

PART I: Publicly Available Program Performance and Candidate Achievement Data

Overview and Context

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

Context:

The Margaret Warner Graduate School of Education and Human Development (Warner) is one of seven academic units at the University of Rochester (UR), one of the smallest research universities in the country. A private university founded in 1850, the UR is listed as a Very High Research Activity Doctoral University Carnegie Classification. The UR is accredited by the Middle States Commission on Higher Education and received its charter from the Regents of the University of the State of New York in 1850. The UR is one of 71 members of the Association of American Universities (AAU), a prestigious organization of leading public and private research colleges and universities in the U.S. and Canada, and one of 39 members of the Consortium on Financing Higher Education (COFHE), an association of the top private colleges and universities in the U.S (see <https://rochester.edu/about/>).

At Warner, we believe that education can transform lives and make the world more just and humane. To achieve this mission, we strive to:

- prepare knowledgeable, reflective, skilled and caring practitioners and researchers who can make an impact in the lives of individuals and who are leaders and agents of change;
- generate and disseminate knowledge to lead to new understandings of development, learning, and change, on which more effective educational policies and practices can be grounded;
- collaborate – across disciplines, professions and constituencies – to promote change that can significantly improve education and support positive human development (see <https://www.warner.rochester.edu/about/>).

AAQEP Programs

The Warner School received National Council for Accreditation of Teacher Education (NCATE) accreditation for the first time in 2004 and was reaccredited in 2009 and then again in 2016. As part of NCATE, all of Warner’s educator preparation programs sought and attained national recognition from their specialized professional associations (SPAs). Warner became a member of AAQEP in early 2019, shortly after New York State recognized AAQEP as an accreditation option for educator preparation programs.

As our teacher preparation programs are graduate-level only and prepare candidates for Initial Certification upon completion and Professional Certification after three years of experience in the field, as per NYSED regulations, we have classified them as “Initial Teacher Preparations” – a designation confirmed and approved via previous NCATE accreditation. The exception is our Master of Science/Certificate of Advanced Study in Reading and Literacies – also part of the AAQEP accreditation process – which prepares already-licensed teachers as specialists. Candidates who come to our program to pursue only Professional Certification in their area of

certification, who have already obtained their Initial Certification as undergraduates at accredited institutions, complete programs that overlap considerably with our Initial Certification programs; although consistent with NYS regulations, some coursework and clinical internships may be waived in recognition of credits already completed in their previous teacher preparation programs. In addition, we include in this review our advanced program in K-12 School Building and School District Leadership (K-12 Leadership).

Warner's school counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is not included in this AAQEP review. Similarly, the music teacher preparation programs offered by the UR's Eastman School of Music are accredited by the National Association of Schools of Music (NASM) and are not included in this review (see CACREP and NASM letters for verification).

Program Philosophies

At Warner, faculty are committed to educating teachers and reading/literacy specialists who have the courage and conviction to lead struggles for social justice. We prepare teachers who have in-depth knowledge of the subjects they teach and the skills and understanding of teaching and learning needed to help all students develop their potential. Warner candidates learn to approach curricular and pedagogical decisions as thoughtful practitioners with knowledge of the social, cultural, historical, and political contexts of schooling and curriculum. We prepare teachers who can become agents for change in schools and are committed to higher standards in teaching and learning (for more detail, see Teaching & Curriculum Program Philosophy document).

Consistent with these principles, our programs are aligned with the InTASC standards, which candidates across all Warner Teacher Preparation and Reading and Literacies programs are expected to achieve by graduation. In addition, each Warner candidate is expected to meet the standards articulated by the national professional association related to their area of specialization (i.e., National Council of Teachers of Mathematics (NCTM) standards for those pursuing certification in math; International Literacy Association (ILA) standards for those in our Reading & Literacies program, etc.). The one exception is the Childhood/Elementary program, which was realigned to the New York State Teaching standards following discontinuation in 2019 of the Association for Childhood Education International (ACEI) standards.

