



AAQEP Annual Report for 2024

Provider/Program Name:	Sarah Lawrence College Art of Teaching Graduate Program
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	December 31, 2028

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 Sarah Lawrence College Art of Teaching program is an integrated Master of Science in Education (MSEd) program of study that leads to triple New York State certification in Early Childhood Education (birth to grade 2), Childhood Education (1st to 6th grade) and Early Childhood Students with Disabilities (this third certification area is newer and the first cohort earning this credential will be graduating in May 2025). The Art of Teaching is a child-centered, culturally inclusive, interdisciplinary teacher education program centered on observation of children. Our program is committed to public education, including urban schools, with graduates finding teaching positions in a range of public and private schools. We offer seminar-style courses that provide an intimate intellectual setting in a collaborative community of individuals. Graduate students reflect on a range of ages and backgrounds, discovering a great deal about how they themselves learn in class by recollecting, reflecting on, and sharing their own learning experiences in childhood and as adults. This sharing significantly informs the inquiry into teaching and learning. Students learn not only how to observe, but also how to articulate and describe what they see. The “Prospect Descriptive Processes” provide important strategies for observing and documenting children and teaching practices. Patricia Carini, under whose leadership these processes were developed, has been a major influence on the program. The program uses a strength-based and individualized approach to working with children and families. We value justice and equity as essential aspects of education and these values are woven throughout all of our coursework. Our students work with children at every point in the program—at our own Early Childhood Center and in fieldwork and student teaching placements at public and independent schools. Each student’s work culminates in an oral presentation of a focused master’s project, accompanied by documentation of coursework and work with children in

classrooms. We provide ongoing support for alumni and their colleagues through a Saturday Seminar Series and various offerings from our Child Development Institute.

Public Posting URL

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

<https://www.sarahlawrence.edu/art-of-teaching/>

1. 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 07/24)	Number of Completers in most recently completed academic year (12 months ending 07/24)
<i>Programs that lead to initial teaching credentials</i>			
Master of Science in Education, MEd	Dual Initial Certification in Early Childhood N-2 and Childhood Education 1-6.	14	8
Master of Science in Education, MEd	Triple Initial Certification in Early Childhood N-2, Childhood Education 1-6 and Early Childhood Students with Disabilities (N-2).	9	0
Dual M.S. Ed. & MA in Child Development	Triple Initial Certification in Early Childhood N-2, Childhood Education 1-6 and Early Childhood Students with Disabilities (N-2).	1	0
Total for programs that lead to initial credentials		24	8
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Early Childhood Special Education Advanced Certificate	Early Childhood Students with Disabilities (N-2)		
Total for programs that lead to additional/advanced credentials		2	0
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			

Total for additional programs		
TOTAL enrollment and productivity for all programs	26	8
Unduplicated total of all program candidates and completers	26	8

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.)

Starting in Summer 2024, we enrolled our first cohort of students in our Early Childhood Special Education Advanced Certificate Program. This new program was reported to and approved by AAQEP last year and the two currently enrolled students are reported above (they are expected to complete the certificate in May 2025).

1. 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.
26
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.
8
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
8
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% of this past year's cohort graduated in the expected timeline (all full-time students in two years).
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 academic year, alumni of our program took a total of 32 state exams connected with our program's certification areas. There was an overall pass rate of 78% on these results. Because certification exams are not a graduation requirement for our program, students take them at various points during and after they finish their degrees with us. Therefore, these results are not representative of our most recent cohort specifically since that cohort did not all complete the exams during the selected timeframe and several other alumni from various past years did (in some cases multiple times). The number of results in a given year is very low because of our small size, so it is important to note that the rates fluctuate considerably from year to year depending on who happened to take them

at a given time. These results happen to be somewhat lower than a typical year of data for our program mostly because of one particular student from several years ago who took a few exams this year, one multiple times (Childhood Math, where there is a much lower than usual pass rate). Here is more detailed information on the particular exams, showing the percentage pass rate and also the sample size:

