AAQEP Annual Report for 2025

Provider/Program Name:	Bank Street College of Education
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	12/31/2025

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.

For more than a century, Bank Street College of Education has been a leader in the field of progressive education, helping children and adults develop to their full potential. Our approach to progressive education emphasizes and embraces:
- A recognition that learning happens best through meaningful relationships developed in the context of institutional communities.
- A deep understanding of individual development, rooted in evidence about what works for learners at all ages.
- A commitment to building educational experiences upon the strengths of individuals.
- Social justice and principles of access and equity for all learners.
- Advocacy, action, and the fostering of democratic principles.

In 2023, the College developed a new five-year strategic plan under the leadership of our president, Shael Polakow-Suransky. This new plan will support the advancement and expansion of the work of all three instructional divisions within the College, of which the Graduate School of Education is one. For example, over the next five years, the Graduate School will work to expand its partnership programs with school districts and undergraduate institutions to recruit more students into our two Departments, Education Leadership and Teaching and Learning, deepening our commitment to social justice and broadening our impact on the field of education through research and publications.

Teacher preparation. The programs in the Teaching and Learning Department prepare graduate students to become teachers; learning, literacy, and curriculum specialists; or special education itinerant teachers, among a range of career pathways. What connects each of the programs is a deep understanding of human development—informed by observation, experience, research, and theory—is essential to thoughtful practice with infants, children, adolescents, and their families. Through courses and fieldwork, graduate students develop a broad repertoire of instructional methods and strategies aimed at reaching all learners. Graduate students reflect deeply on their own practice, learning to ask critical questions and seek answers. We work to develop a practitioner's capacity to advocate for and with all children and families, and to see themselves as agents of social justice and change. Bank Street's curriculum, in keeping with the mission of our founders, is rooted in a progressive philosophy. Our approach holds that development occurs within social contexts, in which learner and environment alike are shaped through reciprocal processes. The practitioner's role in this framework is to construct environments and experiences for and with children and their families that engage them in critical exploration of themselves, others, and the wider world in which they live. We know that people learn when they are encouraged to tap into their innate human curiosity and when learning is vital, active, and creative. We work to develop practitioners who think carefully about and plan for the needs and capabilities of a broad range of children within diverse contexts, and in collaboration with colleagues and families. Our graduate students examine the historical, social, political, and cultural forces that impact educational spaces and the children, families, and professionals within those environments.

Leadership preparation. Bank Street approaches leadership development as a personal and professionally transformative experience. We work with students to help them become leaders who take the stance of a learner and a reflective practitioner. They reflect upon and examine who they are as persons, their beliefs, their commitment to their beliefs, and their ability to have their beliefs guide them through any school system. Students enter into our leadership programs knowing that their work shifts from working as a teacher with the students in a school to working with the adults in a school. They develop an understanding of adult development and its implications for professional development, supervision and community building. They learn to see schools in their current states, to assess what works and what does not work to support the growth of students and their teachers, to see the possibilities and potentials of schools, to conserve and transform. This takes place in courses, conference groups and fieldwork creating an alignment between theory and practice. The leadership students understand that educational leadership is a political act. It requires that our leadership students see themselves as agents of change who are called to serve. As leaders, we share leadership, build community, and empower others. We attend to issues of social justice, equity

and access. They understand that knowing is not enough –they must take action. This takes courage and commitment. In addition to our two Departments, we also offer a range of continuing education options, including professional certificate programs, short-format courses, workshops, and special events both online and at our physical location in New York City.

Public Posting URL

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

https://graduate.bankstreet.edu/about/accreditation/?_gl=1*1if0p87*_gcl_au*MTUzMzM3ODYzMS4xNzYxNjU0OTAz*_ga*MTQ4NTIwNjg0NC4xNzYxNjU0OTA0*_ga_8BED3YJMC3*czE3NjE5MjkxNTkkbzQkZzEkdDE3NjE5MjkyMjAkajU5JGwwJGgzOTIzNzA4NjA.

