



## AAQEP Annual Report for 2025

Provider/Program Name:	Department of Teaching, Learning, and Educational Leadership
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	2027

### **PART I: Publicly Available Program Performance and Candidate Achievement Data**

#### **1. Overview and Context**

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

Vision: The Department of Teaching, Learning and Educational Leadership's vision is to create premier educational opportunities for all learners.

Mission: The mission of the Department of Teaching, Learning and Educational Leadership is to prepare exceptional teachers, school leaders and scholars to teach and lead across curricula; to conduct innovative and relevant educational research to solve important problems in education; and to engage in collaborative, creative partnerships that contribute to improving educational practice in communities, schools, the nation and the world.

**Core Values:** The Department of Teaching, Learning, and Educational Leadership faculty members strive to be leaders in the field of education. Faculty and staff believe in, and use, socially-just and culturally-responsive practices in teaching, service and research.

**Teaching:** Faculty prepare high-quality teachers and school leaders to teach and lead across curricula, age spans and diverse learning environments. Faculty provide high-quality programming using a variety of research-based, innovative teaching tools and techniques, including clinically-rich experiences for university students at all levels.

**Research:** Faculty are engaged scholars, actively conducting timely, meaningful research and scholarship. Faculty research contributes to the field, schools and communities, and informs and improves practice.

**Culture, Climate and Collaboration:** Faculty, staff and students create and sustain a collaborative environment where ideas are valued and respected, and where successes are celebrated. Faculty and staff have ongoing collaborative partnerships with other campus departments, as well as with local, regional, national and international organizations, agencies and schools.

**Programs Included for Review:**

**Initial Preparation Programs**

- Childhood/Early Childhood
- MAT-Adolescence

**Advanced Preparation Programs**

- Literacy
- Special Education
- Teaching English to Speakers of Other Languages
- Educational Leadership

### **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.binghamton.edu/tlel/about/accreditation.html>

## 2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

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

<b>Degree or Certificate</b> granted by the institution or organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Candidates</b> enrolled in most recently completed academic year (12 months ending 12/25)	<b>Number of Completers</b> in most recently completed academic year (12 months ending 12/25)
<b><i>Programs that lead to initial teaching credentials</i></b>			
Masters of Sciences in Education-Early Childhood/Childhood: LTRC, SPED, TESOL	New York State Initial and Professional Certification	123	27
Masters of Arts in Teaching Adolescence Education	New York State Initial and Professional Certification	69	48
Total for programs that lead to initial credentials		192	75
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
Masters of Science in Literacy Education	New York State Initial and Professional Certification	65	8
Masters of Science in Special Education	New York State Initial and Professional Certification	76	5
Masters of Science in TESOL Education	New York State Initial and Professional Certification	1	0
Certificate in Advanced Study- Ed. Leadership	New York State Initial and Professional Certification	48	34
Certificate in Advanced Study- SPED	New York State Initial and Professional Certification	6	2

Certificate in Advanced Study-TESOL	New York State Initial and Professional Certification	46	19
Total for programs that lead to additional/advanced credentials		242	68
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			
MSEd Education Adolescence	N/A	0	0
Community Schools	N/A	4	1
Total for additional programs		4	1
TOTAL enrollment and productivity for all programs		438	144
Unduplicated total of all program candidates and completers		438	144

### 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.)

We have discontinued our MSEd programs in the following specialties: Biology, Chemistry, Earth Sciences, English, Math, Physics, and Social Studies. Additionally, we have discontinued our MSEd Childhood/Early Childhood ESOL program.

### 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.

438

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.

144
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
294
D. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program’s expected timeframe <b>and</b> in 1.5 times the expected timeframe.
97% of candidates completed their program within the expected time frame, while 98% completed their program within 1.5x the expected time frame.
E. <b>Summary of state license examination results</b> , including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.
<p><b>Initial:</b></p> <p>In 2024-2025, 96% of MAT program completers who took the CST passed.</p> <p>In 2024-2025, 100% of MAT and C/EC program completers who took the EAS passed.</p> <p>In 2024-2025, 100% of C/EC program completers who took the Multi-Subject B-2 or Multi-Subject 1-6 passed.</p> <p><b>Advanced:</b></p> <p>Educational Leadership</p> <p>In 2024-2025, 98% of program completers who took the SBL passed.</p> <p>In 2024-2025, 96% of program completers who took the SDL passed.</p> <p>SPED</p> <p>In 2024-2025, 96% of program completers who took SPED CST passed.</p> <p>Literacy</p> <p>In 2024-2025, 87% of program completers who took LTRC CST passed.</p> <p>TESOL</p> <p>In 2024-2025, 100% of program completers who took the CST passed.</p>

