



AAQEP Annual Report for 2024

Provider/Program Name:	Westfield State University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	2027

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The professional education unit's shared vision is expressed as "Educators as Leaders Building Learning Communities." Our vision is the outgrowth of community discussions among faculty of both initial and advanced programs, students and our P-12 partners; it embodies two key concepts -leadership and learning community. All WSU Education programs are unified by the shared vision: Educators as Leaders Building Learning Communities. The pillars that undergird this vision are community building, reflective practice, diversity, social justice and engaged scholarship. Program courses, field experiences and policies address one or more of the themes

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

[AAQEP Accreditation | Westfield State University \(ma.edu\)](https://www.westfield.edu/aaqep)

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 09/23)	Number of Completers in most recently completed academic year (12 months ending 08/24)
<i>Programs that lead to initial teaching credentials</i>			
Baccalaureate	Teacher, Biology, 8-12, Initial	6	1
Postbaccalaureate*	Teacher, Biology, 8-12, Initial	5	1
Baccalaureate	Teacher, Early Childhood, PreK-2, Initial	104	7
Postbaccalaureate	Teacher, Early Childhood, PreK-2, Initial	8	5
Baccalaureate	Teacher, Elementary, 1-6, Initial	122	30
Postbaccalaureate	Teacher, Elementary, 1-6, Initial	8	10
Baccalaureate	Teacher, English, 5-12, Initial	27	4
Postbaccalaureate	Teacher, English, 5-12, Initial	6	0
Baccalaureate	Teacher, General Science, 5-8, Initial	0	1
Postbaccalaureate	Teacher, General Science, 5-8, Initial	0	0

Baccalaureate	Teacher, History, 5-12, Initial	48	7
Postbaccalaureate	Teacher, History, 5-12, Initial	9	1
Baccalaureate	Teacher, Mathematics, 5-8 & 8-12, Initial	19	3
Postbaccalaureate	Teacher, Mathematics, 5-8 & 8-12, Initial	2	1
Baccalaureate	Teacher, Moderate Disabilities, PreK-8 & 5-12, Initial	35	5
Postbaccalaureate	Teacher, Moderate Disabilities, PreK-8 & 5-12, Initial	0	8
Baccalaureate	Teacher, Physical Education, PreK-8 & 5-12, Initial	12	4
Postbaccalaureate	Teacher, Physical Education, PreK-8 & 5-12, Initial	0	1
Baccalaureate	Teacher, Music: Vocal/Instrumental/General, All Levels, Initial	35	2
Postbaccalaureate	Teacher, Music: Vocal/Instrumental/General, All Levels, Initial	0	0
Total for programs that lead to initial credentials		446	89
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master's	Early Childhood, Professional License	6	0
Master's	Elementary Education, Professional License	7	0
Master's	English Education, Professional License	5	1
Master's	Mathematics, 5-8 & 8-12, Professional License	5	1
Master's	Movement Science, Professional License	21	4
Master's	Reading Education, Initial License	19	6
Total for programs that lead to additional/advanced credentials		62	12

<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Endorsement	Sheltered English Emersion, Stand Alone	10	8
Master's	School Counselor, Initial License	7	1
Master's	School Adjustment Counselor, Initial License	16	5
Total for additional programs		33	14
TOTAL enrollment and productivity for all programs		541	115
Unduplicated total of all program candidates and completers		541	115

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Art Education for PK-8 or 5-12 Licensure, was added in 2019-2020.

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.
541
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.
115

<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
<p>115</p>
<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>The following number of teacher education candidates admitted to 4-year baccalaureate programs in fall of 2017 and spring of 2018 graduated as program completers within six years of admission to the university Fall 17 cohort completion rate: 55.2% (107/194). Spring 2018 cohort completion rate: 67.0% (130/194)</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>In October of 2020, the Department of Elementary and Secondary Education (DESE) voted to allow a pilot of alternative assessments for several of the MTELEs that are required for licensure. The pilot period was through June of 2024 with an extension through June of 2025. The State approved alternatives to the Communication & Literacy MTELEs; MTEL-Flex, which provides an assessment option for MTEL candidates whose score on select subject matter MTEL test fields is very close to the passing score (within one standard error of measurement of passing); and an alternative assessment for Massachusetts approved Sponsoring Organizations (SOs) to attest to educator preparation candidates' subject matter knowledge in alignment with the required subject matter MTELEs. Westfield State was approved by the DESE to offer a Foundations of Reading Attestation. The reporting and inclusion of alternative assessment scores in pass rate results has been problematic because the DESE has not been able to include any of the alternative scores in its pass rate calculations. As such, the data the DESE reports is not a complete picture of pass rates. Additionally, the DESE no longer requires MTELEs as a program completion requirement and strongly recommends that all SOs not require MTELEs as a requirement for practicum/program completion. In the spring of 2023 WSU began a pilot where we allowed students to move to practicum with one subject matter MTEL outstanding (score was within one standard error of measurement of passing). For the AY 22-23, of the 96 students that advance to practicum two were allowed to do so with one outstanding MTEL. Of the two who were allowed to move forward, one passed the outstanding MTEL during practicum. The other did not. For AY 22-23, WSU had a 99% MTEL pass rate. For the AY 23-24, of the 93 students that advanced to practicum eighteen were allowed to do so with one outstanding MTEL. Of the eighteen, thirteen passed their final MTEL, while five still had yet to pass their final MTEL by the end of practicum. WSU had a 95% pass rate for the AY 23-24.</p>
<p>F. Narrative explanation of evidence available from program completers, with a characterization of findings.</p>
<p>WSU uses our Program Completer survey and Alumni survey to gather evidence since the DESE has not been able to provide data since 2020-21 (N sizes have been too low to report out). Overall, ratings and comments from our Program Completer survey have been positive. WSU completers have consistently felt that they were well/adequately prepared and/or agree/strongly agree on</p>

all 29 questions. Qualitative data shows positive feedback with a few comments from our secondary students and teachers of record (ToRs) about CAP requirements. These comments are logistical and will be handled in training sessions.