- Multi-Subject CST: Early Childhood Math - 67% pass rate (4/6)
- Multi-Subject CST: Early Childhood ELA - 100% pass rate (5/5)
- Multi-Subject CST: Arts and Sciences - 100% pass rate (5/5)
- Multi-Subject CST: Childhood Math - 50% pass rate (3/6)
- Multi-Subject CST: Childhood ELA - 100% pass rate (2/2)
- Educating All Students - 75% pass rate (6/8)

If we eliminated from above the data from students who graduated more than 5 years ago, the overall pass rate would instead be 81%. Of our 2024 completers, 50% (4/8) took at least some of the certification exams, with an 82% pass rate on exams taken by that cohort.

The EdTPA has been eliminated in New York State. The data on our own teacher performance assessments is included below and can also be found in more detail in the Candidate Academic Performance Indicators section:

Last year, 100% of candidates passed the Teacher Performance Assessment, with an average score of 25/27.

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

This past spring, we redesigned our alumni survey to better align with AAQEP standards and to better inform current additional questions we have about the program going forward. We sent it to our full alumni list in May 2024 and had 62 respondents. 10 of those respondents were completers who graduated in the last 5 years, when our current faculty and curriculum were most similar. Below are the questions from the survey that addressed completer perspectives on questions related to AAQEP standards, along with a summary of the results (first from the full alumni list and then from the most recent 5 years of completers):

Question	% of responses in the Very Well or Somewhat Well Categories, full respondent list	% of responses in the Very Well or Somewhat Well Categories, completers from most recent 5 years
How well do you feel the Art of Teaching program prepared you to teach in a way that is responsive to the	89%	100%

wide range of your students' cultures and backgrounds?		
How well do you feel the Art of Teaching program prepared you to teach in a way that is inclusive of all students' varied interests, strengths, and needs?	92%	100%
How well do you feel the Art of Teaching program prepared you to adapt to different teaching contexts (different age groups and/or different kinds of school settings)?	86%	100%
How well do you feel the Art of Teaching program prepared you to work productively with colleagues and administrators?	73%	100%
How well do you feel the Art of Teaching program prepared you to partner and engage with families?	87%	80%
How well do you feel the Art of Teaching program prepared you to engage with the wider community your school serves?	70%	100%
Within and alongside your teaching work, how well do you feel the Art of Teaching program prepared you to engage with and work to strengthen and improve our education system as a whole?	78%	80%

How well do you feel the Art of Teaching program prepared you for engaging in ongoing reflection on your teaching practice and continued growth as an educator?	98%	100%
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In addition, 86% of respondents who graduated in the last 5 years said they felt very well or somewhat well supported in their initial job search process.

Selected quotes from the survey responses:

“A of T prepared me to be a thinker -- to take the long view of children as thinkers and learners. To take the time to observe children and gain insights in what their strengths are and build upon those as they navigate what might more challenging. A of T inspired and prepared me to question what is best for children. Rather than expect a scripted curriculum to implement, A of T inspired me to carefully create a philosophy of how children learn and to know this will evolve and change based on the children who are in front of me.”

“I was prepared to meet and value every child as individuals, including celebrating their cultures and backgrounds. I also came out with an awareness of issues of equity in education.”

“The program is deeply rooted and solidly focused on the fundamental premise that RELATIONSHIPS are the most significant forces in teaching and learning. That was always true in my own heart and the program empowered me to make my work a reflection of that knowledge.”

“My professors and classes in AOT taught me that children should see themselves represented in the classroom, library, and curriculum. As a teacher now I try to think about my students in the context of their homes and communities, not only who they are in my classroom.”

“Looking at the whole child has been helpful when dealing with particularly difficult students. It helps me keep perspective that children shouldn’t be defined by their behavior alone.”