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

This survey reflects feedback from program completers in the Spring 2025 cohort, including those in MSED Childhood/Early Childhood Literacy Education, MA TESOL, and CERT in Educational Leadership programs. The majority of respondents received financial assistance, such as apprenticeships, scholarships, and graduate assistantships. They generally felt well-prepared in areas like content knowledge, pedagogy, cultural responsiveness, and creating positive learning environments, although some felt neutral regarding their preparation in assessment usage and lesson planning. Key strengths identified were small class sizes, knowledgeable and supportive faculty, relevant field experiences, and strong advising. Most respondents secured employment in education within 0-3 months, with roles including teachers, long-term substitutes, and district administrators, primarily in the Southern Tier or outside the U.S. Many have earned NYS certification, but some indicated financial barriers to certification testing. Respondents expressed interest in additional certifications, such as TESOL, Special Education, School Counseling, and School Business Leader, as well as professional development opportunities like "badging" for specialized topics. Some respondents raised concerns about limited TESOL and ESL teaching opportunities in upstate New York and the challenges of relocation, particularly for those with family obligations.

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

This year, we intended once again to send the employer survey to administrative reports of our candidates but ultimately did not distribute it. In the past, we have used contact information compiled from our completer surveys to send out the employer surveys. We got so few responses from employer contacts, that attempting to gather employer feedback would be futile. We plan to meet with Alumni Services on our campus to better share our resources. We will also send our survey again at the start of the spring semester, but continue to struggle with capturing this data in a systematic way. This year we have added, then rehired, a new Director of Assessment and Accreditation. Had this process gone more smoothly, we had hoped to collect more data from completers. As it is, we are hopeful that improving the collection and analysis of this data will become a top priority moving forward. This will enable us to better assess the impact of our programs and ensure that we are meeting the needs of both our candidates and their employers.

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.

This year, multiple methods were used to compile data about the employment status of our graduates. The completer survey revealed that 100% (4 out of 4) of respondents are employed in the field of education. To gather additional information, we cross-referenced this survey data with resources from the BOCES database and our program progress spreadsheet, adding a new "employer" section to capture current positions. Despite these efforts, significant gaps in our data still exist for many completers. To address this, we also utilized our newly created LinkedIn page to search for completers and update employment information. However, there are still some missing employer details for a number of graduates. We are also leveraging the [New York State](#)

[Education Department's \(NYSED\) Educator Preparation Program and Educator Workforce Data Dashboards](#) to help us capture more comprehensive and accurate data moving forward.

#### **Initial Programs:**

- The **CEC program** (May 2025 cohort) had 27 graduates, and 17 are confirmed to be employed, with outreach ongoing for the last graduate to determine her employment status. The graduates are working in diverse locations: five are employed locally in Binghamton, and the remainder are spread across downstate locations, including Manhattan, Brooklyn, Queens, Long Island, and the Hudson Valley.
- **MAT program** (May 2025 cohort) had 48 graduates, and 33 are confirmed to be employed. The graduates work around the entire New York State, concentrating in Broome County and near New York City. One student, who came to NY from Ghana, has returned to teach in their home country.

#### **Advanced Programs:**

- **Educational Leadership:**
  - Of the 23 graduates this past year in Educational Leadership, we have 13 confirmed as educational administrators.
  - The remaining non-administrators have either taken positions in higher education or as a high school educator.
- **TESOL, LTRC, and SPED:** As in previous years, many candidates entered these programs as teachers of record. Those not employed as teachers of record were either full-time students or secured daily substitute teaching positions. Specifically:
  - **CRITI-TESOL:** All 19 candidates are teachers of record or LTS.
  - **LTRC:** 6 of the 8 LTRC internship candidates are teachers of record.
  - **SPED:** 5 out of 7 candidates are teachers of record.

These figures highlight strong employment outcomes across our programs, with the majority of graduates securing positions within the education sector. The department will continue to work toward filling any remaining gaps in employment data, particularly for the MAT program, and is optimistic that the NYSED's educator data dashboard will play a key role in capturing more accurate and comprehensive data in the future.

