



AAQEP Annual Report for 2025

Provider/Program Name:	Marist University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	December 31, 2030

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.

Overview of Marist University

Marist University is a mid-sized institution rooted in liberal arts. Its riverside campus in Poughkeepsie, New York consists of 75 buildings across 251 acres along the shores of the Hudson River. With its main campus located 95 minutes by train from New York City and a branch campus situated in Florence, Italy, Marist offers both a residential higher education experience as well as a connection to the chief economic and cultural centers of the world. Guided by values handed down by its founders, Marist offers its approximately 6,600 students access to vast contemporary learning opportunities

Marist University has been transformed since its founding in 1929. What was once a small training ground for Marist Brothers evolved into a complex educational institution. Currently, Marist educates approximately 5,000 traditional undergraduate students, 1000 graduate students, and 400 adult continuing education students. These students come from 33 different states and 18

different countries. The 241 full-time and 321 part-time faculty members work across seven academic schools to provide education that is grounded in the liberal arts and focused on preparing students for successful and fulfilling lives and careers.

Mission, Values, and Goals

As an institution founded by the Marist Brothers for the preparation of educators, Marist has long valued teacher preparation as one of its most fundamental programs and critical to its educational mission. In the spring of 2023, Marist launched a new campus-wide Strategic Plan coined “Marist 100”. Marist 100 aligns the campus-wide mission, values, and goals with three pillars: Academic Vibrancy, Student Centrality, and Expansive Community. For each pillar, specific initiatives focused on “our people, our finances, our natural environment, and our built environment” are identified to ensure there is a clear path for effective implementation.

Teacher Education at Marist University

Teacher Education programs at Marist are housed within the School of Social and Behavioral Sciences (SSBS), along with three other academic departments, Psychology, Crime and Justice Studies, and Social Work, constituting a school focused on the comprehensive and ethical preparation of students for the human service professions. Leadership for the school is provided by the Dean for Social and Behavioral Sciences and four academic department chairs/program directors. All graduate programs also employ a Graduate Program Director, and programs with clinical components rely on faculty members with dedicated administrative release time to oversee these critical experiences.

Guided by the 2023 Strategic Plan that focused on Academic Vibrancy, Student Centrality, and Expansive Community, the Teacher Education Department faculty underwent a collaborative revision process and revised its Student Outcome Goals, outlined below, and the assessment of student learning across all Teacher Education programs is aligned with these goals, as appropriate to the program and credential offered.

- Goal #1: Foundational Knowledge: Develop candidates’ knowledge related to learners, educational contexts, and evidence-based practices essential for effective and equitable teaching.
- Goal #2: Pedagogical Practice: Prepare candidates with skills for constructing purposeful learning experiences.
- Goal #3: Assessment: Prepare candidates to collect and analyze data and use multiple assessment strategies and tools to enhance student achievement.
- Goal #4: Inclusive Teaching: Prepare change agents who promote access, equity, and justice for all students while working to improve schools.
- Goal #5: Professional Responsibility: Equip professionals with skills to operate as collaborative professionals who continually examine and improve their practice.

Education Programs Offered

All Teacher Education programs at Marist University are registered with the New York State Education Department (NYSED) and adhere to its regulations under CRR-NY 52.21 Registration of Curricula in Teacher Education. Candidates qualify for initial or professional (advanced) New York State certification. Initial programs are campus-based. Advanced programs are offered in both on-campus, hybrid, and online formats.

Childhood/ Students with Disabilities Certification (Grades 1 – 6) – Initial Certification

The Childhood/Students with Disabilities Education program is a four-year program leading to dual certification in general education (grades 1-6) and students with disabilities education (grades 1-6). In 2019, Marist received New York State Education approval to revise its Childhood Education/Special Education program from a BA in Psychology/Childhood Education with Special Education (Grades 1 – 6) to a BS in Childhood/Students with Disabilities Education (grades 1-6), coupled with a revised Psychology major. Key features of the revised program include updated content with respect to social-emotional approaches to classroom management, strategies for teaching English Language Learners, foundational understandings with respect to educational equity and diversity, and conceptual approaches to teaching elementary mathematics. Course requirements were revised to include these additional areas of importance, which were originally recommended to us through conversations with our school partners to reflect contemporary school-based practices and understandings in childhood education. Some redundant and less relevant content in Psychology was also eliminated through this curriculum revision process. The updated curriculum, which was developed by the full-time faculty through a multi-year, collaborative process, also allows candidates more flexibility in terms of taking electives, enrolling in early childhood classes, or pursuing the accelerated 5-year graduate program.