Warner also is committed to preparing K-12 school building and district leaders who have the knowledge, skills, and dispositions to lead K-12 schools and school districts in initiatives for education equity and social justice. Warner is committed to preparing K-12 school building and district leaders who can promote student learning through the formulation of visions, plans, instructional programs, and leadership strategies that are marshaled to that end. Our candidates are prepared to both foster and respond to change, while remaining focused on the basic mission of promoting student growth and learning for all students in all educational communities. They are prepared to act ethically with integrity, fairness, and an awareness of the demands of social justice, to engage in ongoing personal and professional reflection and goal setting, and to use technology as appropriate to accomplish their goals. Our building level (SBL) and district level (SDL) leadership programs are aligned to the National Educational Leadership Preparation (NELP) standards.

Enrollment and Completion Data

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025 [see word table below]

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/2025)	Number of Completers in most recently completed academic year (12 months ending 08/2025)
<i>Programs that lead to initial teaching credentials</i>			
Early Childhood (birth-2)	MS; advanced certificate	5	5
Childhood/Elementary (1-6)	MS; advanced certificate	15 (3)	9 (1)
Computer Science (K-12)	MS; advanced certificate	0	0
English (7-12, 5-6 extension)	MS; advanced certificate	5	4
Foreign Languages (7-12, 5-6 extension)	MS; advanced certificate	7	5
Inclusion/Special Education (birth-2; 1-6; 7-12)	MS; advanced certificate	14 (1)	9 (1)
Mathematics (7-12, 5-6 extension)	MS; advanced certificate	4 (1)	2 (1)
Science (7-12, 5-6 extension)	MS; advanced certificate	6	6
Social Studies (7-12, 5-6 extension)	MS; advanced certificate	5 (1)	3 (1)
TESOL (K-12)	MS; advanced certificate	10	8
Total for programs that lead to initial credentials		71(8)	51(4)

Numbers in parenthesis indicate students (included in the count) that are in programs that lead to professional certification only			
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Reading & Literacies (B-6; 5-12)	MS; advanced certificate	2	1
K-12 Leadership: School Building (SBL) and School District (SDL)	MS; advanced certificate	137	60
Total for programs that lead to additional/advanced credentials		139	61
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Teacher Education Non-certification programs	MS	29	26
Teaching and Curriculum	EdD	18	8
Educational Administration	EdD	24	8
Total for additional programs		71	42
TOTAL enrollment and productivity for all programs		281	160
Unduplicated total of all program candidates and completers	121-AAQEP accredited programs 70-non-AAQEP programs	65-AAQEP accredited programs 42-non-AAQEP programs	

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 added a Computer Science program this year after it was approved by the state. We have enrolled students for the 2025-2026 School Year.

Program Performance Indicators

The program performance information in Table 2 applies to academic year indicated in Table 1.

Table 2. Program Performance Indicators

<p>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.</p>
121
<p>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.</p>
65
<p>Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
76
<p>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.</p>
78%
<p>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%.</p>
Combining the number tested for licensure exams and TPA's, the pass rate is 96%
Narrative explanation of evidence available from program completers , with a characterization of findings.
<p>First-Year and Three-Five Year Graduate Surveys for Teacher Preparation and Reading and Literacies: Program completers are surveyed at one, three and five years post-graduation. Results are distributed to program faculty for use in program improvement. Performance expectations are 75% of responses are 3.00 (neutral, satisfied or highly satisfied) or higher on the 5-pt Likert Scale.</p>

For the First-Year Survey, most responses were above the 75% expectation. Two items that scored 60% were commitments towards advancing one's profession by taking on leadership roles within and beyond my school and strengthening commitment to pursuing professional relationships and collaborations with colleagues in and beyond my school. It is important to note that sample size was small for First-Year Graduate Survey responses (N=1 for Reading and Literacies and N=5 for Teacher Preparation). For the Three-Five Year Survey, most responses were above the 75% expectations. Two items that scored below the expectation were completers' understanding of laws and policies in relation to students' and teachers' rights and responsibilities and opportunities to develop and demonstrate the following talking about learners with parents and other caregivers and working with them as partners in their students' learning and development.