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

The DESE has not been able to report out any data since AY 2020-2021 as N sizes have been too small. WSU is in the process of creating an Employer Survey that will gather data from our partner districts. WSU will utilize some of state's survey questions when designing our survey. Using a different report that shows aggregate information on Educator Evaluation for first year teachers, we were able to glean some information on four of our larger programs, Early Childhood, PreK-2, Initial, Baccalaureate; Elementary, 1-6 Initial, Baccalaureate; Elementary, 1-6, Initial, Post-Baccalaureate; Physical Education, 5-12, Professional, Post-Baccalaureate. Early Childhood performed slightly below the state average, while the Elementary programs and the Physical Education program outperformed the state on all 4 standards.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

WSU relies on the state data collection system (Edwin Analytics) for most evidence related to success of teacher education completers. In the 2022-2023 Edwin report on program completer employment report, data showed that the rate of employment for our completers in MA public schools was above or on par with the state average in all measures reported. More specifically, employment in the first year after graduation for Westfield grads was 80% versus 70% for the state. WSU actively recruits alumni to its Master's for Professional Licensure programs as well as to the Professional Support Personnel (School Counselor, School Adjustment Counselor, and Reading Specialist programs) through our Graduate and Continuing Education outreach marketing.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Candidate Assessment of Performance (CAP) - state-mandated assessment conducted in practicum semester.	In order to successfully complete CAP, candidates must score at the acceptable level on seven Essential Elements, which align to AAQEP aspects 1a, 1c, 1d, 1e, and 1f. The areas of performance are: Subject Matter Knowledge, Well Structured Lessons, High Expectations, Safe Learning Environment, Adjustment to practice, Meeting Diverse Needs, and Reflective Practice. Candidates must score Proficient in Quality for all seven Essential Elements with Needs Improvement for Score.	In 2023-2024, 89 student teachers were deemed "ready to teach" based on acceptable performance on each CAP critical evidence measure.
Student-Teacher exit survey	WSU updated the student teacher exit survey in AY 23 -24 to address new state and federal standards around Culturally Responsive Practices.	89 exiting student teachers completed the survey in AY 23-24. As was expected, there was a larger number than in previous years of adequately prepared" and a few "insufficiently prepared" ratings distributed across the 29 survey questions related to program preparation. However, 90% or more of student teachers rated themselves as Adequately or Well Prepared on 20 of 29 areas of preparation included in the survey.
State report (Edwin Analytics) – Teacher employment and retention	State collects/reports data -disaggregated by SO - on various measures of MA public school teacher graduates, and state and district retention. State conducts annual survey of employers of first-year teachers, in which employers are asked to compare performance of individual new teachers to performance of other teachers.	WSU employment of graduated teachers is on par or better with the state means in all categories.

Employer survey	State has collected this data in the past, but no new data has been published since the 2021-2022 AY. WSU is in the process of developing our own survey to collect data for year over year comparison.	TBD
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
State report (Edwin analytics) – teacher employment and retention	State collects/reports data – disaggregated by SO – on various measures of MA public school teacher employment including first year graduates, state and district retention.	WSU employment of graduated teachers is on par with or better than state means in all categories.
State report – employer survey	State conducts annual survey of employers of first-year teachers, in which employers are asked to compare performance of individual new teachers to performance of other teachers.	The state hasn't reported out data since the 2021-2022 AY. WSU is in the process of creating our own employer survey. We will compare year over year data.
State report – teacher evaluations	The state provides teacher evaluation data on an annual basis for teachers of record, which can be disaggregated by the SO from which the teacher completed a program. Latest available data for 2022-2023. reflect 105 WSU program completers who were teachers of record during that year and are based on evaluations with ratings of Exemplary, Proficient, and Needs Improvement. Teachers are given an overall rating, as well as a rating on each of the four critical evidence measures. The n is relatively small, since the state does not report data when there are fewer than six individuals whose evaluations are reported for	In all four measures, WSU Educator Prep teachers were on par with or exceeded the state mean. In overall ratings, WSU teachers scored 88% at the Proficient level, and 12 % at the Needs Improvement. This is on par with state.

	<p>any one program area. The four areas of critical evidence evaluated are: Curriculum, Planning, and Assessment, Teaching All Students, Family and Community Engagement, and Professional Culture. These four standards align with aspects 2b, 2c, 2e, and 2f of AAQEP Standard 2.</p>	
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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.

The 2023-2024 AY has brought many new state initiatives and challenges to our students and faculty. As we return to the post COVID normalcy, we continue to deal with the ongoing teacher shortage that districts are facing. Many of our partner districts have turned to WSU and other SOs seeking to hire practicum students as a way to help with their temporary and full-time faculty shortages. We continue to work with our partner districts to think of creative ways to help them with their staffing shortages, while maintaining the focus on our program integrity.

Our Education and content area faculty are continuing to work on the many initiatives that have been ongoing:

Early Literacy Standards and the CAP Early Literacy Observation

District MOUs

Western MA Regional Center supporting those on emergency licenses

SEI revisions and integration across courses

MTEL prep courses to support students

New Professional Standards for Teachers (PST's) mapping across the program

The former chair of the department and full professor, Dr. Megan Kennedy, is also on a leave of absence from the education faculty to serve as the Associate Dean of Educator Preparation, this role reports directly to the Interim Dean of the College of Professional Services and serves as the leadership of The Office of Teacher Licensure.