#### 4. Candidate Academic Performance Indicators

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

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Admissions Data	<p>TLEL requires all prospective students to hold an undergraduate GPA of at least 3.0. MAT candidates must enter with at least 30 credits within their content area. C/EC candidates must enter with at least 30 credits in an identified area of liberal arts and sciences concentration, and at least six credit hours in Mathematics, English/Language Arts, Science, and Social Studies. Both MAT and C/EC prospective students were not required to submit GRE scores.</p> <p>Educational Leadership students are required to have at least three years of classroom teaching, and professional certification in classroom teaching or pupil personnel service.</p>	<p><b>Fall 2025 Admits Averages:</b> Undergrad GPA: <u>3.46</u></p> <p>We urge all of our prospective students to hold a transcript review with our admissions and certification advisor to see where they currently stand in the admissions process. We also require a personal statement that varies depending on the program.</p> <p>Our initial certification programs’ personal statement asks prospective students to write 500-750 words relating to the Department of Teaching, Learning, and Educational Leadership’s core dispositions:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a commitment to learning and diversity.</li> <li>2. Build rapport and serve as a strong role model to peers, colleagues, and learners;</li> <li>3. Display effective communication skills (oral and written) in all settings; and</li> </ol>

		<p>4. Demonstrate professional competence and conduct</p> <p>Our Education Leadership program's personal statement asks prospective students to write 500-750 words with regards to their relative prior leadership experiences; any special skills or contributions to the field of education they wish to make; why they wish to pursue administrative leadership certification at this time in their careers; and leadership goals for the future.</p>
Key Assessments	<p><b>Initial</b> MAT: 3 Key Assessments CEC: 5 Key Assessments</p> <p><b>Advanced</b> Literacy: 4 Key Assessments Special Education: 6 Key Assessments Educational Leadership: 4 Key Assessments</p>	<p>MAT: In 2024-2025, 100% of candidates passed their key assessments</p> <p>C/EC: In 2024-2025, 100% of candidates passed their key assessments</p> <p>EdLeadership: In 2024-2025, 100% of candidates passed their key assessments</p> <p>Literacy: In 2024-2025, 97% of candidates passed their key assessments</p> <p>Special Education: In 2024-2025, 99% of candidates passed their key assessments</p>
Clinical Experiences	<p>Professional Dispositions are assessed throughout the candidates' experience, the C/PAST is used during the candidate's internship experiences</p> <p>Final Internship Evaluations</p>	<p>C/EC Final Evaluation: 100% of the candidates passed.</p> <p>MAT Final Evaluation: 100% of the candidates passed.</p>

		Educational Leadership: 100% of the candidates passed
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**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
Internship Evaluations	'Meets expectations' on the CPAST for specific rubric items.	98% of the C/EC and MAT completers achieved at least a 'meets expectations' on their final consensus CPAST evaluation.
Certification Exam Results (EAS)	Candidates must pass the EAS exam to receive NYS certification.	The cohort achieved a 100% pass rate among those who took the EAS exam.
Advanced Program: Educational Leadership (SDL and SBL)	Candidates must pass the SDL and SBL to earn certification.	The cohort achieved a 100% and 100% pass rate among those who took the SBL and SDL exams, respectively.

## 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 department has demonstrated remarkable growth and adaptation this past year, successfully launching an innovative All Grades certification program while managing the strategic sunsetting of existing programs. This transition required careful coordination and planning to ensure continuity of quality throughout the process. In response to evolving student needs, the program redesigned its advising structure to provide enhanced support through a dual-mentorship model. Each student now benefits from both an academic advisor and a dedicated faculty mentor, creating a comprehensive support network that addresses both programmatic requirements and individual professional development goals.

Through our systematic approach to curriculum development, the department continues to be committed to improvement wherever possible. Courses undergo regular updates each semester based on student feedback and changes in professional standards, ensuring alignment with current best practices in the field. To maintain instructional consistency and quality across sections, program faculty teaching concurrent courses collaborate closely with adjunct instructors, providing mentorship and ensuring pedagogical coherence. Faculty demonstrate exceptional responsiveness to student needs through timely feedback on assignments and flexible availability for virtual advising and office hours. The administrative staff plays a crucial role in this ecosystem, providing outstanding support in responding to inquiries and requests from both students and faculty.