First-Year and Three-Five Year Graduate Surveys for K-12 Leadership Program:

Program completers are surveyed at one, three and five years post-graduation. Results are distributed to program faculty for use in program improvement.

Of the first-year graduates surveyed in the spring of 2025, 77% indicated that the program prepared them well or exceptionally well for their current work and 90% indicated that they would recommend our program to other prospective students. Fifty percent of three-year graduates and 80% of five-year graduates indicated that the program prepared them well or exceptionally well for their current work and 90% indicated that they would recommend our program to other prospective students while 67% and 60% of three- and five-year graduates would recommend our program to other prospective students, respectively.

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

Employer Survey for Teacher Preparation and Reading and Literacies:

Employers are surveyed every two years. Results are distributed to program faculty for use in program improvement. We also solicit feedback from the Teacher Preparation Advisory Board which include employers of our graduates. Performance expectations are 75% of responses are 3.00 (neutral, satisfied or highly satisfied) or higher on the 5-pt Likert Scale. For the First-Year Survey, most responses were above the 75% expectation. All scores on the Employer survey were above the 75% expectation.

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.

do we track this? use previous one year of surveys/data

Throughout the year, we reach out to graduates to collect employment data. This self-reported data is compiled into an Access database which we can then use for employment rates. Eighty percent of graduates surveyed during this reporting period indicate that they are working in the field of education.

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.

Accreditation at the Warner School is supported by a portion of multiple staff members having a portion of their FTE allocated to this work. The role of our Administrator for Accreditation and Licensure has 40% of the FTE dedicated to supporting the related projects. Additional support is also provided by the staff in the dean’s office, IT, and the Office of Student Success. This is consistent with the support for accreditation provided for other accredited programs.

Additionally, program faculty, who serve as accreditation liaisons to their respective departments, have allocated FTE time dedicated to AAQEP and related accreditation activities.

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

Measure	Collection Period	Programs	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Lesson Plan	Fall 2024	Teacher Preparation & Literacies	Rubrics score at proficient level/higher (3.0)	Scores above 3.44
Innovative Unit Plan	Spring 2025	Teacher Preparation & Literacies	Rubrics score at proficient level/higher (3.0)	Scores above 3.27
Comprehensive Portfolio	Sept. 1-Aug. 30-2025	Teacher Preparation	Rubrics score at proficient level/higher (3.0)	Scores above 3.26
Field Experience Evaluation	Sept. 1-Aug. 30-2025	Teacher Preparation & Literacies	Rubrics score at proficient level/higher (3.0)	Scores above 3.0
CPAST 1	Sept. 1-Aug. 30-2025	Teacher Preparation	Consensus rubrics score at proficient level/higher (3.0)	Scores above 3.0
CPAST 2	Sept. 1-Aug. 30-2025	Teacher Preparation	Consensus rubrics score at proficient level/higher (3.0)	Scores above 3.0
CST Exams	Sept. 1-Aug. 30-2025	Teacher Preparation & Literacies	Program candidates are above NYS pass-rate	All programs above NYS pass-rate (57/60 candidates passed CST)