“So much of the program is built on the students in the program's experiences and my year we had a fairly diverse group of AOT students in age, gender, SES, and life experience. Recollections with folks from such a range of experiences really informed my teaching stance.”

“The program prepared me to teach children from various cultures and backgrounds by having my student teaching experiences in a wide range of settings - public and private

schools in different areas incorporating students from various socioeconomic and cultural backgrounds. Also the readings for the various classes helped with this as well.”

“There was a particular emphasis on seeing and meeting the needs of each individual child - this has been a strength for me in my teaching career.”

“We learned that teaching is an Art - the art of understanding your students, the art of understanding your goals, the art of understanding your peers, the art of melding each into an exciting way to explore the world. Hands on learning is the key - we learned to guide experiences to further nature curiosity of our students.”

“The way the whole program is structured and designed around constant self reflection, critical communities, and intense attention to respect through description vs judgement. The AoT teaches a different kind of discipline to “know” vs to “fix, repair or remediate.””

“The program focuses on teaching the whole child and differentiating instruction to reach every child. The program really emphasized this.”

“This past year, I made the jump from infants to upper elementary. While it hasn’t been an easy transition, the practices I learned in AOT around observation, emergent curriculum, and responding to children’s needs have proven to be easily transferable.”

“The format of the Art of Teaching, with a small group of peers and discussion-based learning, taught me from the start about how to work with colleagues and administrators.”

“I have a strong philosophical background that other programs do NOT provide to their students. I have always been able to come prepared to a difficult conversation with an administrator/colleague with philosophical reasoning of why I chose a book, strategy, etc in my classroom because I was provided with the education to do so and stand up and speak with conviction about what I know to be right for children.”

“AOT helped me develop a strong reflection practice. I now do it reflexively; after a lesson or at the end of the day, I think about what went well and what I want to change next time.”

We are also revising our record-keeping about alumni employment and integrating our program-specific information with our alumni office. We collect information from our candidates as they graduate each year about where they will be working and year after year it is the case that 100% of our graduating students who are seeking teaching jobs find employment. After their first positions, this data is self-reported and so it tends to be inconsistent and not always up-to-date. We continue to think about how to improve our collection and organization of this data and are collaborating with the new Coordinator for the Child Development Institute and Program on this work going forward.

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

We do not have strong current evidence from employers of our program completers. As a very small program leading to a range of certification areas and therefore job titles, and including many students who end up returning to their home states to teach, it is nearly impossible to find more than one or two examples of schools or programs employing more than one of our alumni, making it very difficult to get a strong sample of alumni employers that would provide us with meaningful data. We continue to think about how best to pursue this question and have set it as a goal for the next year for us to more formally consider what to do going forward, perhaps in relation to our most recent survey results. We ended up deciding against trying to do a focus group for now, but that is one possible idea we have going forward.

We reported on this last year as well, but we did hold focus groups with alumni employers in late 2020 as part of our self-study leading to our initial AAQEP accreditation. Alumni employers at that time reported that our alumni are consistently flexible and adaptable to a wide range of school environments and populations and are able to grow with the changing nature of the field. They described our alumni as inclusive, proactive, curious and flexible and as forming and valuing close relationships with children, families and mentors. They also talked about our alumni as being able to articulate the why behind their practice and as coherent and self-sustaining in their values. Some employers noted direct observation of our alumni using things they'd learned in our program in their everyday practice.

In our QRT's report at the end of 2021, the team wrote this in response to our site visit: "Employers, cooperating teachers, and P12 partners also indicated that from their perspective both candidates and completers had the needed pedagogical and content knowledge...Both groups indicated that candidates were well prepared and they appreciate their focus on diversity, understanding of individual student contexts, and flexible learning style...Employers, cooperating teachers, and P12 partners also indicated that from their perspective both candidates and completers had the needed theoretical knowledge to practice professionally. All groups indicated that candidates and completers had a particularly strong background in assessing P12 student needs and applying the needed practice to meet those needs."

