



## AAQEP Annual Report for 2025

Provider/Program Name:	Wake Forest University (Reynolda Campus)
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	12/31/2030

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

#### 1. Overview and Context

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

Wake Forest University is a private research university located in Winston-Salem, North Carolina, known for its strong commitment to academic excellence and personal engagement. Founded in 1834, the university blends the resources of a major research institution with the close-knit community of a smaller college. Wake Forest emphasizes a liberal arts foundation combined with professional programs in business, education, law, medicine, and divinity. Its motto, Pro Humanitate (For Humanity), reflects a dedication to using knowledge and service to make a positive difference in the world.

[The Department of Education at Wake Forest University](#) is dedicated to preparing future educators who are knowledgeable, reflective, and committed to promoting excellence in education. Rooted in the university's liberal arts tradition and guided by the motto Pro Humanitate, the department emphasizes the integration of theory, research, and practice to develop highly effective teachers. Its initial teaching licensure programs prepare undergraduate and graduate students for certification in elementary and

secondary areas through rigorous coursework, meaningful field experiences, and close mentorship from faculty and school partners. Graduates of these programs are equipped to foster inclusive learning environments and to inspire students to reach their full potential. The programs that were included in the AAQEP review were our initial teacher licensure programs at the undergraduate and graduate levels in the following license areas: Elementary (K-6), English (9-12), Mathematics (9-12), Comprehensive Science (9-12), Biology (9-12), Chemistry (9-12), Physics (9-12), and Social Studies (9-12).

[The mission of the Wake Forest University Department of Education](#) is to prepare future teachers, school leaders, and educational policy makers. Further, we strive to engage university students with varying backgrounds and across disparate personal and professional interests in a dynamic exploration of the theoretical, philosophical, historical, and sociological foundations of education that impact teaching and learning at all levels. We commit to developing individuals who are grounded in their respective disciplines for caring and effective service in classroom, school, community, nonprofit, and public policy positions. Further, we encourage equitable and socially just educational opportunities for all students, and we work collaboratively to ensure the high quality of content and pedagogical expertise in future teachers who will enrich the communities in which they work.

[The Department of Education's conceptual framework](#) is designed to represent the five central components that guide our department's commitment to supporting current and former students, the university, and the extended community. The pursuit of **Knowledge** sits atop the framework and includes our passion for and engagement in teaching and learning, research-based practices, social and historical foundations, and education policy. **Purpose** drives our decision-making processes, including recruiting faculty, staff, and students who demonstrate caring dispositions and a desire to establish lasting relationships built on equity and social justice through education, service, and community engagement, all of which support the university's motto of *Pro Humanitate* (For Humanity). At the root of this purpose, our framework is grounded in three areas: engagement, experience, and leadership. We strive to find multiple, diverse methods of **Engagement** for our undergraduate and graduate students, emerging teacher leaders, and career professionals and alumni. Much of our student engagement is explored through varied forms of professional **Experience**, including placements and positions in classrooms, schools, and school districts as well as opportunities within numerous local, national, and international organizations. As our students and graduates mature and grow, they find themselves well positioned and prepared to become experts and leaders in their field, including but not limited to positions in teacher, school, community, and public policy **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://education.wfu.edu/assessment/>

## 2. Enrollment and Completion Data

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

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

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year 07/01/2024-6/30/2025.	Number of Completers in most recently completed academic year 07/01/2024-6/30/2025.
<b><i>Programs that lead to initial teaching credentials</i></b>			
Bachelor of Arts	Initial License- Elementary (K-6)	6	6
Bachelor of Arts with Minor in Secondary Education	Initial License – English (9-12)	0	0
Bachelor of Arts or Bachelor of Science with Minor in Secondary Education	Initial License – Mathematics (9-12)	0	0
Bachelor of Arts or Bachelor of Science with Minor in Secondary Education	Initial License – Science (9-12)	0	0
Bachelor of Arts or Bachelor of Science with Minor in Secondary Education	Initial License – Biology (9-12)	1	1
Bachelor of Arts or Bachelor of Science with Minor in Secondary Education	Initial License – Chemistry (9-12)	0	0
Bachelor of Arts or Bachelor of Science with Minor in Secondary Education	Initial License – Physics (9-12)	0	0
Bachelor of Arts with Minor in Secondary Education	Initial License – Social Studies (9-12)	1	1
Master of Arts in Education	Initial License- Elementary (K-6)	1	1
Master of Arts in Education	Initial License – English (9-12)	7	3