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 06/25)	Number of Completers in most recently completed academic year (12 months ending 06/25)
Programs that lead to initial teaching credentials			
Childhood General Education	Childhood Education (grades 1-6)	19	4
Childhood Special & General Education	Childhood Education (grades 1-6) and Childhood Students with Disabilities (grade 1-6)	73	19

DL/Bil Childhood General Education	Childhood Education (grades 1-6) and Childhood Students with Disabilities (grade 1-6) and Bilingual Education Extension (K-12)	2	1
DL/Bil Childhood Special & General Education	Childhood Students with Disabilities (grade 1-6) and Bilingual Education Extension (K-12)	1	1
DL/Bil Early Childhood Special & General Education	Early Childhood Students with Disabilities (birth-grade 2) and Early Childhood General (birth-grade 2) and Bilingual Education Extension (K-12)	4	2
Early Childhood & Childhood General Education	Early Childhood General (birth-grade 2) and Childhood Education (grades 1-6)	13	4
Early Childhood General Ed Advanced Standing	Early Childhood General (birth-grade 2)	16	9
Early Childhood General Education	Early Childhood General (birth-grade 2)	17	2
Early Childhood Special & General Ed Dual Degree with Columbia	Early Childhood General (birth-grade 2) and Early Childhood Students with Disabilities (birth-grade 2)	4	0
Early Childhood Special & General Education	Early Childhood General (birth-grade 2) and Early Childhood Students with Disabilities (birth-grade 2)	108	35

Infancy/Early Childhood Special & General Ed	Early Childhood General (birth-grade 2) and Early Childhood Students with Disabilities (birth-grade 2)	13	5
Teaching Adolescents with Disabilities, Alt Cert	Adolescents with Disabilities (grade 7-12)	119	12
Teaching English to Speakers of Other Languages	Teaching English to Speakers of Other Languages (Pre K-grade 12)	8	4
Teaching Literacy & Childhood General Education	Childhood Education (grades 1-6) and Literacy (birth-grade 6)	4	4
	Total for programs that lead to initial credentials	**401**	**102**
	Programs that lead to additional or advanced credentials for already-licensed educators		
Advanced Literacy Specialization	Literacy (birth-grade 6)	2	2
Childhood Special Education	Childhood Students with Disabilities (grade 1-6)	4	0
Childhood Special Education Advanced Certificate	Childhood Students with Disabilities (grade 1-6)	1	0
Early Childhood Special Ed Advanced Certificate	Early Childhood Students with Disabilities (birth-grade 2)	1	0
Early Childhood Special Education	Early Childhood Students with Disabilities (birth-grade 2)	8	1

Teaching Literacy w/ a Focus on Classroom Teaching	Literacy (birth-grade 6)	3	0
Total for programs that lead to additional/advanced credentials		19	3

Programs that lead to P-12 leader credentials			
Aspiring District Leaders Scholars	School District Leader Certificate	2	0
Early Childhood Leadership		10	3
Future School Leaders Academy	School District Leader and School Building Leader	15	14
Leadership in Mathematics Education	School Building Leader	36	7
LEAP/P20 Progressive Leadership-Adv	School Building Leader	109	67
National Aspiring Principals Certificate	School Building Leader	167	64
National Aspiring Principals Fellows	School Building Leader	181	45
Progressive Leadership	School Building Leader	46	26
School District Leader Certificate	School District Leader	37	29

Total for programs that lead to P-12 leader credentials		**603**	**255**
Programs that lead to credentials for specialized professionals or to no specific credential			
Child Life		10	10
Infant & Fam Dev & Early Intervention Dual Degree		7	7
Learning and Engagement in Museums & Cultural Orgs		5	5
Studies in Education		4	4
Studies in Education-Adv		1	1
Total for programs that lead to specialized professional or no specific credentials		27	27
TOTAL enrollment and productivity for all programs		**1050**	**387**
Unduplicated total of all program candidates and completers		**1046**	**383**

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.)

Literacy (birth-grade 6); childhood general education (grades 1-6) and literacy (birth-grade 6)

2. 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.
1046
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.
383
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
264
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.
100%
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%.

During the 2023-2024 year (7/1/23-6/30/24), 405 students took the Educating All Students test and 385 passed it for a 95% pass rate. 122 students took the Multi-Subject Birth to Grade 2 Test and 106 passed it for a 87% pass rate. 83 students took the Multi-Subject Grades 1-6 Test and 82 passed it for a 98% pass rate. 118 students took the Students with Disabilities CST and 118 passed for a 100% pass rate. One hundred twenty-nine (129) students took the Multi-Subject Grades 7-12 Test and 51 passed for a 40% pass rate*.

*Statement to address low scores on the Adolescent CST

At Bank Street College of Education, we are deeply committed to fostering an environment where every student can achieve their full potential. We regularly review various metrics of student learning and progress, including standardized test scores, to ensure we are providing the most effective education possible.