				exams)
First Year Completer Survey	Spring 2025	Teacher Preparation & Literacies	75% responses select a 3 or higher on the 5-pt Likert Scale	Most scores with a 75% response (3.0 or higher). 60% response noted in Table 3.1.
3-5 Year Completer Survey	Spring 2025	Teacher Preparation & Literacies	Rubrics score at proficient level/higher (3.0)	Most scores with 75% response (3.0 or higher). 60% or below responses noted in Table 3.2.
Employer Survey	Spring 2025 Biannual	Teacher Preparation & Literacies	Rubrics score at proficient level/higher (3.0)	All scores with a 75% response (3.0 or higher)
Case Study	Spring 2025	Literacies	Rubrics score at proficient level/higher (3.0)	Scores are 4.0 (N=1)
Learning & Advocacy	Spring 2025	Literacies	Rubrics score at proficient level/higher (3.0)	Scores are 4.0 (N=1)
Summative Course Assessments	Sept. 1-Aug. 30-2025	K-12 Leadership, SBL and SDL	Rubrics score at proficient level/higher (3.0)	Scores are above 3.88
Field Experience Evaluation	Sept. 1-Aug. 30-2025	K-12 Leadership, SBL and SDL	Rubrics score at proficient level/higher (3.0)	Scores are above 3.94
Comprehensive Portfolio	Sept. 1-Aug. 30-2025	K-12 Leadership, SBL and SDL	Rubrics score at proficient level/higher (3.0)	Scores are above 3.94
NYS SBL-1	Sept. 1-Aug. 30-2025	K-12 Leadership, SBL and SDL	Program candidates are above NYS pass-rate	95% pass rate
NYS SBL-2	Sept. 1-Aug. 30-2025	K-12 Leadership, SBL and SDL	Program candidates are above NYS pass-rate	95% pass rate
NYS SDL-1	Sept. 1-Aug. 30-2025	K-12 Leadership, SBL and SDL	Program candidates are above NYS pass-rate	90% pass rate
NYS SDL-2	Sept. 1-Aug. 30-2025	K-12 Leadership, SBL and SDL	Program candidates are above NYS pass-rate	95% pass rate
First Year Completer Survey	Spring 2025	K-12 Leadership, SBL and SDL	5-pt Likert Scale, with 5 being most favorable	80-100% of respondents chose levels 4, 5

3-5 Year Completer Survey	Spring 2025	K-12 Leadership, SBL and SDL	5-pt Likert Scale, with 5 being most favorable	80-100% of respondents chose levels 4, 5
Employer Survey	Spring 2025	K-12 Leadership, SBL and SDL	5-pt Likert Scale, with 5 being most favorable	100% of respondents chose levels 4, 5
First-Year Alumni Focus Group Data	Summer 2025	K-12 Leadership, SBL and SDL	Qualitative evidence includes multiple strengths and some areas of growth	Evidence includes both strengths and areas of growth
3-5 Year Alumni Focus Group Data	Summer 2025	K-12 Leadership, SBL and SDL	Qualitative evidence includes multiple strengths and some areas of growth	Evidence includes both strengths and areas of growth

Table 3.1 2024-2025 First Year Graduate Survey Responses Below 75%

N	Score	Criteria
5	60% at 3.0 or higher	My teacher preparation program strengthened my commitments to: Advancing my profession by taking on leadership roles within and beyond my school.
5	60% at 3.0 or higher	My teacher preparation program strengthened my commitments to: Pursuing professional relationships and collaborations with colleagues in and beyond my school.

Table 3.2 2024-2025 Three-Five Year Graduate Survey Responses Below 75%

N	Score	Criteria
10	40% at 3.0 or higher	My teacher preparation program provided me with the following understandings: What laws and policies exist in relation to students’ and teachers’ rights and responsibilities.
10	60% at 3.0 or higher	My teacher preparation program provided me with opportunities to develop and demonstrate the following teaching practices: Talking about learners with parents and other caregivers and working with them as partners in their students’ learning and development.

