AAQEP Annual Report for 2025

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 graduated 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 in collaboration with 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/

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

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 07/25)	**Number of Completers** in most recently completed academic year (12 months ending 07/25)
Programs that lead to initial teaching credentials			

Master of Science in Education, MSEd	Dual Initial Certification in Early Childhood N-2 and Childhood Education 1-6.	5	4
Master of Science in Education, MSEd	Triple Initial Certification in Early Childhood N-2, Childhood Education 1-6 and Early Childhood Students with Disabilities (N-2).	17	8
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		23	12
Programs that lead to additional or advanced credentials for already-licensed educators			
Early Childhood Special Education Advanced Certificate	Early Childhood Students with Disabilities (N-2)	2	
Total for programs that lead to additional/advanced credentials		2	2
Programs that lead to P-12 leader credentials			
Total for programs that lead to P-12 leader credentials			
Programs that lead to credentials for specialized professionals or to no specific credential			
Total for programs that lead to specialized professional or no specific credentials			
TOTAL enrollment and productivity for all programs		25	14
Unduplicated total of all program candidates and completers		25	14

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.)

N/A

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.
25
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.
14
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
14
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.
All but one student in this past year's cohort graduated in the expected timeframe (full-time in two years, or part-time in one year for the advanced certificate students). The remaining student needed to retake one course, and is expected to graduate in December 2025 (less than 1.5 times the expected timeframe).
E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

During the 2024-2025 academic year, alumni of our program took a total of 54 state exams connected with our program's certification areas. There was an overall pass rate of 93% 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. 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 - 100% pass rate (7/7)
Multi-Subject CST: Early Childhood ELA - 100% pass rate (8/8)
Multi-Subject CST: Arts and Sciences - 100% pass rate (8/8)
Multi-Subject CST: Childhood Math - 75% pass rate (6/8)
Multi-Subject CST: Childhood ELA - 100% pass rate (7/7)
Educating All Students - 86% pass rate (12/14)
Students with Disabilities - 100% pass rate (2/2)

If we eliminated from above the data from students who graduated more than 5 years ago, the overall pass rate would instead be 95%. The one exam here with a pass rate below 80% (Multi-Subject CST: Childhood Math) would have a 100% pass rate with the data eliminated from students who graduated more than 5 years ago. Of our 2025 completers, 64% (9/14) took at least some of the certification exams during the reporting period, with a 100% 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 24/27.

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

In the spring of 2024, 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 wide range of your students' cultures and backgrounds?	**89%**	**100%**
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%

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."

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The above data was also shared previously in last year's annual report. We plan to send this full survey to our whole alumni list every 3rd year, so will send it again in May 2027. Meanwhile, we plan to create a brief version designed for first year teachers only that we will send annually to each cohort a year after they graduate. The first of these surveys will be sent in May 2026 and we will report on data collected from that in next year's annual report.

We are also continually 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. 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.

In our discussion of this issue over the past year, we decided that a more meaningful metric for our program size that would still get us similar data would be to create a survey to send to frequent host teachers of our students. This group of stakeholders sees our students in their final year in the program, works outside of Sarah Lawrence College, and is witness to the students' closest context to professional classroom teaching practice. Many of our host teachers have worked with our students multiple times, therefore giving them a broader sense of what they can expect from our completers as teaching professionals. In light of this, we are in the process of creating a survey to send to these host teachers starting in May 2026, and will report on that data collected from that in next year's annual report. We will likely then send this survey every 3rd year going forward, on a similar timeline to the fuller alumni survey mentioned above.

We reported on this for the last two years 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. 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 have a Coordinator who as part of his role supports us in tracking alumni contact and employment info. This has enabled 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.

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.

Staffing capacity for program delivery, administration, and quality assurance system monitoring have not changed during the reporting year. We remain consistent in our program size and capacity currently matches the size of our program.

4. 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
Faculty Evaluations of Students	Our faculty write narrative evaluations about each student at the end of each course, describing candidates' performance in four areas: **–Class Discussions** (including frequency of participation, clarity of	For the most part, candidates were consistently described as meeting or exceeding course expectations in relation to the aspects listed in the criteria for success column.