Early Childhood Education (Birth – Grade 2) - Initial Certification

This is an optional certificate that candidates currently enrolled in the Childhood /Students with Disabilities Education (grades 1-6) program may elect to add on to their program of study. The program consists of three sequential courses that prepare candidates for eligibility for New York State B-2 certification as a teacher in pre-school, kindergarten, or primary grades. The first course is focused on foundational principles in early childhood education; the second is focused on pedagogical and curricular strategies; the third is a 20-day full-time student teaching experience. This add-on certification is particularly valued by our school partners, who report strong interest in hiring educators certified for all elementary grades, including kindergarten. The New York State Education Department approved this program in August 2018, and it has been growing in enrollment since that time.

5-Year BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) – Initial and Advanced Certification

The Adolescence/Students with Disabilities Education (Grades 7-12) program is offered in the content areas of Biology, Chemistry, Earth Science, English, French, Mathematics, Social Studies/History, and Spanish. The New York State Education Department approved this updated program in February 2018 to replace an earlier, 4-year, content area certification program, and approved an Earth Science certification in September 2021. Across all programs, candidates complete a full major in the content area of interest to satisfy the state required 30 credits of content area coursework. During their first three years of study, they also complete 29-32 credits of pre-requisite work in Education, Psychology, and Sociology, and related fields. This cohort-based program is designed for candidates to attain their bachelor's degree (BA or BS) in their content field while also completing the pedagogical coursework necessary for certification, along with student teaching, during a fifth-year master's degree program. Following the pre-requisite courses, candidates begin their 36 credit Master of Arts in Teaching (MAT) program by enrolling in 12 credits of graduate work during their senior year. The remaining 24 credits of the master's program are taken during a summer, fall, and spring semester sequence.

On rare occasions, candidates with a previously earned bachelor's in one of the approved content areas may also enroll in the fifth year of study as a stand-alone MAT degree. The new 5-year program introduced coursework needed for the contemporary teachers of middle and high school students that was not included in the prior Adolescence Education program, such as social-emotional approaches to classroom management, data-informed instruction, and the teaching of English Language Learners. The new program also introduced a dual certification component in Students with Disabilities Education, vital for working in today's classrooms and highly recommended by our school partners. This updated program also introduced more intensive field experiences prior to student teaching.

Master of Science in Education (MSEd) in Contemporary Curriculum and Instruction – Advanced Certification

Candidates who wish to seek advanced or professional teacher certification at Marist College may currently pursue the Master of Science in Education (MSEd) in Contemporary Curriculum and Instruction program, which was approved by New York State in November 2021.

The MSEd degree is offered in three different formats:

MSEd 5-Year Program:

Marist candidates enrolled in the Childhood/Students with Disabilities Education (Grades 1-6) program may begin graduate coursework during their junior year, complete 12 graduate credits as an undergraduate, and stay on for a 5th year of study in this accelerated program track that utilizes a campus-based model.

MSEd - Childhood Education Program:

Candidates from Marist or outside institutions may enroll in an online 15-month program, in which they complete summer courses coupled with courses during the traditional semesters for two academic years. This program is particularly suited for practicing teachers and is open to students with initial certification in Childhood Education.

MSEd – Adolescence Education Program:

Candidates from Marist or outside institutions may enroll in an online 15-month program in which they complete summer courses coupled with online courses during the traditional semesters for two academic years. This program is particularly suited for practicing teachers and is open to students with initial certification in Adolescence Education; these students also earn a Grades 5-6 extension certificate in their content area following courses devoted to the middle grades.

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.marist.edu/education#AAQEP>

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 06/25)	Number of Completers in most recently completed academic year (12 months ending 06/25)
<i>Programs that lead to initial teaching credentials</i>			

Childhood/Students with Disabilities Education (Grades 1 – 6) -with BS in Psychology	Initial Certification: Dual certification in Childhood Education (Grades 1 – 6) and Students with Disabilities (Grades 1 – 6)	245	55
Early Childhood Education (Birth – Grade 2) add-on certificate	Initial Certification: Birth – Grade 2	10	10
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Biology	Initial Certification in Biology (Grades 712) / Students with Disabilities (Grades 712)	2	0
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Chemistry	Initial Certification in Chemistry (Grades 712) / Students with Disabilities (Grades 712)	2	0
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Earth Science	Initial Certification in Earth Science (Grades 7-12) / Students with Disabilities (Grades 7-12)	6	1
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in English	Initial certification in English (Grades 7-12) / Students with Disabilities (Grades 7-12)	36	2
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in French	Initial Certification in French (Grades 7-12) / Students with Disabilities (Grades 7-12)	1	0
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Mathematics	Initial Certification in Mathematics (Grades 7-12) / Students with Disabilities (Grades 712)	14	2
BA – BS Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Social Studies/History	Initial Certification in Social Studies/History (Grades 7-12) / Students with Disabilities (Grades 7-12)	51	10

BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Spanish	Initial Certification in Spanish (Grades 712) / Students with Disabilities (Grades 712)	6	0
Total for programs that lead to initial credentials		373	70
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Science in Education (MSEd) in Contemporary Curriculum and Instruction	Professional Certification in Childhood (16) and Students with Disabilities (1- 6) - Five Year Program Campus	19	8
Master of Science in Education (MSEd) in Contemporary Curriculum and Instruction	Professional Certification in Childhood (Grades 1-6)	36	35
Master of Science in Education (MSEd) in Contemporary Curriculum and Instruction	Professional Certification Adolescence (Grades 7-12)	12	1
Master of Arts in Teaching (MAT) for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Biology	Professional Certification in Biology (Grades 7-12) / Students with Disabilities (Grades 7-12)	1	1
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Chemistry	Professional Certification in Chemistry (Grades 7-12) / Students with Disabilities (Grades 7-12)	0	0
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Earth Science	Professional Certification in Earth Science (Grades 7-12) / Students with Disabilities (Grades 7-12)	0	0
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in English	Professional Certification in English (Grades 7-12) / Students with Disabilities (Grades 7-12)	3	3

BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in French	Professional Certification in French (Grades 7-12) / Students with Disabilities (Grades 712)	0	0
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Mathematics	Professional Certification in Mathematics (Grades 7-12) / Students with Disabilities (Grades 7-12)	6	6
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Social Studies/History	Professional Certification in Social Studies/History (Grades 7-12) / Students with Disabilities (Grades 7-12)	9	9
BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) -with concentration in Spanish	Professional Certification in Spanish (Grades 7-12) / Students with Disabilities (Grades 7-12)	1	1
Total for programs that lead to additional/advanced credentials		87	64
<i>Programs that lead to P-12 leader credentials</i>			
n/a	n/a	n/a	n/a
Total for programs that lead to P-12 leader credentials		n/a	n/a
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
n/a	n/a	n/a	n/a
Total for programs that lead to specialized professional or no specific credentials		n/a	n/a
TOTAL enrollment and productivity for all programs		460	144
Unduplicated total of all program candidates and completers		450	134

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.)

There have been no added or discontinued programs this past year.

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.
460
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.
134
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
144
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.
Four-year completion in the undergraduate B.S in Psychology Childhood, Grades 1-6 & Students with Disabilities and BA – BS/Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) programs, range between 96% (those who started in 2020) and 90 % (those who started in 2021). Those who struggle to complete within four years are candidates who transfer credits from other institutions.

On-time graduation rates for the graduate programs, Master of Arts in Teaching for Adolescence/Students with Disabilities Education (Grades 7 – 12) and Master of Education in Contemporary Curriculum and Instruction range between 98% (MSEd) and 96%.

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%.

The criterion for success on the Best Attempt Pass Rate is 85% or more.

Note: These are abbreviated Tables:

Year	Test Name	N	Marist First Attempt Pass Rate
2024-2025	CST Students with Disabilities	76	93%

Year	Test Name	N	Marist First Attempt Pass Rate
2024-2025	CST MS 1-6 Part One Lit/ELA	53	98%

Year	Test Name	N	Marist First Attempt Pass Rate
2024-2025	CST MS 1-6 Part Two Math	64	92%

Year	Test Name	N	Marist First Attempt Pass Rate
2024-2025	CST MS 1-6 Part Three Arts & Science	85	99%

Year	Test Name	N	Marist First Attempt Pass Rate
2024-2025	CST MS B-2 Part One Lit/ELA	20	95%

Year	Test Name	N	Marist First Attempt Pass Rate
2024-2025	CST MS B-2 Part Two Math	21	100%

Year	Test Name	N	Marist First Attempt Pass Rate
2024-2025	CST MS 7-12 Part One Lit/ELA	17	88%

Year	Test Name	N	Marist First Attempt Pass Rate
2024-2025	CST MS 7-12 Part Two Math	16	94%