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

Measure	Collection Period	Programs	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Comprehensive Portfolio	Sept. 1-Aug. 30-2025	Teacher Preparation	Rubrics score at proficient level/higher (3.0)	Scores above 3.26

Field Experience Evaluation	Sept. 1-Aug. 30-2025	Teacher Preparation & Literacies	Rubrics score at proficient level/higher (3.0)	Scores above 3.0
CPAST 1	Sept. 1-Aug. 30-2025	Teacher Preparation	Consensus rubrics score at proficient level/higher (3.0)	Scores above 3.0
CPAST 2	Sept. 1-Aug. 30-2025	Teacher Preparation	Consensus rubrics score at proficient level/higher (3.0)	Scores above 3.0
First Year Completer Survey	Spring 2025	Teacher Preparation & Literacies	75% responses select a 3 or higher on the 5-pt Likert Scale	Most scores with a 75% response (3.0 or higher). 60% response noted in Table 3.1.
3-5 Year Completer Survey	Spring 2025	Teacher Preparation & Literacies	Rubrics score at proficient level/higher (3.0)	Most scores with 75% response (3.0 or higher). 60% or below responses noted in Table 3.2.
Employer Survey	Spring 2025 Biannual	Teacher Preparation & Literacies	Rubrics score at proficient level/higher (3.0)	All scores with a 75% response (3.0 or higher)
First-Year Alumni Focus Group Data	Summer 2025	Teacher Preparation & Literacies	Qualitative evidence includes multiple strengths and areas of growth	Evidence includes both strengths and areas of growth
3-5 Year Alumni Focus Group Data	Summer 2025	Teacher Preparation & Literacies	Qualitative evidence includes multiple strengths and areas of growth	Evidence includes both strengths and areas of growth
Summative Course Assessments	Sept. 1-Aug. 30-2025	K-12 Leadership, SBL and SDL	Rubrics score at proficient level/higher (3.0)	Scores are above 3.86
Field Experience Evaluation	Sept. 1-Aug. 30-2025	K-12 Leadership, SBL and SDL	Rubrics score at proficient level/higher (3.0)	Scores are above 3.94
Comprehensive Portfolio	Sept. 1-Aug. 30-2025	K-12 Leadership, SBL and SDL	Rubrics score at proficient level/higher (3.0)	Scores are above 3.94
NYS SBL-1	Sept. 1-Aug. 30-2025	K-12 Leadership, SBL and SDL	Program candidates are above NYS pass-rate	95% pass rate

NYS SBL-2	Sept. 1-Aug. 30-2025	K-12 Leadership, SBL and SDL	Program candidates are above NYS pass-rate	95% pass rate
NYS SDL-1	Sept. 1-Aug. 30-2025	K-12 Leadership, SBL and SDL	Program candidates are above NYS pass-rate	90% pass rate
NYS SDL-2	Sept. 1-Aug. 30-2025	K-12 Leadership, SBL and SDL	Program candidates are above NYS pass-rate	95% pass rate
First Year Completer Survey	Spring 2025	K-12 Leadership, SBL and SDL	5-pt Likert Scale, with 5 being most favorable	80-100% of respondents chose levels 4, 5
3-5 Year Completer Survey	Spring 2025	K-12 Leadership, SBL and SDL	5-pt Likert Scale, with 5 being most favorable	80-100% of respondents chose levels 4, 5
Employer Survey	Spring 2025	K-12 Leadership, SBL and SDL	5-pt Likert Scale, with 5 being most favorable	95% of respondents chose levels 4, 5
First-Year Alumni Focus Group Data	Summer 2025	K-12 Leadership, SBL and SDL	Qualitative evidence includes multiple strengths and some areas of growth	Evidence includes both strengths and areas of growth
3-5 Year Alumni Focus Group Data	Summer 2025	K-12 Leadership, SBL and SDL	Qualitative evidence includes multiple strengths and some areas of growth	Evidence includes both strengths and areas of growth

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.

