

AAQEP Annual Report for 2024-25

Provider/Program Name:	University at Buffalo Graduate School of Education
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	Dec. 31, 2028

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

University Mission

The University at Buffalo is a diverse, inclusive scholarly community dedicated to bringing the benefits of our research, scholarship, creative activities and educational excellence to local, and global communities in ways that impact and positively change the world. We view the three traditional pillars of the public higher education mission—research, education, and service—as interdependent endeavors that continually enrich and inform each other. Groundbreaking research, transformative educational experiences, and deeply engaged service to our communities define the University at Buffalo’s mission as a premier, research-intensive public university.

Graduate School of Education

The Graduate School of Education prepares scholars, researchers, counselors, administrators, library and media specialists, as well as personnel for school and district leaders, colleges, universities, community, and government organizations.

Graduate degrees awarded include the Master of Education (Ed.M.), Master of Arts (M.A.), Master of Library Science (M.L.S.), Doctor of Education (Ed.D.), and the Doctor of Philosophy (Ph.D.). Additionally, the Graduate School of Education awards Certificates of Advanced Study. Further, it offers courses of study that prepare students for New York State certification in teaching, school and district leadership, school counseling and psychology, and library media specialist. There are four

academic departments within the Graduate School of Education: Counseling, School, and Educational Psychology (CSEP), Educational Leadership and Policy (ELP), Learning and Instruction (LAI), and Information Studies (IS). Strong interdepartmental collaborations exist between the four departments to promote excellence across programs.

Learning and Instruction is the department most prominently involved with teacher education, offering students curricular options that lead to a recommendation for an initial and/or professional teacher certificate. Additionally, for in-service teachers who hold a valid NYS teacher certificate, the department offers additional curricular options.

The Department of Educational Leadership and Policy (ELP) prepares students to assume a variety of roles including scholars, administrators and policy analysts who positively impact education and educational organizations in Western New York, nationally and internationally. For those students whose focus is PK-12 administration, ELP offers the Leadership Initiatives for Tomorrow's Schools (LIFTS) program which currently includes pathways to recommendation for the New York State Education Department School Building Leader (SBL) and School District Leader (SDL) certification.

Our teacher education programs continue to navigate their recent substantial growth, along with our recent change to a full-year residency model within our programs that lead to initial teacher certification. To this end, we are refining our programs as we learn from our cohorts of students. We aim to use our data from our students, mentors, and other school partners to refine coursework and clinical experiences.

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://ed.buffalo.edu/about/accreditation/aaqep.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

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 08/24)	Number of Completers in most recently completed academic year (12 months ending 08/24)
<i>Programs that lead to initial teaching credentials</i>			
Certificate of Advanced Study	Biology Education	0	0
Master of Education	Biology Education	8	3
Certificate of Advanced Study	Chemistry Education	1	1
Master of Education	Chemistry Education	2	1
Master of Education	Childhood Education	3	1
Master of Education	Childhood Education with Bilingual Ext	0	0
Master of Education	Early Childhood Education	1	0
Master of Education	Early Childhood/Childhood Education	101	53

Certificate of Advanced Study	Earth Science Education	2	2
Master of Education	Earth Science Education	3	2
Master of Education	English as a Second Language Education	14	8
Certificate of Advanced Study	English Education	0	0
Master of Education	English Education	28	17
Certificate of Advanced Study	French Education	0	0
Master of Education	French Education	4	3
Certificate of Advanced Study	Mathematics Education	0	0
Master of Education	Mathematics Education	23	17
Certificate of Advanced Study	Music Education	2	1
Master of Education	Music Education	7	5
Master of Education	Physics Education	4	2
Certificate of Advanced Study	Social Studies Education	0	0
Master of Education	Social Studies Education	61	38
Certificate of Advanced Study	Spanish Education	2	1

Master of Education	Spanish Education	8	5
	Total for programs that lead to initial credentials	276	161
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Certificate of Advanced Study	Bilingual Education Extension	7	4
Master of Education	Biology Education	0	0
Master of Education	Childhood Education	5	4
Certificate of Advanced Study	Computer Science Education	7	5
Master of Education	Early Childhood Education	1	1
Master of Education	Early Childhood Education w/ Bilingual Extension	1	0
Master of Education	Early Childhood/Childhood Education	1	1
Certificate of Advanced Study	English as a Second Language Education	5	3
Master of Education	English as a Second Language Education	1	1
Master of Education	English Education	7	2
Master of Education	French Education	0	0