The department has implemented a monthly collaborative meeting structure that brings together faculty and staff to ensure that program updates and changes incorporate input from all stakeholders. This approach has fostered deeper mutual understanding of evolving roles and responsibilities within the department. The collaborative team culture has positioned the department to deliver high-quality online programs more effectively, particularly following strategic additions to faculty and staff this year.

As enrollment continued its upward trajectory throughout the year, the department responded with agility by establishing an instructional system capable of supporting this expansion. While much of this work required real-time adaptation, faculty members invested considerable effort and additional time to ensure program success. Although the department continues to strengthen and refine its operational structures, a strategic priority moving forward involves developing a comprehensive and robust marketing plan to sustain and accelerate this growth trajectory.

The Council for Exceptional Children (CEC) program has achieved significant success through an innovative pilot initiative that places graduate students in long-term substitute teaching positions. All nine participating students secured placements for the fall semester, with additional opportunities emerging for the spring term. This program creates reciprocal benefits: it provides crucial financial support for teacher candidates while simultaneously addressing critical personnel needs in local school districts.

The department's faculty earned notable recognition for their contributions to the field. Dr. Kathryn Meyer was selected as a Prodig+ Fellow, acknowledging her innovative work in teacher education. Dr. Jenny Gordon received the prestigious Chancellor's Award for Teaching, recognizing excellence in instructional practice. Faculty members are also actively participating in the Community Engaged Teaching Fellows program, strengthening connections between the university and surrounding communities. Dr. Lightning Jay secured funding from the Library of Congress to support research and professional development focused on teaching challenging historical content. His scholarly contributions were further recognized with an award for outstanding paper from the American Educational Research Association (AERA) Social Studies Special Interest Group, demonstrating the department's commitment to advancing pedagogical practice through rigorous research. Lastly, Dr. Amber Simpson received the

2025 Let Us Dream Conference Changemaker Award, acknowledging her leadership in transforming educational practice and her commitment to equity and innovation in teacher preparation.

Dr. Mulcahy has established a valuable new partnership with Gigi's Playhouse, a Down syndrome achievement center, expanding fieldwork opportunities for students in special education. This collaboration provides preservice teachers with more extensive and authentic experiences working with diverse learners in community-based settings.

The Educational Leadership program has undergone a significant transformation through its transition to a remote synchronous format. This strategic shift resulted in a tenfold increase in enrollment while simultaneously increasing representation of women and students from groups traditionally underrepresented in educational administration. By removing geographic barriers, the program has become more accessible to a diverse cohort of aspiring leaders.

The department achieved a significant milestone by being selected as one of only two sites in New York State to receive a \$100,000 Wallace Foundation grant to conduct a comprehensive self-study of the Educational Leadership Program. The findings from this grant-funded study have already informed substantial curriculum enhancements, with a strengthened focus on leadership for students with disabilities and data-driven decision-making. These improvements ensure that program graduates are better equipped to lead inclusive educational environments that serve all learners effectively.

The department has expanded its reach and impact by becoming the university partner for the Superintendents Development Program, a one-year professional development immersion experience designed for aspiring school district superintendents. This partnership positions the department at the forefront of preparing the next generation of district-level leaders. Additionally, the program has received approval from the New York State Education Department to offer both the new NYS Administrator Certificate and the Superintendent Extension, expanding credentialing options for educational leaders throughout the state.

## 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. 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**

	<b>Standard 1</b>
<b>Goals for the 2025-26 year</b>	Continue to monitor key assessments and related data across programs to ensure that they are aligned with program standards and NYSED requirements.
<b>Actions</b>	In both chair council and program meetings, key assessments and data will be reviewed to address the programmatic changes that have occurred with the movement to online and vast grade bands of the advanced programs.
<b>Expected outcomes</b>	Update all course snapshots and standards table to ensure our key assessments are aligned to course objectives and program goals, standards, and NYSED requirements.
<b>Reflections or comments</b>	New courses have been created, programs have been changed to meet NYSED all-grades requirements, moving towards online offerings and clinical education changes. This will allow us to ensure that our programs are meeting these requirements.
	<b>Standard 2</b>
<b>Goals for the 2025-26 year</b>	Examine how students across programs are gaining high-quality clinical experiences in a variety of ways along with researching innovative ideas for preparing students for a variety of classroom environments and providing resources for future supports of alumni.