In 2024-2025, the Warner School of Education achieved several major accomplishments across Teacher Preparation and Reading and Literacies:

1. All key measures for accreditation were realigned to meet the 2025 AAQEP Standards. Program Directors are meeting throughout 2025–2026 to discuss ways to strengthen practices and reporting related to new Aspects 1e, 1f, 2g, and 4b. A three-year review cycle was established to strengthen validity and reliability measures.
2. Warner successfully transitioned Students with Disabilities (Grades 1–6) and (Grades 1–7) programs to All-Grades (PreK–Grade 12). The Reading and Literacies program also transitioned to K–12 certification. Both programs received approval from the New York State Education Department (NYSED) in spring 2025 and were officially launched in fall 2025.

3. Warner received NYSED approval to launch the Computer Science Teaching Certification program. The first cohort began in fall 2025. Data for this program will be incorporated into the 2026 Annual Report.
4. Warner School’s Teacher Preparation programs continue to strengthen partnerships through the Monroe Regional Teacher Residency Consortium (MRTRC) and the ROC Urban Teaching Fellowship (ROC UTF) program. This year, the programs are supporting a total of 12 teacher candidates in residency placements.

In 2024-2025, the Warner School of Education achieved several major accomplishments across K-12 School Leadership, SBL and SDL:

1. All key measures for accreditation were realigned to meet the 2025 AAQEP Standards. Program Directors are meeting throughout 2025–2026 to discuss ways to strengthen practices and reporting related to new Aspects 1e, 1f, 2g, and 4b. Assessment data will continue to be reviewed annually.
2. We fully transitioned our coursework to the PSEL standards in anticipation of the new licensing requirements for NYS. The internship course will be aligned in 2026 and we will apply to NYS in 2026 to show evidence of meeting the new requirements, in advance of the 2030 deadline.
3. We re-designed our internship competencies to be more aligned to the authentic needs in NY schools and districts and to better meet the needs of our students.
4. Our K-12 School Leadership program continues to strengthen partnerships in the Western New York area through monthly-annual events such as our Advisory Board meeting, Mock Interview Event, inviting various guest speakers in each of our courses each semester, and our annual equity event.

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

Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goal #1 for AY26 Teacher Preparation and Reading and Literacies	Revise Lesson Plan and Innovative Unit Plan rubrics to incorporate content expert feedback from spring and strengthen realignment of 2025 AAQEP Standards for Standards 1 and 2.

Actions	As a collaborative process with Program Directors, the T&C Department will revise the Lesson Plan rubric in fall 2025 and revise the Innovative Plan rubric in spring 2026.
Expected Outcomes	Rubrics are expected to be fully revised and aligned by June 2026 and loaded into Warner's data collection platform.
Reflection/Comments	Revisions emerged as a result of the 2024-2025 data session review on lesson and unit plan rubrics. Content expert feedback was collected from local teachers across disciplines. Professional Standards were also updated and realigned in Summer 2025 to support revision work.
Goal #2 for AY26 Teacher Preparation and Reading and Literacies	Revitalize the Warner Teacher Preparation Advisory Board and convene a meeting in January 2026.
Actions	Over the past two years, Warner has experienced a notable transition in the membership of its Advisory Board, with several key leaders completing their service. For the 2025 year, T&C will be targeting recruitment efforts for the Advisory Board and meeting in January 2026.
Expected Outcomes	Advisory Board meeting will be held January 2026 with at least 7 Advisory Board members attending.
Reflection/Comments	We anticipate this year being a building year with the Advisory Board and are planning to collaborate with the Warner AAQEP team to discuss potential strategies for leveraging our K-12 leaders engaged in the K-12 leadership program as well.
Goal #1 for AY26 K-12 Leadership, SBL and SDL	Align field experience competencies to PSEL Standards and the 2025 AAQEP standards and revise field experience evaluation and comprehensive portfolio evaluation. This goal will ensure our instructors and field supervisors are consistently supporting our students to grow as professionals and develop skills necessary to meet the needs of all students and in a variety of contexts *this supports Standard 1 and 2
Actions	The department will take the input offered by our Advisory Board to design new internship competencies to support authentic, skill-based experiences that are aligned to the PSEL and 2025 AAQEP standards.