Year	Content Specialty Test	N	Marist First Attempt Pass Rate
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2024-2025	Biology	0	Low N
	Chemistry	0	Low N
	English	4	Low N
	Mathematics	6	Low N
	Social Studies	11	100%
	Spanish	1	Low N

Year	Test Name	N	First Attempt Pass Rate
2024-2025	Educating All Students	94	97%

There was overall improvement in pass rates from 2023-24 to 2024-25, especially for: MS 1-6 Part One (+12%) and Part Two (+9%). The EAS and MS Part Three maintained strong results above 95%. The Students with Disabilities show a slight decrease (94% to 93%), showing stable performance. The MS B-2 Part Two Math stayed perfect at 100%.

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

Exit Survey for Initial and Professional Programs:

The Exit Survey includes 29 items and has an additional 7 places for program completers to provide narrative comments. Performance Indicator Definitions and Program Criteria for Success The newest iteration contains a Likert Scale where respondents are asked to provide a review for each item ranging from one star to five stars with one star meaning “strongly disagree” and five stars meaning, “strongly agree”. The Teacher Education Program (TEP) defines programmatic success as 85% or more of the responses to provide a rating of 4 or 5 stars on each item for analysis.

An analysis of the exit survey (scale 1.0-5.0) for the professional and initial programs reveals a general observation: All scores are above 4.0, indicating very high satisfaction and alignment with accreditation standards. The highest-rated areas are “establishing

goals for professional growth and engaging in self-assessment, goal setting, and reflection” (4.97) for the professional students. The initial students rated themselves highest in “acting ethically within the standards of practice” with a score of 4.83.

The lowest average scores for professional students on accreditation standards was a score of (4.82) for the skill of “*Enacting global perspectives with my students.*” (AAQEP 2d). Although a score of 4.82 is still very high. For initial students, the lowest score was for being able to “*Communicate and foster relationships with families/guardians/caregivers in a variety of communities*” with a score of 4.18.

Qualitatively, students felt there could be improvement with the impact of the Capstone portfolio (3.88). The main comments supporting this score were that the students wished the portfolio reflected their experience more than theory.

In general students identified the following strengths:

- Hands-on, in-class teaching demonstrations and collaborative projects were repeatedly cited as most impactful.
- Development of culturally responsive practices, assessment strategies, and collaboration skills.
- Portfolio helped synthesize learning, although some noted it could be more closely tied to classroom experiences.
- High scores across professional knowledge, ethical practices, collaboration, and culturally responsive instruction.
- Strong student appreciation for hands-on learning, collaborative assignments, and preparation for culturally diverse classrooms.

The students also identified the following areas for improvement:

- Classroom management, parent communication, and practical tips for the first year of teaching.
- More explicit coverage of special education and differentiated instruction.
- Consider refining the capstone portfolio to more explicitly connect theory with practical classroom experiences.

Note: These are abbreviated tables:

Assessment Instrument: Exit Survey	Spring 2025 Professional N = 34 and Initial N = 37
Highest Score	A score of (4.97 professional and 4.75 for initial) for item: “ <i>Establish goals for my professional growth and engage in self-assessment, goal setting, and reflection.</i> ”

	A score of (4.96 professional and 4.83 for initial) for item: <i>“Act ethically within the standards of my practice.”</i>
Lowest Score	A score of (4.82 professional and 4.45 for initial) for item: <i>“Enact global perspectives with my students”</i> A score of (4.87 professional and 4.18 for initial) for item: <i>“Communicate and foster relationships with families/guardians/caregivers in a variety of communities”</i>

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

MHSSC Employer Survey Assessment Tool:

The survey employs the following rating scale when determining ratings: 1. Unprepared or Underprepared - Teachers from this institution lack basic skills in this area. 2. Minimally Prepared - Teachers from this institution are familiar with the area but require significant guidance, coaching, or development to meet minimum expectations. 3. Adequately Prepared - Teachers from this institution meet minimum expectations for novice teachers in this area, requiring minimal guidance, coaching, or development to be effective. 4. Well Prepared - Teachers from this institution exceed minimum expectations for novice teachers in this area and require no additional guidance, coaching, or development to be effective. 5. Superior - Teachers from this institution are excellently prepared in this area, serving as a resource for the area to other teachers or a leader in the school. The Teacher Education Program (TEP) defines programmatic success on each item in the Mid-Hudson School Study Council Employer Survey Data measured against a minimum mean of 3.0 for each item, which means our candidates are Adequately Prepared, meeting the minimum expectations for novice teachers in the given area.