| | expression, attentiveness to and respect for peers, integration of course material and personal experiences, connections to practice, and critical thinking about political/societal implications)
 –Written Work (including useful integration of theory, course readings and both personal and fieldwork/student-teaching experiences, considering political implications and cultural relevance, close observation of children, construction of pedagogical values, originality, and depth and quality of writing including conventions, organization, pacing, clarity)
 -Field Work (including showing investment in the placement, genuine connections with and care for the students and host teacher, application of course concepts meaningfully within the classroom setting, evidence of an inclusive stance and of careful observation and developing understanding of children, teaching practices and school contexts)
 -Professionalism (including punctuality, attendance, timeliness and thoroughness with assignments, and regular and reliable communication) | There were two students in the Spring 2025 semester who each did not meet the criteria for passing one of their courses. They have been counseled and are both on track to graduate with an additional semester (or summer session) to re-complete these requirements. One of them has been meeting biweekly with the Program Director to ensure successful progress continues in all areas of the program. |

	As a faculty we have agreed upon these multiple aspects to consider within each of these larger areas as a guide for our writing of narrative evaluations.	
Course Grades	Course grades should be B- or higher.	91% of students earned a B- or higher in all courses. The remaining two students each failed one of their courses last spring. One of the students was not able to complete the written work for one of her courses in time and plans to retake that course in the summer and receive an August 2025 diploma. The other student needed to redo her final student teaching placement, which she has nearly completed and is currently on track to graduate in December 2025.
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 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	100% of students passed the Inclusive Emergent Curriculum Conference Work with an average score of 16/18. All of the scores were within a range of 14-18 out of 18. 3 students receiving an 18/18, 4 students receiving a 17/18, 1 student received a 16/18, 1 student received a 15/18 and three students received a 14/18.

	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.	
Master's Thesis Scores	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 evaluate the written components. This is all scored out of a total for 24 points with a minimum of 18 required to pass.	100% of 2025 completers far exceeded the minimum criteria to pass. Their average scores out of 24 across the three evaluators were: 24, 24, 20, 24, 20, 22, 22, 22, 24, 24, 20, 24, 24 The average score across all 2025 completers was 23 out of 24 (96 %).

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
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 2024 semester, all students earned Developing Well or Strongly Developed in the areas of Presence, Children's Growth, and Professionalism in their Field Work evaluations. 80% of students received all Strongly Developed or Developing Well in the area of Curriculum. In the Spring of 2025, all students earned a Developing Well or Strongly Developed in the area of Presence. 90% of students received all Strongly Developed or Developing well in Professionalism. 80% received all Developing Well or Strongly Developed in the areas of Children's Growth and Curriculum. Growth was noted for all students in some areas.
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 professionalism. Within each of these areas are several sub-categories relating to different aspects of teaching practice	In the Fall 2024 Student-Teaching evaluations, 8 out of our 13 students earned Developing Well or Strongly Developed in 100% of the areas of their Assessments of Teacher Effectiveness. Of the remaining 5 students, 3 had a very small number of areas marked as Beginning to Develop (with 77% or higher in the Developing Well and Strongly Developed categories). The other three were closely counseled about areas they

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.

needed to improve by both our faculty and their host teachers, and two of them were much more successful in the spring semester. The final student in this group did not pass her spring student-teaching placement and was allowed to retake it this fall while on academic probation. She is on track to complete this quite successfully by the end of this semester.

In the Spring 2025 semester, with a different set of host teachers, the number of students with 100% Developing Well or Strongly Developed had risen to 9 out of 13. Two of the other four students had only one or two areas marked as Beginning to Develop. One student was counseled closely and improved over the course of the semester enough to complete the placement satisfactorily within the expectations of our program and the host teacher. The final student did not pass, as stated above.

There were several students in this cohort who needed an unprecedented amount of support in areas of professionalism in student-teaching relationships with regards to tone, reliability, and communication. As a faculty, we had several conversations to address this shift and brainstorm about ways to provide more explicit structures and discussions to scaffold this aspect of the program for future students.

Teacher Performance Assessment	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 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.	All thirteen candidates passed the Teacher Performance Assessment with an average score of 24/27. Eight students received a 25/27 or higher. All candidates scored Strongly Developed or Developed on the Lesson Plan rubric and Reflection Rubric. All students received a Strongly Developed or Developed on the Observation Rubric except for one student in the subcategory of Inclusive Assessment for Student Learning.

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.

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. 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.

In light of some trends we were seeing in student culture and attitudes surrounding professionalism in fieldwork and student-teaching, we have made some adjustments to our new student orientation process and to discussions in courses about these areas to try to provide more framing and support to students in onboarding to these roles.

We have put together a plan for sending surveys to collect data from various stakeholders which we are in the process of implementing, as discussed in several other areas of this report. We will continue to collect data from these surveys and analyze them in an effort to support further innovation in the program.