Expected Outcomes	Changes will be reflected in course design and rubrics are expected to be fully revised and aligned by December 2026 and loaded into Warner’s data collection platform.
Reflection/Comments	Along with new standards that will challenge us to consider emerging trends in education, our advisory board shared important insights regarding the needs of emerging leaders at our 2025 Board meeting.
	Standard 2
Goal #1 for AY26 Teacher Preparation and Reading and Literacies	Increase First-Year Graduate Survey for Teacher Preparation response rate from 21% to 30% and increase First-Year Graduate Survey for Reading and Literacies program response rate from 17% to 25% for the 2026 academic year.
Actions	Warner AAQEP Team will collaborate to send out additional reminders to FY-eligible survey responders. The team will also determine if the survey collection period can be extended or shifted to increase responses.
Expected outcomes	We anticipate an increase in survey responses with intentional efforts on reaching out and extending the survey response period.
Reflections or comments	Post-program completer responses has been an ongoing challenge. We will also investigate with the Advisory Board if there are other ways we can elicit from our recent completers.
Goal #1 for AY26 K-12 Leadership, SBL and SDL	More specifically align our K-12 Leadership professional dispositions to activities and group learning experiences in our coursework, to support our students to grow as professionals and develop skills necessary to meet the needs of all students and in a variety of contexts. *this supports Standard 1 and 2
Actions	All instructors will identify specific learning experiences in their courses that support practice of our leadership skill dispositions. Based on advisory board feedback and identification of gaps, we will design new experiences and assign them to specific courses.
Expected outcomes	These comprehensive skills-based experiences will better prepare students for skill development in the field placement and after graduation.

Reflections or comments	This has been a goal of our program for the past few years, and we started working on it during our curriculum alignment to the new AAQEP standards and the PSEL standards.
	Standard 3
Goal for AY26	<p>We have three goals for the 2025-2026 year.</p> <ul style="list-style-type: none"> ● First, we plan to transition to Heliocampus from Taskstream as our data storage tool as part of a broader university effort to use Heliocampus as the site that involves all important university-wide reporting, including accreditation activities ● Second, we plan to continue to transition to the 2025 AAQEP Framework ● Third, while we continue to transition to the 2025 AAQEP Framework, we are also continuing transitioning to any updated professional organization standards, such as the PSEL standards for Educational Leadership.
Actions	<ul style="list-style-type: none"> ● We have begun a staggered process of revising our rubrics to align with the 2025 Framework ● We are using the alignment process as an opportunity to revise the rubrics to be consistent with our continuous improvement process and the use of rubrics by program directors ● We have begun the process of tagging standards to the revised rubrics as part of both the process of aligning to the 2025 Framework as well as the transition to Heliocampus ● The Educational Leadership program has revised their assessment rubrics to align with the PSEL standards, and will now do the same for their field experience and portfolio rubrics.
Expected outcomes	<ul style="list-style-type: none"> ● By the end of May, 2026, we will have revised our lesson plan rubrics, our unit plan rubrics, and our Educational Leadership rubrics ● We will have procedures for ensuring that data are prepared and analyzed for various assessments as part of our continuous improvement process ● By the end of May, 2026 we will have tagged all of our rubrics for entry into Heliocampus ● By the end of 2026 all of the revised rubrics will be programmed into Blackboard and accessible by instructors of courses that have AAQEP assessments embedded in them.