<b>Actions</b>	In chair council and department meetings, faculty and staff will share clinical approaches in online and brick-and-mortar programs, including IPE and virtual simulations, case studies, video, and other resources.
<b>Expected outcomes</b>	Increased learning of innovative approaches to enriching clinical experiences. Ensure that candidates are exposed to a broad range of clinical scenarios and modalities to prepare them comprehensively for professional practice.
<b>Reflections or comments</b>	Expansion of our candidate population around the state has required us to think more thoughtfully about experiences and to ensure that all candidates, regardless of their school district's geographic setting or socioeconomic status, have access to comparable high-quality clinical experiences.
	<b>Standard 3</b>
<b>Goals for the 2025-26 year</b>	Continue to expand our department with the hire of new lecturers, faculty, and staff to meet the needs of increasing enrollments while continuing to build relationships with local and statewide partners and other IHE to create a network of support and information.
<b>Actions</b>	Develop onboarding programs for new faculty and staff to integrate them into department culture efficiently.
<b>Expected outcomes</b>	Increased faculty and staff capacity to support a growing student body. Strengthened partnerships with local and statewide organizations, resulting in more internship, research, and employment opportunities for students.
<b>Reflections or comments</b>	Challenges may arise in balancing immediate personnel needs with long-term goals, but enrollment growth presents opportunities to secure resources and elevate the department's reputation. Mid-year reviews will ensure progress toward recruitment and partnership milestones.
	<b>Standard 4</b>
<b>Goals for the 2025-26 year</b>	To prepare teacher candidates to effectively integrate interdisciplinary approaches and artificial intelligence (AI) into their teaching practice, fostering innovative, inclusive, and

	ethical education that equips all students with the skills to thrive in a technology-driven and interconnected world.
<b>Actions</b>	To address the evolving role of AI in both formal and informal environments, we will review and update the curriculum to reflect advancements in artificial intelligence, industry standards, and community needs. This includes integrating AI-related content across disciplines to equip students with skills for an increasingly automated and data-driven world. Engaging stakeholders such as students, alumni, employers, and faculty in structured feedback sessions will ensure program adjustments are relevant and forward-thinking. We will incorporate interdisciplinary approaches and leverage AI tools in program delivery, fostering innovation and adaptability. Revised program components will be piloted in select courses, using AI-driven analytics to assess effectiveness and guide future improvements. Pilot Interdisciplinary assignments within courses: Have teacher candidates design and implement interdisciplinary lesson plans incorporating AI tools, and/or work collaboratively with other programs such as social work, speech, public health for course activities both online and in person.
<b>Expected outcomes</b>	Programs that are more relevant to current and emerging professional landscapes. Stronger alignment with community and industry expectations, enhancing graduate employability. Data and feedback from pilots to guide future program refinements.
<b>Reflections or comments</b>	Positioning the department as a leader in adaptive and forward-thinking education.

## 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). 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

## 8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including a description of any identified potential challenges or barriers.

The department continues to pursue anticipated growth and development across multiple programs to address emerging needs in educator preparation and leadership. Over the past year, we have taken on the ambitious development of an undergraduate initial teacher preparation program, a significant undertaking requiring collaboration across the department and college. This program integrates interdisciplinary coursework, emphasizes culturally responsive teaching, and adopts a community schools approach while expanding fieldwork opportunities in high-need schools. Key efforts include course development, crafting detailed business plans, and navigating a lengthy approval process involving multiple stakeholders. Innovations such as leveraging technology for classroom simulations and employing data-informed practices to support candidate progress are central to this initiative. However, anticipated challenges include addressing shortages in mentor teachers, securing sustainable funding, and aligning with evolving licensure requirements.

In addition to this new program, the TESOL program continues expanding to meet growing demand. Plans are underway to make the MEd TESOL program entirely online, bringing in students from a distance while maintaining our other parallel TESOL tracks. Meanwhile, the TESOL CRITI program received additional funding from the state due to its current success, allowing us to grow from 20 to 30 students. Another area of MEd studies—both for French and Spanish instruction—is being relaunched to meet the teaching needs of New York state.

Collectively, these efforts demonstrate the department’s commitment to innovation and responsiveness to the evolving needs of educators and communities, positioning its programs for continued success and impact.

## 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)
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Nicola Miller, Director of Assessment and Accreditation	Nicole Fenty, TLEL Department Chair
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Date sent to AAQEP:	12/19/2025
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