This fall was the 40th anniversary of the founding of our program. We held a very successful event on our campus with more than 75 alumni and friends of the program in attendance. At this event, a founding faculty member and current Director of the program, as well as four alumni from different eras of the program working in different areas of the field each gave talks about the history and impact of the program and its vision for the future.

In addition to this event, students and faculty members from our program played a pivotal role in two additional professional conferences in the field this fall. Our Child Development Institute's "Embracing Play" conference included workshops and poster sessions from our own faculty and student populations. The Institute for Descriptive Inquiry's Fall Conference also included framing remarks and workshop sessions presented by our faculty and several of our current and former students were in attendance at both events. We continue to consider our outreach to the broader professional and scholarly community through these types of events going forward.

Part II: Self-Assessment and Continuous Growth

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

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard 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	Continuing to strengthen and improve state certification support structures
Actions	We have already started offering more of the state certification workshops on our campus at no cost to our students and plan to find a provider to offer the remaining one next year so that students can complete all of that with us before they graduate. We have also implemented more general certification requirement support workshops and individual guidance from our own faculty at various key points throughout the two years.
Expected outcomes	We have already seen an improvement in certification requirement completion and exam scores from our students and hope to see this continue to grow further.
Reflections or comments	
Standard 2	
Goals for the 2025-26 year	Create and implement two new surveys for two distinct groups of stakeholders
Actions	We will create a brief alumni survey geared only for first-year teachers that we will send to alumni annually one year after they graduate. We will send this one for the first time in May 2026. We are also building a brief survey to send to frequent host teachers of our students which we will send for the first time in May 2026, and every third year following that.

Expected outcomes	With the first-year alumni survey, we hope to collect more data about completer outcomes and satisfaction in the workplace, targeting the first year in the classroom and getting more regular feedback without sending the full alumni survey every year (which we think given our size would be too frequent). With the host teacher survey, we are hoping to collect data from those outside our program who have the closest role to alumni employers as students are doing semi-professional student-teaching placements in their final year before graduating. Many of our host teachers have supported numerous students from our program over the years and therefore will have more valid and reliable perspectives on our program's outcomes in general (as opposed to employers who may only know one of our alumni).
Reflections or comments	

Standard 3	
Goals for the 2025-26 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	This was a goal last year as well. We have made several new connections with both fieldwork and student-teaching sites, however we continue to want to grow and expand high quality options for our students in both areas.

Standard 4	
Goals for the 2025-26 year	Increase alumni employment in high-needs roles

Actions	Now that our completers are all certified in the high-needs area of special education, we are working with them to gain employment in public schools or other settings where special educators are in high demand.
Expected outcomes	Our goal is to see an increase in our alumni working in these settings as part of our efforts to decrease disparities in teacher quality across demographics.
Reflections or comments	

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.

As a faculty, we each review grades and evaluations for our own students. The Program Director and Dean of Graduate Studies also regularly review course grades and evaluations as well as course appraisals students complete at the end of each semester as a way of ensuring success on the part of both students and faculty.

Program faculty meet with host teachers regularly to ensure, among other things, validity in the mentoring and student evaluation process. The Program Director and Assistant Director meet biweekly to discuss students, feedback, and program progress and concerns. As part of these meetings we periodically review data across years to observe trends and use this information to guide decisions about programming and curricula. We also use these conversations as a way to evaluate assessment rubrics and determine if any adjustments need to be made to make data more meaningful and productive. In addition, we review survey data together to consider validity and to analyze results to inform meaningful program innovations in response to this input from various stakeholders. We consider together how to continue to solicit this kind of feedback in more comprehensive and varied ways. Similar discussions are also held in biweekly meetings between the Program Director and Dean of Graduate Studies.

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 continually considering how to improve marketing and recruitment practices to increase the application numbers for both our Masters programs and our Advanced Certificate program. Enrollment in general in university-based teacher education programs is a challenge, and with our small size and relative budget, it has been very difficult for us to get visibility in the digital landscape in particular in competition with other larger programs in the NYC area. We tried a few new ideas this year and will analyze in the spring admissions cycle whether we had any success with this strategy and then brainstorm further for our strategy for the following year's cycle. Recruitment from within the college continues to be strong, but we would really like to see an increase in applicants from outside the college.

We also plan to continue to improve student access to certification workshops and ways to support student costs related to certification as well as travel to student-teaching, etc. – these additional expenses are difficult for many of our students to manage. We have been able to make a lot of improvement in this area in the last couple of years but plan to work on this even more going forward.

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).

N/A

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Jerusha Beckerman, Director, Art of Teaching Program	Kim Ferguson, Dean of Graduate Studies

Date sent to AAQEP:	12/8/25