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.

We continue to work on integrating past and existing information we have about alumni employment status in a living spreadsheet we have recently revised and will continue to update this as we collect mostly self-reported updates from alumni going forward. We collect this info from completers as they graduate and then plan to systematically check it annually for accuracy as far as we know as well. Our Child Development Institute and Child Development programs recently hired someone into a new Coordinator position, and part of this role will include tracking alumni contact and employment info, which they will be doing

for our program as well. This will enable us to make this system more robust and comprehensive as well as more regularly updated. This information is always partial, however, as we rely on alumni to keep us up to date on their current career status and ongoing education. In a typical year, all our students who are seeking teaching positions upon graduation have been able to obtain them.

1. 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
Faculty Evaluations of Students	Our faculty write narrative evaluations about each student at the end of each course, describing candidates' performance in: class discussions, written work, connections to field work/student-teaching, and professionalism. As a faculty we have agreed upon multiple aspects to consider within each of these larger areas as a guide for our writing of these evaluations.	Candidates were consistently described as meeting or exceeding course expectations.
Course Grades	Course grades should be B- or higher.	100% of students earned a B- or higher in all courses.
Emergent Curriculum Conference Work: Curriculum Plan Assessment	This is the rubric for evaluating the culminating project for our course called Inclusive Emergent Curriculum and Responsive Environments, which all students take in their first semester in the program. In this assignment, students develop an interdisciplinary curriculum plan with multiple connected lessons and	100% of students passed the Emergent Curriculum Plan assessment last year, with an average score of 16. Six students received an 18/18.

	<p>activities and including a resource list, accommodations, differentiated entry points and ideas for extension trips and visiting experts. The plan needs to align with relevant state standards for the grade level chosen and show relevance to student interests and experiences, developmental appropriateness and cultural responsiveness. The course faculty reviews the plan and rates each area in the categories of not observed, emerging, developing and strongly developed. This is all scored out of a total of 18 points, with a minimum score of 12 required to pass.</p>	
<p>Master's Thesis Scores</p>	<p>In order to graduate, candidates must successfully complete a Master's thesis presentation which is presented orally and accompanied by a slideshow, detailed annotated outline, bibliography, and process paper. The presentations are evaluated using a rubric by three of our full-time faculty. The rubric asks faculty to evaluate the presentation on: use of self-reflection, clear thesis, organization, understanding and evidence of translation of theory into practice, and understanding and evidence of knowing the child as critical to effective teaching. Faculty also</p>	<p>100% of 2024 completers far exceeded the minimum criteria to pass. Their average scores out of 24 across the three evaluators were:</p> <p>23, 24, 24, 24, 24, 24, 23.3, 23.7</p> <p>The average score across all 2024 completers was 23.75 out of 24 (99%).</p>

	evaluate the written components. This is all scored out of a total for 24 points with a minimum of 18 required to pass.	
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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
Assessment of Teacher Effectiveness, First Year/Field Work (Fall and Spring)	Host teachers evaluate candidates in their Field Work at the end of each semester on their performance in the following areas: presence in the classroom, children’s growth, learning and well-being, curriculum, content and provisioning, and professionalism. Within each of these areas are several sub-categories relating to different aspects of teaching practice and each is categorized as beginning to develop, developing well, or not applicable. There is also space for narrative comment under each of the four main areas. Our expectation is that there will be growth across the applicable areas within these categories over the course of the year.	At the end of the Fall 2023 semester, 69% of students earned Developing Well or Strongly Developed in at least 75% of all applicable areas of their Field Work evaluations, with a total average of 82%. Those who earned less than 70% were carefully counseled and supported on areas of improvement. In their Spring evaluations, growth was noted for all students. 79% of students earned Developing Well or Strongly Developed in at least 90% of all applicable areas of their Spring Field Work evaluations, and the overall average had raised to 92%.
Assessment of Teacher Effectiveness, Second Year/Student-Teaching (Fall and Spring)	Host teachers evaluate candidates in their Student-Teaching placements at the end of each semester on their performance in the following areas: presence in the classroom, children’s growth, learning and well-being, curriculum, content and provisioning, and	In the Fall 2023 Student-Teaching evaluations, all but one of our students earned Developing Well or Strongly Developed in 100% of the areas of their Assessments of Teacher Effectiveness, and the one who did not earned 73% Developing Well or Strongly