Recently, our institution has observed a change in student performance on the Adolescent CST (7-12). While these scores represent a snapshot of student achievement, we recognize their importance as one indicator of our collective progress. It is important to note, however, that our current pass rate on the Adolescent CST (7-12) remains consistent with the average pass rate across New York State. We are actively implementing comprehensive strategies to address them and elevate student achievement across all areas. Our commitment to continuous improvement guides our efforts.

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

Alumni from both Teacher Education and Leadership programs consistently report high levels of preparedness in foundational knowledge and dispositions. A very high percentage of completers feel prepared to act according to and promote professional norms such as integrity, reflection, collaboration, and listening, and to articulate a clear set of values to guide decision-making. Completers also report strong preparation in actively advocating for equity and culturally responsive practices, addressing socio-political, cultural, and family factors that influence student learning. Teacher Education completers demonstrate a holistic understanding of child and/or adolescent development, stating, "I learned how child development impacts behavior, learning, and ability to understand concepts. This background in child development helped me justify and tailor interventions to their needs," and that, " time, understanding, observation, data," support, "my teaching with students with various learning variations and linguistic backgrounds." Leadership alumni highlight that the material on adult development was "very helpful," providing a "solid foundation of scholarship" for their leadership decisions. Furthermore, both groups report strong preparedness in building and maintaining relationships, with Teacher Education completers highly prepared to communicate and collaborate with students' caregivers, and Leadership alumni prepared to encourage and support collaborative, caring, and trusting relationships across the school community.

Building upon this demonstrated success in foundational competencies, survey feedback provides clear, valuable insight into opportunities for strategic enhancement. Alumni feedback suggests an opportunity to strengthen the curriculum by integrating

even more tangible, actionable practice to complement the programs' strong theoretical and ideological foundations. This focus on strengthening the application of theory to practice also includes developing additional curriculum and learning opportunities in essential school operations and management, such as budgets, funding, and scheduling, which will further equip our completers for the full scope of their professional roles.

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

Due to the departure of a critical team member, we currently do not have access to the full dataset from the employer survey. Consequently, we cannot provide a characterization of findings from this evidence source for the current reporting period.

We plan to address this data access and continuity issue by implementing shared drives for all institutional data. Furthermore, we have started to strategize with our Alumni and Career Services teams to develop a new process that improves the response rate for future employer surveys.

H. 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.

The program's investigation into employment rates for program completers is conducted through a report from the NYC Public Schools' Office of Teacher Recruitment and Quality (TRQ), which details Bank Street College of Education's contributions to the new teacher pipeline for the 2024-2025 hiring season. The investigation characterizes findings through the collection of key hiring and application data.

The Characterization of Findings for the 2024-2025 hiring season indicates that 39 graduates were hired through traditional pathways, marking an increase from the previous season. The distribution of these new hires shows that 54% (21 hires) were placed in Priority Districts and 10% (4 hires) in Shortage Subjects, with 67% (26 hires) identifying as Persons of Color (POC). The top subjects for hiring included Special Education - Secondary, English, and ESL. Regarding Recent Graduate Application Data for the same period, 57 recent graduates started an application, achieving a 93% submission rate and an 82.5% rate of being Eligible for Hire. Within this eligible applicant pool, 53% (37 applicants) were for Shortage Subjects, and 43% (20 applicants) identified as POC.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

A key focus has been on aligning staffing with regulatory requirements and institutional growth. This includes meeting the NYSED requirement that 50% of the program must be offered by full-time faculty. To better align our administrative structure with current

needs, there was a change from the Student Services Advisor Model (SSA) to the Enrollment Management and Student Services (EMSS) structure. The Graduate School completed the strategic organizational change, moving from a generalist Student Support Associate (SSA) model to a specialized, functional-area-based structure to enhance the quality and efficiency of student support services. This shift to specialist roles (e.g., in Registrar, Financial Aid) was designed to leverage and focus staff expertise, provide more targeted support, and streamline student inquiries for quicker resolution. The new organizational structure was designed around the "ideal" student journey stages (Prospective, Admitted, Enrolled), with functional areas primarily managing each stage. SSA generalists transitioned into these new specialist roles, focusing on individualized, expert service in one content area. Additionally, capacity was shifted to build a robust communications and planning team and dedicate a technical resource for business systems and student data. The structure fully transitioned in the spring following a thorough planning phase and engagement with Faculty and Program Directors for feedback on how the new structure addressed their role concerns. Furthermore, the College is actively developing a metric that utilizes data to inform decisions on when new personnel need to be hired and to calculate the associated staff costs when new students and new programs are added. This metric is designed to be a good way to gauge faculty costs, but since staff costs are trickier, the current work is focused on determining the full cost implications for staff as we expand.

3. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) 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 (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Teacher Candidate Performance Assessment (TPA) N=94	2.5 on a 1-4 scale is the performance expectation for a novice. **Level 1: Emerging** The graduate student may show signs of development but is not yet independently competent. Work may be inconsistent and variable. While small segments of acceptable independent work	Description of the Students and Context Students and Contexts 3.27 Family Backgrounds 3.21 Student Interests 3.15 Student Prior Experiences 3.28 Cultural /Linguistic Backgrounds 3.15 Developmental Variations

These rating scales are a continuum designed to provide a clear progression of beginning teacher practice.

This continuum reflects Bank Street College's approach to teaching known as the developmental-interaction approach, representing a set of beliefs and values about teaching and learning for students as well as for the adults who teach them.

Movement from Level 1 to Level 4 reflects a continuum of competence. Each progressive level indicates the graduate student's demonstrated ability to work independently and purposefully, demonstrating increasing competence in the understanding and application of knowledge, skills, and dispositions associated with the designated domain.

may be exhibited, the graduate student relies heavily on support from the advisor and/or cooperating teacher/site supervisor and cannot achieve this stated goal without strong guidance.

Level 2: Practicing
The graduate student's understanding and performance reflects increasing independence related to the goal. The graduate student may require regular guidance and support to reliably and consistently achieve the desired outcome of this goal. The graduate student is not yet ready to consistently apply knowledge, skills, and dispositions relevant to the goal.

Level 3: Performing
The graduate student's performance is increasingly consistent and purposeful and represents independent competence as a beginning professional in this field. There is increasing evidence that the graduate student's understanding and application of knowledge, skills, and dispositions meet this goal and are achieved independently and through professional collaboration where applicable.

Level 4: Creating
The graduate student's performance is consistent and purposeful and represents that of a working professional in this field. There is consistent evidence that the graduate student's understanding and application of knowledge, skills, and dispositions meet this goal and are achieved independently and through professional collaboration where applicable.

3.40	Community Climate
3.00	Arts and Aesthetic Experiences
3.31	Interaction w/ Materials, People Ideas

Planning and Instruction

3.18	School/State/Federal Expectations
3.10	Goals for Learning
3.28	Knowledge of Subject Matter
3.28	Connects Subject Matter and Student Learning
3.13	Opportunities to Apply, Extend, Deepen Learning
3.21	Self-direction, autonomy, collaboration, choice
3.16	Opportunities for play/takes playful stance
3.22	Use of class time
3.15	Engage in Problem Solving, Discourse, Critical Thinking

Assessment of Student Learning

3.36	Gathers multiple sources to assess student learning
3.12	Uses assessment as basis for planning instruction
2.83	Provides feedback to students to guide learning
2.68	Guides students to assess their own learning
3.12	Assessments account for cultural/linguistic backgrounds
3.27	Assessments account for developmental variations

Reflection and Professional Growth

3.53	Uses evidence to reflect on practice
3.24	Establishes goals/pursues professional learning
3.63	Emotional self-knowledge, empathy, self-reflection
3.21	Ongoing revision and adjustment to practice

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Leadership Assessment Tool (LAT) N=178 The leadership preparation programs at Bank Street College strive to prepare our students to become culturally responsive instructional leaders, informed by a deep understanding of child and adult development, to ensure all students learn and thrive. This rubric asks assessors to view capacities through the lens of the Professional Standards for Education Leadership.	2 on a 1-4 scale is the performance expectation for a novice. Level 1 - Area for Growth. This level is below benchmark. Level 2 - Emerging Skill. This level meets the benchmark. Level 3 - Proficient. This level meets the benchmark. Level 4 - Area of Strength. This level meets the benchmark.	Prompt: In comparison with other novice leaders, the student has the capacity to: 3.24 Actively advocate for equity and culturally responsive practices. 3.21 Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students and staff members' backgrounds and cultures. 3.24 Act according to and promote the professional norms of integrity, reflection, listening, trust, collaboration, inclusion, and continuous learning and improvement. 3.24 Articulate a clear set of values and use them as a guide for decision-making. 3.21 Integrate theory and practice. 3.24 Build and enact a shared vision by engaging staff, students, parents and families, and other school community members. 3.24 Encourage and support collaborative, caring, and trusting adult-adult, adult-student, student-peer, and school-community relationships. 3.16 Engage families and the community in meaningful, reciprocal, and mutually beneficial ways. 3.01 Support and supervise coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. 3.12 Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understandings of professional and adult learning and development. 3.11 Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, collaboration, and student learning (e.g., professional learning communities, ongoing collegial inquiry, teacher leadership). 3.30 Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