Master of Arts in Education	Initial License – Mathematics (9-12)	0	0
Master of Arts in Education	Initial License – Science (9-12)	1	1
Master of Arts in Education	Initial License – Biology (9-12)	1	0
Master of Arts in Education	Initial License – Chemistry (9-12)	0	0
Master of Arts in Education	Initial License – Physics (9-12)	0	0
Master of Arts in Education	Initial License – Social Studies (9-12)	6	2
Total for programs that lead to initial credentials		24	15
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
n/a			
Total for programs that lead to additional/advanced credentials			
<b><i>Programs that lead to P-12 leader credentials</i></b>			
n/a			
Total for programs that lead to P-12 leader credentials			
<b><i>Programs that lead to credentials for specialized professionals or to no specific credential</i></b>			
n/a			
Total for programs that lead to specialized professional or no specific credentials			
TOTAL enrollment and productivity for all programs		24	15
Unduplicated total of all program candidates and completers		24	15

### **Added or Discontinued Programs**

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

n/a
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### 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**

<p><b>A. Total enrollment</b> 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> <p>Initial Teaching Licensure N=24</p>
<p><b>B. Total number of unique completers</b> (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> <p>Initial Teaching Licensure N=15</p>
<p><b>C. Number of recommendations</b> for certificate, license, or endorsement included in Table 1.</p> <p>Recommended for North Carolina teaching license at bachelor's level N=6  Recommended for North Carolina teaching license at master's level N=6  Total recommendations for North Carolina license N=12</p>
<p><b>D. 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.</p> <p>BA Teacher Licensure: 100%  MA Teacher Licensure: 100%  Overall Completion Rate: 100%</p>
<p><b>E. 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> <p>edTPA=15/15, 100% pass rate  Pearson Foundations of Reading (elementary) = 2/2, 100% pass rate  Pearson Math (elementary) = 1/1, 100% pass rate  Praxis Content Knowledge Test (secondary) = 9/9, 100% pass rate</p>
<p><b>F. Explanation of evidence available from program completers</b>, with a characterization of findings.</p> <p>We have two data sources for evidence from program completers. The first is the EXIT Survey, completed at the end of student teaching (n=17). The candidates identified the area of Learning and Cognitive Science as exemplary. There were mixed results for Diversity, and there seems to be a need to define diversity as racial/cultural vs. academic differences and preparing candidates to teach a diverse range of students. Common areas for improvement included Use of Student Assessment Data, Classroom Management, and Special Populations.</p> <p>The second data source is the Teacher Education Alumni Survey (TEAS). This survey is sent to completers one and three years after graduation. The return rate this year was 46% (n=11). Most ratings were strong or exceptional. A few weaknesses identified</p>

were classroom management and diversity. Overall program ratings were mostly exceptional. We plan to work toward better return rates.
G. Explanation of <b>evidence available from employers of program completers</b> , with a characterization of findings. The Teacher Education Alumni Survey-Administrator (TEAS-A) is sent to the administrator identified by alumni one and three years after graduation. With a very small sample size (n=3), almost all ratings were strong or exceptional. There were no weak ratings. We plan to work toward better return rates.
H. Explanation of how the program investigates <b>employment rates for program completers</b> , with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study. Employment rates of completers are tracked by the TEAS returns. The TEAS survey was emailed to 28 program completers (one and three years out), and 13 of them (46%) responded. Out of the respondents, 11 are currently in teaching positions. Additionally, the North Carolina Department of Public Instruction (NCDPI) reports that 40% of Wake Forest candidates completing programs in 2024 taught in NC public schools within one year. This does not include private or out-of-state schools.
I. Explanation of how the <b>staffing capacity</b> for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program. During the reporting year, staffing capacity for program delivery, administration, and quality assurance have remained stable, with minor adjustments to support program growth and continuous improvement efforts. The program's staffing capacity aligns with its current size and scope. The combination of faculty and staff ensures effective program delivery, continuous monitoring, and quality assurance.

#### 4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
EdTPA	NC State cut score (38)	100% pass
Certification of Teaching Capacity (CTC)	All items score at proficient level	100% proficient
Licensure Test Scores (Praxis/ Pearson)	NC State cut scores	100% pass
Grade Point Average (Overall)	NC State cutoff (2.7)	100% above the cutoff

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

<b>Provider-selected measures (name and description)</b>	<b>Criteria for success</b>	<b>Level or extent of success in meeting the expectation</b>
NCEES (NC Educator Evaluation System)	At least 90% proficient	91% proficient (2021-24, combined for low n's)
Leadership Profile	At least 90% proficient	100% proficient
Key Assessment 1. Content Lesson Plan	At least 90% proficient	99% proficient
Key Assessment 3. Literacy Mini-Lesson	At least 90% proficient	100% proficient
Key Assessment 4. Classroom Management Portfolio	At least 90% proficient	100% proficient

## **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 excellence of the Wake Forest Education Program can be clearly seen in its candidate outcomes. While the number of candidates is relatively small (15 completers in 2024-25), their accomplishments are large. The EdTPA pass rate is 100 percent. The licensure test pass rate is 100 percent. The program completion rate is 100 percent.

Despite the gloomy education outlook in general, this program continued to enthusiastically recruit and prepare excellent teachers for elementary and secondary schools.