Certificate of Advanced Study	Gifted Education	10	7
Master of Education	Literacy Specialist Education	41	16
Master of Education	Mathematics Education	18	10
Master of Education	Music Education	26	9
Master of Education	Physics Education	0	0
Master of Education	Social Studies Education	2	1
Master of Education	Spanish Education	6	1
Total for programs that lead to additional/advanced credentials		138	65
<i>Programs that lead to P-12 leader credentials</i>			
Certificate of Advanced Study	School Building Leader	15	10
Certificate of Advanced Study	School District Leader	17	10
Total for program that lead to P-12 leader credentials		32	20
TOTAL enrollment and productivity for all programs		446	246
Unduplicated total of all program candidates and completers		421	219

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.)

NA

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.

421 enrolled students

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.

219 completers

C. Number of recommendations for certificate, license, or endorsement included in Table 1.

219 - teacher preparation

10 - school leader preparation

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.

90% of program completers finished their degree within their respective program's expected timeframe

99.5% of program completers finished their degree within 1.5 times their respective program's expected timeframe

E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Teacher Preparation

Test Number	Test Name	Number Passed	Total Number	UB Pass Rate	NYS Pass Rate
160	Biology CST	3	3	100%	79%
161	Chemistry CST	3	3	100%	91%
162	Earth Science CST	3	3	100%	90%
003	English Language Arts CST	14	14	100%	79%
116	English to Speakers of Other Languages (ESOL) CST	7	9	77.77%	91%
121	French CST	3	3	100%	98%
065	Literacy CST	2	2	100%	83%
004	Mathematics CST	13	14	92.8%	60%
211	Multisubject: Teachers of Early Childhood - Literacy	35	40	87.5%	80%
246	Multisubject: Teachers of Early Childhood - Math	35	39	89.7%	82%

245	Multisubject: Teachers of Early Childhood and Childhood - Arts and Sciences	40	43	93.0%	90%
221	Multisubject: Teachers of Childhood - Literacy	34	38	89.4%	82%
222	Multisubject - Teachers of Childhood - Math	32	39	82.0%	77%
165	Music CST	3	3	100%	99%
163	Physics CST	3	3	100%	82%
115	Social Studies CST	30	32	93.7%	84%
129	Spanish CST	4	5	80%	97%
201	Educating All Students - required for all candidates	134	136	98.5%	89%
Total Tests		398	429	92.77%	85%

School Leader Preparation

Test Number	Test Name	Number Passed	Total Number	UB Pass Rate	NYS Pass Rate
103	School District Leader - Part 1	3	3	100%	89%
104	School District Leader - Part 2	3	3	100%	90%
109	School Building Leader - Part 1	5	5	100%	91%
110	School Building Leader - Part 2	4	5	80%	90%
Total Tests		15	16	93.75%	90%

One of the Content Specialty Test average scores was below 80% (i.e. English to Speakers of Other Languages). In this case, given the small number of test-takers, the two students who failed the CST have unduly hindered the overall average score. That said, as a program, we will continue to work with our faculty to address any gaps in our students' coursework in hopes of raising the scores in this test.

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

Teacher Education (initial and advanced):- Upon program completion, all teacher candidates are surveyed. In addition to a number of self-efficacy items (reported below in table 3), we asked candidates what program aspects contributed to their professional development as a teacher as well as areas of improvement. Students reported strengths of the program included: (1) year-long residency model, (2) support of mentor teachers (3) support of clinical coaches, (4) peer collaboration and the cohort community, (5) relevant coursework and seminars. Students reported that a primary area of growth centers around the hope of providing financial support during the yearlong residency.

The literacy faculty also finalized a program completer survey that was administered to program completers in Spring 2025. Due to the low response rate, however, we do not have conclusive evidence in this area.