		3.22 Support instructional practice that is intellectually challenging, is authentic to student experiences, recognizes student strengths and funds of knowledge, and is differentiated and personalized.
		3.20 Build and maintain coherent systems of academic and social supports, services, programs, extracurricular activities, and accommodations to meet the range of learning and engagement needs of each student.
		2.72 Marshall school resources — budget, staffing, partnerships, volunteers — to realize the school vision and drive student achievement.
		2.82 Work with a broad range of stakeholders and data sources to make strategic decisions regarding school resources and communicate their choices to their school community — students, staff, and families.

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Teacher Education Program Completer Surveys (Exit & Alumni)	High Percentage of Completers: A high percentage (typically over 80% combined Strongly Agree and Somewhat Agree) of program completers report feeling prepared in core competencies.	Completers consistently report a high level of preparedness across key instructional areas. For instance, in the Exit Survey, a majority of completers reported feeling prepared to use their knowledge of child/adolescent development to plan instruction (86% Strongly Agree/Somewhat Agree) and to deliver and adapt instruction to address student strengths, interests, and experiences (91% Strongly Agree/Somewhat Agree). The Alumni

		Survey indicates strong confidence in instructional planning (90% Strongly Agree/Somewhat Agree) and in their ability to vary and modify instruction to meet diverse learning needs, including those of students with disabilities (88% Strongly Agree/Somewhat Agree).
Leadership Program Completer Surveys (Exit & Alumni)	High Percentage of Completers: A high percentage (typically over 80% combined Strongly Agree and Somewhat Agree) of program completers report feeling prepared in core competencies.	Completers consistently report a high level of preparedness across key leadership areas, as evidenced by the surveys. For instance, in the Exit Survey, 98% of respondents reported feeling prepared to actively advocate for equity and culturally responsive practices, as well as prepared to act according to and promote professional norms such as integrity and collaboration. Furthermore, 95% of the Exit Survey respondents felt prepared to build and enact a shared vision by engaging staff and community members. The Alumni Survey also indicates strong confidence in staff professional growth, with 86% of applicable respondents feeling prepared to develop staff members' professional knowledge, skills, and practice.

4. 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.

During the 2024-2025 reporting year, the institution achieved substantial progress in standardizing assessment and strategically expanding our program capacity in response to field needs. A major accomplishment under Standard 1 (Candidate Performance) was the successful implementation of the new TPA instrument across all Teaching and Learning (T&L) teacher certification programs, alongside the redesign of the cooperating teacher evaluation to ensure seamless alignment. Simultaneously, the Leadership Department strengthened its data infrastructure by successfully collecting comprehensive placement data for all students, implementing a standardized site supervisor evaluation form, and refining the internal process for collecting data from the Leadership Assessment Tool (LAT) used by clinical advisors. This enhanced data directly informed our program design work (Standard 3), where T&L completed the planning for a new 34-credit pedagogical core and a 38-credit All Grades Students with Disabilities program, both of which are being prepared for NYSED submission and a Fall 2026 launch. Under Standard 4 (System Improvement), we successfully tripled the size of our NYCPS Fellows cohort for adolescent special educators, executed accelerated undergraduate partnership agreements with Wesleyan, Smith, and Molly to reduce student cost and time, and expanded our residency program by adding District 16 (D16).

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.

5. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus 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 2025-26 year	The focus shifts from the initial implementation of the new Teacher Performance Assessment (TPA) and Leadership Assessment Tool (LAT) instrument to its refinement and ensuring its reliability.
Actions	1. Further validate, norm, and establish interrater reliability for the TPA and LAT. 2. Develop a regular schedule for faculty to collect and make observations about data. 3. Provide supports for onsite mentors and advisors to ensure calibration of professionals using the TPA, LAT, and related tools in the field.
Expected outcomes	1. Candidate scores will be consistent, trustworthy, and a true reflection of performance. 2. Assessment data will be foundational for making high-stakes decisions and strengthening program outcomes. 3. The process of faculty engagement with new assessment tools will be formalized. 4. A culture of continuous assessment review and shared understanding will be created across the departments. 5. A coherent and unified feedback loop for candidates will be maintained.
Reflections or comments	Establishing strong interrater reliability and norming is a crucial next step after the successful implementation of the supervised fieldwork assessment tools. Calibrating mentors and advisors is essential to reinforce the alignment achieved this year with the cooperating teacher evaluation redesign.
Standard 2	