Reflections or comments	The transition to Heliocampus is dependent upon the University’s progress in developing its functionality. We are hoping to provide suggestions to allow for data exports in formats that are aligned with our AAQEP reporting.
St 4 language	Standard 4
Goals for the 2025-26 year	<p>Our goals for the 2025-2026 year are:</p> <ul style="list-style-type: none"> ● to respond to changes to the NY State requirements for Reading and Literacy to apply to all grades ● to respond to changes to the NY State requirements for Inclusion to apply for all grades ● to respond to changes to the NY State requirements for K-12 Leadership advanced certification programs ● continue with our outreach efforts in literacy and in urban education ● continue developing our residency program to address the emerging teacher shortage, which is especially pronounced in the Rochester City School District and in outlying rural districts ● to increase participation of K-12 Leadership alumni in our 3-5 Year graduate surveys.
Actions	<p>Actions for the 2025-2026 school year include:</p> <ul style="list-style-type: none"> ● updating programs of study and content review forms for the Reading and Literacy and Inclusion programs ● continue the ROC reading program ● continue to recruit applicants for the residency programs ● extend the residency partnerships ● continue efforts to maintain relationships at East and to expand efforts in other RCSD schools ● Meet with the TPPAB in January 2026 to brainstorm efforts to expand efforts in other RCSD schools ● update our K-12 Leadership alumni database in an effort to increase the number of 3-5 year past graduation completers we are able to accurately reach.
Expected outcomes	<p>Expected outcomes for the 2025-2026 school year include:</p> <ul style="list-style-type: none"> ● finalize programs of study and content review forms for the RL and inclusion programs ● formalize extensions of the residency program partnerships ● hold a Teacher Preparation Program Advisory Board meeting in January 2026

	<ul style="list-style-type: none"> • more specific feedback from 3-5 year completers about their experience in our program and impact on the field.
Reflections or comments	<p>The residency programs continue to be a major focus due to their potential to recruit diverse teacher preparation candidates and to address ongoing teacher shortages in RCSD and in rural schools.</p> <p>The end of the EPO at East has impacted the range of professional development activities we conduct at East.</p>

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.

In response to the comment from the QAR report that “purposeful empirical investigation of the validity of these assessments will strengthen the quality assurance system,” we have begun a systematic data review and revision process to support the validity and reliability of our assessments. In fall 2025 we began conducting data review sessions in which we analyzed performance data from our past rubrics and did some pairwise scoring of sample assessments. We will conduct this process across three key assessments: the lesson plan, the unit plan, and the portfolio, which serves as our teacher performance assessment. From this process we hope to develop reliability guidelines for scoring for each of these assessments.

In addition, we are conducting validity assessments of our rubrics by distilling their key assumptions and then surveying experts (experienced local educators in each of the content domains) to gauge the relevance and comprehensiveness of those assumptions and related items.

Anticipated Growth and Development

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

The main areas of planned improvements and innovations for AY 2025-2026 are: (1) the transition to Heliocampus as our reporting tool; (2) the transition to the 2025 AAQEP Framework; and (3) establishing the continuous review cycle that will support work toward the next Quality Assurance Report. Heliocampus is the UR-wide data collection tool for programmatic assessments. We are programming all of our program rubrics into Blackboard, from which Heliocampus will draw data and organize it at the level of Standard and aspect. We have begun the process of aligning key assessments with the Expectations Framework 2025 and anticipate that work will be completed by the end of June, 2026. As part of our continuous improvement process, we are holding data sessions in which faculty review summaries of rubric scores and samples of work from various assessments to establish reliable scoring systems. We are also using these sessions to revise the rubrics to align with AAQEP standards and any changes in professional organization standards. We expect that all major assessments will be revised in the next one to two years so that we can have at least three years of data from the revised rubrics by the next QAR.

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)

Warner has transitioned to the updated NYSED requirements, including the shift to All-Grades Students with Disabilities (PreK-12) and All-Grades Reading and Literacies (PreK-12) certifications, and has revised program plans accordingly. Warner has also incorporated the reduced 18-credit content requirement for secondary second certifications. The K-12 Leadership advanced certification programs plan to apply to NYS in summer 2026 for new program approval that is aligned to the PSEL standards to respond to changes to the NY State requirements.