Education Leadership (advanced): Historically, survey data for the LIFTS program has been gathered on an inconsistent basis, however this has improved over the last few years with the creation of an Advisory Group, surveys to engage LIFTS alumni with upcoming changes to the program, and greater collaboration with organizations like BOCES Erie 1 to develop a more coherent internship experience that can be studied to improve leadership preparation outcomes. LIFTS continues to work with practitioners across the region to ensure rigorous curriculum, leadership skill development, and equity-oriented outcomes are developed in LIFTS cohort members, and practitioners who are LIFTS alumni and who are leaders in the region adjunct for LIFTS to ensure theory and practice are bridged.

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

Teacher Education (initial and advanced): For our initial teacher education programs, a district leader survey was sent to building administrators who hosted our residents. In addition to observing our residents, they often hire our residents for available positions within their building. Fourteen building leaders responded to the survey. Overall, 85% strongly agreed that UB residents should be hired, while the remaining 15% agreed. Of further interest is that all the fourteen administrators

reported benefits to PreK-12 student learning because of the residency program. While these results are promising, we realize that this is a small sample and representative of a small portion of districts that hire our program completers.

Education Leadership (advanced): We are collaborating with BOCES Erie 1 to review the internship experience and work collaboratively to improve educational leadership development and entry level leadership skills. This has highlighted opportunities to better connect experiences to coursework throughout the program. Additionally, the LIFT Oral Defense has been improved to be more aligned to real world leadership experiences and skills through collaboration with employers of LIFTS graduates.

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.

Teacher Education (initial and advanced): Due to the lack of systems to capture employers of program completers we do not have conclusive evidence in this area. We are cautiously optimistic that by this time next year we will have access to downstream data provided by NYSED.

Education Leadership (advanced): We have developed a survey that has been sent to program completers that informs LIFTS of the current employment status of the program completer, the job title, and length of employment. This will continue to be sent out on a yearly basis and will be modified over time to better understand how program completion helps inform leadership development.

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.

Teacher Education: Staffing capacity within the Office of Educator Preparation and across GSE has remained stable. For our teacher education program, we continue to select adjunct instructors and clinical experience coaches from the field who provide curricular insights for our teacher candidates to help bridge the gap between theory and practice.

Education Leadership: We continue to address staffing capacity in the program in a variety of ways. In LIFTS, this includes developing adjuncts from the field who can contribute to developing educational leaders through our preparation program

and who can help bridge the gap between theory and practice. Additionally, we continue to work with practitioner colleagues from across the region to improve internship outcomes and leadership development.

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
Teacher Education (initial) Residency Teacher Evaluations For our teacher education programs, residency is the culminating experience in which candidates have the opportunity to demonstrate their knowledge and skills as teachers. The Student Teacher Assessment Record (STAR) is completed by mentor teachers and university coaches to evaluate initial teacher candidates' knowledge and skills in: <ul style="list-style-type: none">• Pedagogical Content Knowledge• Assessment• Professional Qualities	Residents are scored on a four-point scale for STAR-rubric items. They are scored at three different points throughout the academic year (i.e. September to May). Teacher candidates are expected to achieve scores of 3 or 4 on a 4-point scale per item, and/or maintenance of acceptable scores, or growth on each item.	For each of the eight revised items we are referencing for the purpose of this report, our residents met our standard (3) by a considerable margin. Average rubric scores are presented for the Clinical Experience Coach (CEC) and Mentor Teacher (MT). Across the residency year, our students demonstrated scores of 3 or 4 and/or exhibited growth on each item of the STAR. Pedagogical Content Knowledge - 97% of students achieved 3 or better. 100% demonstrated growth across the year.