	<p>professionalism. Within each of these areas are several sub-categories relating to different aspects of teaching practice and each is categorized as beginning to develop, developing well, or not applicable. There is also space for narrative comment under each of the four main areas. Our expectation is that there will be growth across these categories over the course of the year and that in student-teaching all areas will be applicable and the majority will be deemed “developing well” by the spring semester.</p>	<p>Developing. In the Spring 2024 semester, with a different set of host teachers, all but one of our students earned Developing Well or Strongly Developed in 100% of the areas, with the other student earning 82%. Even with the implementation of an electronic form version of the ATE which we started sending to host teachers as an easier alternative in 2021, it can be difficult to get all of our host teachers in partner schools to submit these evaluations. Therefore, the completeness of our data on this metric varies somewhat from year to year. However, in this instance, we were missing data for just one student in the Spring and did have responses for all students in the Fall.</p>
<p>Teacher Performance Assessment</p>	<p>Candidates in the Practicum course are required to develop a lesson plan for their student-teaching placement that meets certain criteria and then to coordinate their supervisor’s final student-teaching observation with the teaching of this lesson. Then they are asked to write a reflection on how it went afterwards. The supervisor observing the lesson completes an evaluation rubric along with written feedback on all three parts (the plan, teaching observation and</p>	<p>100% of candidates passed the Teacher Performance Assessment with the average score being a 25/27. Two students earned 27/27. The remaining scores were 26, 26, 25, 24, 23, 19.</p> <p>Six out of eight students earned a 12/12 in lesson planning.</p> <p>Six out of eight students earned a 7 or higher out of 9 on their observation of a lesson.</p>

	<p>post-reflection). The full assignment is aligned with New York State teaching and learning Standards and was submitted to the state as our program’s replacement for the EdTPA. It is scored out of a total of 27 points with a minimum of 18 points required to pass.</p>	<p>All completers earned a 5 or higher out of 6 on their reflection.</p>

1. 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.

Our current MEd degree now leads to a third certification area (Early Childhood Students with Disabilities). This requires an additional 50-hour Field Work placement in an Early Childhood Special Education program but otherwise requires no additional coursework compared to our previous dual-certification program. Our first cohort in this new degree will graduate this coming May. We are also now offering a three course, 17-credit advanced certificate program in Early Childhood Special Education, so that those already holding initial Early Childhood and/or Childhood Education Certification can add this credential. Our first cohort for that program enrolled in Summer 2024 and will also graduate this coming May. We now also offer a dual Masters degree with our Child Development MA program, where students can earn both the triple-certification MEd and MA in three years. We have a student currently enrolled in that program as well, who will graduate in two years. We have continued to improve upon and polish the shared curricula and increased collaboration between our program and the Child Development MA program for all our students, which has been even more successful in this second year. We are already seeing increased interest in recruiting our graduating students for teaching positions at local public schools now that they will have the Special Education credential, which was one major rationale for adding it.

We also implemented two new Key Assessments of our candidates this past year and are reporting on that data in this report. We plan to review these assignments and consider whether we want to make any adjustments to the assignment and/or evaluation rubrics to continue to get the best representation of our candidates’ preparedness through these measures.

We designed and sent out a new alumni survey and are reporting on this data in this report as well. In the coming year we will determine our plans for frequency of sending that going

forward as well as any adjustments we might want to make to its content or additional more targeted surveys and/or focus groups we might want to conduct.