Goals for the 2025-26 year	Improve response data from alumni and employers, and use focus group data. This goal directly addresses the continuous improvement cycle for program alumni, particularly the lower-than-desired employer survey rate.
Actions	Strategically address the low employer survey rate by expanding the sources of post-graduation feedback to include Alumni and employer surveys, Focus group data, NYSED (New York State Education Department) data.
Expected outcomes	1. Gather richer, more comprehensive post-graduation feedback. 2. Obtain vital external data for drawing "stronger conclusions." 3. Inform ongoing curricular and programmatic improvements.
Reflections or comments	While the alumni survey completion rate successfully improved this year, the employer survey rate remains a high-priority area for strategic focus.

Standard 3

Goals for the 2025-26 year	Ensure that new data systems actively inform curriculum development, thereby closing the feedback loop.
Actions	Review data collected from the Teacher Performance Assessment (TPA) and Leadership Performance Assessment (LAT), and incorporate findings into new programs. Continue to refine the assessment tools as programs are being redesigned.
Expected outcomes	1. New programs will be evidence-based. 2. Real-time adjustments to assessment instruments will ensure alignment between the new programs' learning objectives and the assessment framework.
Reflections or comments	This work connects the outcomes of the new assessment tools to the major, ongoing work of program redesign. Faculty and the Assessment Task Force (ATF) will analyze student and completer data to make real-time adjustments to the tools.

Standard 4

Goals for the 2025-26 year	Strengthen the college's external relationships to keep programs responsive to the needs of the field.

Actions	Extend dialogue between the college and partners about assessment and tools.
Expected outcomes	1. Deepen professional partnership work, building on the progress made in expanding residency and Fellows programs. 2. Ensure that the college continues to "learn from our partners the needs of specific contexts and communities." 3. Use the external perspective gained from partners to strengthen the design of educational programs and services.
Reflections or comments	This goal is an effort to deepen the professional partnership work and strengthen the design of educational programs.

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

The 2024-2025 reporting year saw significant achievements in strengthening data quality and standardizing assessment across both T&L and Leadership programs. In T&L, we successfully implemented the new TPA instrument across all teacher certification programs, creating a unified standard for assessing candidate readiness, and simultaneously redesigned the cooperating teacher evaluation to align with the TPA, ensuring a coherent feedback loop. Concurrently, the Leadership Department significantly improved its data infrastructure by successfully collecting comprehensive placement data for all students and implementing a standardized site supervisor evaluation form for all clinical placements. Furthermore, we refined the internal processes for collecting data from the Leadership Assessment Tool (LAT) used by clinical advisors, thereby establishing a more robust system for consistent program evaluation and continuous improvement.

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). If 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.

We are currently engaged in a comprehensive strategic review, placing many programs under redesign for growth in the T&L Department. This effort involves evaluating key elements such as credit thresholds and optimizing the balance between coursework and fieldwork to ensure program rigor and effectiveness. A major focus for the T&L Department is the strategic development of high-quality programs that are not currently available online, which will significantly expand access. Furthermore, we are proud to report that we exceeded our online enrollment goals this past year. Over the next several months, we will be setting new, ambitious enrollment targets and determining the optimal proportion of partnerships versus traditional programs to sustain our commitment to diverse and effective educational pathways.

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).

New York State is advancing significant regulatory changes to address the teacher and leader pipeline and enhance program quality. Key upcoming shifts include a restructuring of School Leader Certificates (SBL/SDL) with the introduction of a new, more streamlined Administrator Certificate and Superintendent Extension. Simultaneously, the state is focused on expanding and clarifying pathways to certification by proposing modifications such as accepting certification exams from other states. These changes, along with ongoing reviews of program-specific requirements and performance metrics, necessitate that our institution conduct a thorough and ongoing review of all educator preparation and leadership programs to ensure full alignment with the new standards and continued regulatory compliance.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Ann Cox, Assistant Dean of Institutional Data, Student Support, and Certification	Suzanne McCotter, Dean, Graduate School of Education

Date sent to AAQEP:	12/15/2025