		<p>Assessment - 91% of students achieved 3 or better. 100% demonstrated growth across the year.</p> <p>Professional Qualities - 96% of students achieved 3 or better. 100% demonstrated growth across the year.</p>
<p>Literacy Education (advanced)</p> <p>Literacy Capstone Portfolio – Revised</p> <p>The aim of the literacy portfolio is for the graduate student to show evidence and make the argument that they have met all the International Literacy Assessment (ILA) standards.</p> <p>The ILA standards are included in all literacy course syllabi. Students address the following seven standards:</p> <ol style="list-style-type: none"> 1. Foundational knowledge 2. Curriculum and instruction 3. Assessment and Evaluation 4. Diversity and Equity 5. Learners and the Literacy Environment 6. Professional Learning and Leadership 7. Practicum / Clinical Experiences 	<p>Literacy faculty created and used a rubric to score each portfolio. Each portfolio is scored according to ILA standards. For each standard, the student must demonstrate and score in the 'proficient' range. If a student scores in the 'developing' range, that part of the portfolio needs to be revised. The Portfolio is sent back to the student to allow them to revise as necessary.</p> <p>For each standard, the literacy faculty determined that 'proficiency' is: clear and detailed evidence of learning that addresses the standard and all of its components. All artifacts are clearly and directly related to standards. Each artifact addresses no more than two standards.</p>	<p>All 16 literacy specialist candidates completed the capstone in 2024-25 with a 100% rate.</p> <p>All literacy specialist students were able to provide artifacts from their classes, as well as an explanation of how the artifact demonstrates their understanding of that standard.</p>

	<p>For each standard, the literacy faculty determined that 'developing' is: unclear or incomplete evidence of learning that may not address the standard and all of its components. Not all artifacts are clearly and directly related to standards. Insufficient artifacts.</p>	
<p>Literacy Education (advanced)</p> <p>Successful completion of state-required practicum hours.</p> <p>At UB, literacy students complete two practica in which they provide supervised literacy instruction one-on-one and in a small-group setting to an individual working below grade-level expectations in some area related to reading or writing.</p> <p>All lesson plans and instruction is supervised, and the instructor provides written and oral feedback to graduate students to help develop their ability to write lesson plans and implement literacy instruction.</p> <p>Literacy specialist students are expected to use assessment data to: (1) design appropriate literacy goals for instruction, (2) create developmentally-appropriate lesson</p>	<p>Instructor-created rubrics were used to provide feedback and assess the graduate students throughout the course.</p> <p>Students must complete the two practices with a grade of B- or better.</p>	<p>100% of literacy specialist program completers passed the two practicum with grades of B- or better.</p> <p>All literacy specialist students demonstrated success using assessment data to design goals, creating lesson plans, implementing evidence-based instruction, and assessing tutee progress towards meeting those goals.</p>

<p>plans, (3) implement evidence-based practices, and (4) assess their tutee(s) progress using formal and informal assessments to plan future instruction.</p>		
<p>Educational Leadership (advanced):</p> <p>LIFTS Orals results</p> <p>The Orals process is designed to be a rigorous process that evaluates the candidate's academic and experiential knowledge.</p> <p>The candidate's explanation and responses to comments/questions from the committee demonstrate that the candidate understands and can defend what he/she presented in writing.</p>	<p>The rubric for development of the Leadership Platform is linked here. Additional attributes we look for in the oral presentation are listed below.</p> <ul style="list-style-type: none"> • Response to the case study and subsequent questions reflect the values, beliefs, perceptions, and behaviors articulated in the Leadership Platform • Oral presentation is consistent with and reflects what was in the case study response • Responses to questions show thought, understanding, insight and knowledge of self as well as appropriate theories/concepts/literature • Demonstrates ability to consider alternatives, other points of view and 'think on his/her feet' • Responses/comments are clearly articulated • Avoids clichés, rhetoric and overuse of words/phrases such as 	<p>8 candidates participated in the Orals examination. 7 of the 8 candidates successfully completed the Orals with an exemplary or satisfactory rating.</p> <p>8 candidates participated in internships. All candidates are on track to successfully complete all of their internship hours.</p>

	“like”, “you know”, “okay”, “and”, “um” etc.	
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
<p>Teacher Education (initial)</p> <p>Educating All Students Exam</p> <p>The Educating All Students (EAS) Exam is a part of the New York State Teacher Certification Exams (NYSTCE) and is a requirement of the New York State Education Department (NYSED) for the issuance of an Initial Teacher Certificate.</p> <p>One of the benefits of residency is time spent in community with children, teachers, families, and their communities. Our candidates spending more time in P-12 classrooms speaks directly to Competency 5 on the EAS Exam and that the rich experiential knowledge that our candidates will glean from their mentor teachers, students, and students' families will benefit future scores on this exam.</p>	<p>A rubric score of 3 or higher, demonstrates our completers' satisfactory command of relevant knowledge and skills to communicate and foster relationships with families/guardians/ caregivers in a variety of communities.</p>	<p>For EAS Competency 5 - Home School Relationships, approximately 75% (103/138 candidates) met the expectation of success, scoring a 3 or a 4 on the exam.</p> <ul style="list-style-type: none"> • 28 candidates scored 4 = Proficient • 75 candidates scored 3 = Competent • 33 candidates scored 2 = Developing • 2 candidates scored 1 = Emerging <p>While our average on this competency is lower than that of the state (2.93-UB to 3.2-NYS), we will continue to seek ways to center community engaged work with families and schools in our program coursework and throughout the candidates' residency.</p> <p>The 2024-2025 cohort of students engaged in a year-long residency placement model for the first time in the program's history. The average age of this cohort's students decreased over</p>