To continue to work from previous years, we elected to continue to analyze our study from last year.

We elected to analyze three items on this survey which relate specifically to Aspect 1d: 1) understanding and interpreting IEP/504s; 2) benchmarking of student progress; and 3) using data effectively for instructional decision-making. In the charts below, “Overall” is the overall mean of employers’ responses to the survey across participation institutions in the Mid-Hudson School Study Council. On table 4 below, the “Marist” column is the mean of employers’ responses of candidates who completed Marist’s education program. For quality assurance purposes, it made sense to set a criterion for success as a 3.0 or “adequately prepared” out of a 4.0 scale based on the overall mean. The data revealed the following scores in the areas of: (3.85) for “understanding and interpreting IEP/504s,”

(3.62) for “benchmarking of student progress,” and (3.46) for “using data effectively for instructional decision-making,” our Marist graduates exceed our criteria for success.

Note: This is an abbreviated Table:

MHSSC Employer Survey 2023-2024	Others	Marist
Understanding and interpreting IEPs/504	2023/24 - 3.36 2024/25 - 3.53	2023/24 - 3.61 2024/25 - 3.85
Benchmarking of Student Progress	2023/24 - 3.53 2024/25 - 3.49	2023/24 - 3.83 2024/25 - 3.62
Using Data Effectively for Instructional Decision- Making	2023/24 - 3.35 2024/25 - 3.43	2023/24 - 3.72 2024/25 - 3.46

In reviewing our data from last year, we did improve in *Understanding and interpreting IEPs/504s* but did not do better in the other two areas, although the decrease was slight. Benchmarking student progressing and using data effectively for instructional decision-making are similar topics. Our local stakeholders expressed their desire for progress monitoring (benchmarking progress) to be a strong component of our data-based decision-making class.

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 New York State Education Department (NYSED) does not provide data on employment. We rely on multiple data sources to investigate completer placement, effectiveness, and retention, including our own instruments and records as well as partnership with the alumni office. Marist prepares its students for life after college. Year after year, our success rate is consistently high for graduates who are employed at a rate of 97% or are in graduate school within six months of graduation and 86% participate in one or more internships. Of the students completing the Exit Survey in May (soon after graduation), 87.5% of them indicated having already received employment in a school.

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.

During the 2024-25 academic year, we searched and hired four full-time faculty members: a tenure-track Assistant Professor, a Program Director for the MSED program, a Program Director for the MAT program, and an Assessment Coordinator/Professional Lecturer, all these positions were set to begin in the 2025-26 academic year. Due to significant growth in the MAT program, it became necessary to separate the two graduate programs under the leadership of two distinct Program Directors. Additionally, the Assessment Coordinator position, previously vacant, was recognized as essential and therefore filled to support program quality and compliance.

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			
		TPA	Fall 2024 N=21	Spring 2025 N=52	
Assessment Instrument: Teacher Performance Assessment	Performance Indicator Definitions and Program Criteria for Success The current Teacher Performance Assessment uses a performance scale with indicators from 1 through 3. Performance indicator definitions are as follows: 1 is not proficient for an initial educator, 2 is proficient		A score of (3.0) for Items: <i>#3 "Lesson plans are guided and informed by students' backgrounds including their cultural and linguistic assets, and interest.</i>	A score of (3.0) for Items: <i>#4 "lesson plans are appropriate for content/grade level/setting</i>	
		High Scores	<i>#4 "lesson plans are appropriate for content/grade level/setting</i>		

<p><i>Source: Instrument developed by Marist College Education Department faculty with stakeholder input and additional input from the Hudson Valley Consortium.</i></p>	<p>for an initial educator, and 3 is above proficient for an initial educator. The TEP defines programmatic success for the Teacher Performance Assessment as >85% or more of teacher candidates receive 2s and 3s on each item for analysis as “meets expectations” corresponds to a score of a “2” and “exceeds expectations” corresponds to a “3” on each item in the Teacher Performance Assessment.</p>		<p>#8 “Candidate using a variety of methods to deliver instruction appropriate to the content, discipline, and developmental levels being taught”</p> <p>#9 “Candidate links prior academic knowledge to new learning”</p> <p>#13 “using feedback of student’s strength & weakness to support learning”</p>	
		Lowest Score	<p>A score of (2.76) for Item:</p> <p>#16 “Candidate creates and utilizes an evaluation rubric” Math Prompt 2</p>	<p>A score of (2.45) for item</p> <p>#16 “Candidate creates and utilizes an evaluation rubric” Math prompt 2</p>
		<p>Our students at Marist scored well above 2.0 on all items. On the twenty items, only four constructs scored below 2.8 in both Fall and Spring.</p> <ul style="list-style-type: none"> • The teacher candidate creates and utilizes an evaluative rubric (i.e. a rubric). a (Math Prompt 2) SPRING (2.76) and FALL (2.45) • The teacher candidate analyzes the assessment results, explains whether or not students met the objective, and indicates evidence supporting the claim. (Math Prompt 3) (2.59) • The teacher candidate analyzes assessment data supported by research and/or theory. (Math Prompt 4) (2.52) <p>Further work can be done to evaluate these lower scores within the Math sequence of classes.</p>		

