 (Brooklyn based)	Heather Barry, Provost Eileen Jahn, Executive Dean in Long Island Phil Dehne, Executive Dean in Brooklyn

Date sent to AAQEP:	
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