<p>The fifth exam competency (home-school relationships) assesses completers' understanding of effective strategies for promoting positive and productive relationships and interactions between the school and home to enhance student learning, thus providing evidence of our completers' abilities to maintain effective communication with parents/guardians (i.e. accessible documents, use of interpreters, and reflecting cross-cultural understanding) and to encourage parents/guardians to participate in and contribute to their children's education.</p>		<p>previous years, due to our changing programmatic model. Reducing the average student age amounts to lesser life experience for these students, and it is not surprising that the students scored lower than we would have hoped on this component of the rubric; however, we as a program are continuing to work with our community partners to bolster this area moving forward.</p>
<p>Teacher Education (Initial)</p> <p>Mentor Teacher Surveys</p> <p>We developed and administered an end-of-year survey to garner feedback from mentor teachers regarding our residents' preparation to work in diverse contexts and their growth as developing professionals at the time of program completion.</p> <p>The mentor teacher survey included 10 items to assess residents' preparation to teach.</p>	<p>For the mentor teacher survey, 93 of 219 mentor teachers responded. Our expectation is that the average score is at least a 5 on every item (1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = neither agree or disagree, 5 = somewhat agree, 6 = agree, 7 = strongly agree).</p>	<p>The following ten questions are taken from the larger survey, as they speak directly to how well the mentor teachers felt that our residents were prepared for teaching.</p> <p><i>Question (Avg. Rubric Score)</i></p> <ol style="list-style-type: none"> 1. Connects classroom learning to the students' real world. (5.75) 2. Engages students in inquiry, problem solving, and reflection (5.72) 3. Meets the instructional needs of ELLs (5.92)

		<ol style="list-style-type: none">4. Identifies and addresses special learning needs with appropriate teaching strategies (5.38)5. Establishes and maintains a safe and respectful learning environment (6.4)6. Creates a productive learning environment with high expectations. (5.98)7. Makes subject matter accessible (5.67)8. Plans instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background and individual development (5.49)9. Evaluates the effects of actions on student learning (5.64)10. Works with colleagues to improve instruction (6.02) <p>As a program, we are pleased that our students appear to be meeting the standards of their mentor teachers, as the average scores of 10/10 questions range between somewhat agree and strongly agree - that the students are meeting the expectation.</p>
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Educational Leadership (advanced): Completion of LIFTS internship	100% of LIFTS interns received outstanding ratings from their supervisors in 2024-25. LIFTS boasts a high placement rate for all certified graduates.	We will continue to work to increase our survey capacity to capture data of candidates at 3, 5 and 10 years.
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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.

UB GSE's Teacher education programs have enjoyed continued growth due to our combined degree programs and innovative residency program. We continue to strengthen our partnerships with school districts and community partners so that students have quality early field experiences and residency placements. In 2024, we expanded our residency to Long Island. In Spring 2025, we created a formal transfer pathway with SUNY Erie for our early childhood/childhood programs and hope to create similar programs in the future. As we learn from our students and stakeholders, we continue to refine the structural features of residency as well as reviewing curriculum and experiences for cohesion.

LIFTS went fully online in Fall 2024, and since that time the program has seen an increase in student enrollment. In May 2025 LIFTS welcomed 18 new cohort members, which is the largest cohort in the last 5 years. In June 2025, the 3 week bootcamp summer session was successfully replaced with a 5-week online intensive session that retained all 18 LIFTS members. Starting in Fall 2025, most courses changed to 7-week courses so that LIFTS cohort members could focus on taking one course at a time while completing two courses each semester.