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																		
<p>Assessment Instrument Graduate Capstone Portfolio</p> <p><i>Source: Marist developed capstone portfolio assessment.</i></p>	<p>The TEP criterion for success on this Graduate Capstone Portfolio is that 90% or more of those scores on the Graduate Capstone Portfolio are scores of a 3 or 4.</p>	<div data-bbox="646 483 1833 1279"> <p>Capstone Portfolio Results</p> <table border="1"> <thead> <tr> <th>Construct</th> <th>2023/24</th> <th>2024/25</th> </tr> </thead> <tbody> <tr> <td>Dedicated</td> <td>3.80</td> <td>3.76</td> </tr> <tr> <td>Knowledgeable</td> <td>3.86</td> <td>3.84</td> </tr> <tr> <td>Responsible</td> <td>3.77</td> <td>3.82</td> </tr> <tr> <td>Systematic</td> <td>3.71</td> <td>3.84</td> </tr> <tr> <td>Professional</td> <td>3.80</td> <td>3.88</td> </tr> </tbody> </table> </div> <p>The Graduate Capstone in 2024/25 sought to evaluate our graduate students on five constructs prior to graduation to determine if our graduates reflect the values of the teaching profession:</p>	Construct	2023/24	2024/25	Dedicated	3.80	3.76	Knowledgeable	3.86	3.84	Responsible	3.77	3.82	Systematic	3.71	3.84	Professional	3.80	3.88
Construct	2023/24	2024/25																		
Dedicated	3.80	3.76																		
Knowledgeable	3.86	3.84																		
Responsible	3.77	3.82																		
Systematic	3.71	3.84																		
Professional	3.80	3.88																		

		Dedication (3.76), knowledgeable (3.84), responsible (3.82), systematic (3.84), professional (3.88). In 2024/25, all the graduates scored higher than 3.76 in these areas. Marist students exceed standards.
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5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

The following are notes about the department's accomplishments, efforts, and innovations over the 2024-25 academic year.

Standard 1

A content-area lesson plan for multilingual learners was added to EDUC 201 Foundation for Teaching English Language Learners that would have the candidates differentiating instruction by applying a targeted instructional strategy such as cooperative learning, Total Physical Response (TPR), Sheltered Instruction Observation Protocol (SIOP), or project-based learning. The score on the TPA for #5 increased from 2.74 to 2.91. Additionally, #10 “Cultural & Linguistic link to new learning” increased from 2.78 to 2.81. These are modest increases, and they do fall short of the goal of increasing these scores to 3.0.

Standard 2

The goal was written last year to refine questions on the TEP Exit Survey to increase the score of “Courses in the program aligned to what I expect to see in my future classroom”. The survey was not refined. However, the mean score improved to 4.60. We will evaluate the TEP Exit Survey in 2025-26 and keep an eye on this data longitudinally.

Standard 3

The goal of revisiting the curriculum map of the initial Childhood, Grades 1-6/SWD and MAT Adolescent, Grades 7-12/SWD programs work has begun on refreshing the curriculum and identifying gaps in the pedagogy content to ensure alignment with current best practices. The infusion of new faculty and innovative ideas as well as state opportunities led the faculty to decide to shift the Childhood program, which required a bachelor's in psychology to move to a bachelor's in education. This is our current project.

Standard 4

Reduce the Early Childhood B-2 certification program from a 9-credit program to 6 credits by eliminating the additional 3-credits of student teaching which is not required by NYSED for candidates pursuing additional certification. Instead, repurpose the fieldwork hours required in the two 3-credit courses to be more intentional. This is occurring with our program rewrite for Standard 3.