This past year we also developed an MOU agreement for our partner schools for student-teaching in response to a new requirement from New York State. We have succeeded in getting this reviewed and signed by nearly all of our partner schools and are in process on the last one remaining.

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.

1. 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	Review newly implemented Key Assessments to consider any improvements to assignment content or student evaluation
Actions	Faculty will review Curriculum Plan Assignment and rubric with first batch of scores, as well as Teacher Performance Assessment assignment and rubric with first batch of scores
Expected outcomes	As a faculty, we will review the past year’s collected data from these two new Key Assessments and see what we can learn from their analysis that could guide future program innovation and development. We will also evaluate the effectiveness of the tool and any revisions we may want to make to it going forward. We hope to gain greater insight into our candidates’ preparedness across a wide range of pedagogical and professional skills, knowledge and dispositions.
Reflections or comments	
	Standard 2
Goals for the 2024-25 year	Create an action plan for implementation of future completer surveys, consider ways to gain further completer employer input
Actions	As a faculty, we will discuss the frequency we feel it makes sense to send our full alumni survey (at this point we are thinking eerie two years would make sense). We will also discuss whether we want to create any smaller surveys for a more targeted group of alumni (from particular graduation years). Finally, we will continue

	to discuss how best to get more feedback from completer employers.
Expected outcomes	We hope to learn more about completer satisfaction and how well our graduates feel the program prepared them for their professional careers. We are also hoping to gain further evidence about completer placement, effectiveness, and retention in the profession and to use that information to continue to improve and innovate on our program.
Reflections or comments	
	Standard 3
Goals for the 2024-25 year	Continue to identify new high quality field work sites for students to conduct their Early Childhood Special Education Field Work placements, and continue to broaden and expand partner schools for student-teaching placements
Actions	Identify and develop partnerships with more early childhood special education programs, continue to grow existing student-teaching school partnerships, explore new ones
Expected outcomes	New partnerships will ensure candidates gain a diversity of field experiences in high-quality teaching environments that will help them become ready to engage in professional practice and to adapt to a wider variety of professional settings they may find themselves in as both general and special educators.
Reflections or comments	
	Standard 4
Goals for the 2024-25 year	Support our first cohort graduating with Special Education certification to obtain employment in that field
Actions	Collect and share recruitment information from schools we hear from seeking special educators, seek out area schools hiring in this area, and generally support our graduating candidates in the job acquisition process (as we already do).
Expected outcomes	We hope to see any students who are interested in working in the field of Special Education upon graduation to be able to find employment in that area, whether in public K-12 schools or in Early Childhood Special Education programs.
Reflections or comments	We are continuing to learn about the nuances of the local employment landscape for special educators and will implement

	this knowledge as we gather it into program innovation and development (in both curriculum for candidates and completer employment support) as well as candidate recruitment.
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1. 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

1. 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 have launched several new programs in the last two years and thus are attending now to how that is all rolling out. We are in frequent conversation with colleagues about any adjustments we want to make as we observe our first cohorts experiencing these curricular updates. We meet regularly within Art of Teaching as well as with the full Children, Childhood and Education Collaborative, as much of our work is integrated across students and programs. We are also tracking how these changes may be improving recruitment and are always considering how to better bolster our application numbers for both our Masters programs and our Advanced Certificate program.

We also plan to continue to discuss ways our new Child Development Institute Coordinator might be able to support our general record-keeping and event planning as we can better integrate that work across all the programs in our Children, Childhood and Education Collaborative.

On a smaller scale, within Art of Teaching, we are reviewing our Key Assessments, Alumni Surveys, and other documentation and data to consider any changes we might want to make to any of that to gather more accurate or useful information about our candidates and completers.

1. 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).

N/A

10. Sign Off

Provider’s Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
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Jerusha Beckerman, Director, Art of Teaching Program	Kim Ferguson, Dean of Graduate Studies
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Date sent to AAQEP:	12/9/24
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