



## AAQEP Annual Report for 2024

Provider/Program Name:	Skidmore College
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	12/31/2029

### 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.

##### Introduction and Overview of the Program and the Study

The Education Studies Department at Skidmore College offers a single certification program in Childhood Education (grades 1-6) in New York State. Skidmore College is a small, liberal arts college in Saratoga Springs, NY with an enrollment of approximately 2,500 students. There are 40+ departments and programs offering a range of major and minor options for students. Education Studies offers both a minor and major opportunity for students. Education Studies offers a B.S. degree and is one of several pre-professional programs at the college, including Social Work and Management and Business.

Consistent with the history of the college as a women's institution, education was one of the early programs allowing women to develop skills for entrance into the workforce. The founder, Lucy Skidmore Scribner, believed in the connection between

the hand and mind and this application of theory to practice continues to undergird the mission of the institution and the Education Studies department.

### **Education Studies Department Mission Statement**

*The Department of Education Studies' content core and pedagogy build upon the knowledge base and core abilities gained from studies in the liberal arts and sciences. Education Studies majors and minors are prepared to enter careers in education and/or to continue on to graduate studies. The department is centered on developing pedagogical knowledge, teaching students to integrate and apply content knowledge from their liberal arts experience and enhancing professional dispositions.*

*The department's mission is to develop competent, knowledgeable, and reflective educators, who are capable of meeting the diverse learning and developmental needs of students within varied learning contexts. The department strives to expose students to the foundations and social context of education in the hope that as future educators they will work to create social justice. Education Studies graduates will be able to teach the relevant learning standards, to think through complex educational situations, to make effective teaching decisions, and to communicate ideas to students, colleagues, parents, and concerned citizens.*

*Premised on a constructivist approach to teaching and learning, faculty in the Department of Education Studies prepare students for initial childhood certification (grades 1-6) in New York State. Constructivism is based upon cognitive learning theories that emphasize the importance of intrinsic motivation and individual learning styles in the construction of knowledge in a classroom culture that is driven by student interests or curiosities and focused on social collaboration and cooperative learning. Students are challenged to construct, to participate in, and to take responsibility for their own learning and continued professional development. Students integrate theory into practice at increasing levels of responsibility and sophistication during field placement experiences.*

*The Education Studies curriculum is designed to foster the following core knowledge, abilities, and commitments: delivering the content knowledge of childhood education programs; utilizing a constructivist model in instruction; applying critical thinking and problem solving skills; practicing communication and social interaction skills; integrating assessment and evaluation into reflective teaching practice; promoting cross cultural perspectives; facilitating social justice and equity for all students; and contributing as professional leaders. To foster these essential elements, the department seeks to develop the following dispositions in students: self-directed learning, a tolerance of ambiguity, patience, collaboration, acceptance and equity, and reflective practice.*

### **Education Studies Program Description**

Students interested in pursuing a major in Education Studies declare their major by the end of their sophomore year. Having taken the required foundational coursework (ED115 *School and Society* or ED103 *Introduction to Teaching*; ED200 *Child Development and Learning* or PS206 *Developmental Psychology*; and ED213 *The Exceptional Child in the Elementary School*), students may apply for entrance into the certification program. The application includes demonstration of the successful completion

('C' or better) of the foundational coursework, a statement of interest, a self-assessment of professional dispositions, and an agreement to adhere to the program's ethical and professional standards.

Once accepted to the certification program, candidates complete the pedagogical coursework (ED233 *Emergent Literacy*, ED334 *Integrated Curriculum and Instruction*, ED335 *Teaching Reading in the Elementary School*, ED336 *Teaching Elementary Mathematics*, ED338 *Teaching Elementary Science*). The first of these courses (ED233) includes a 2-hour/week placement in our Early Childhood Center (ECC) under the guidance of the mentor teachers in this laboratory school. Two courses (ED335 and ED336) are taken concurrently with a 2-day/week placement in local elementary schools under the guidance of cooperating teachers and a college supervisor.

Candidates who successfully complete the foundational coursework and the pedagogical core progress to student teaching (ED349 *Elementary Education Student Teaching Seminar* and ED350 *Elementary Education Student Teaching*). Starting with the Class of 2022, candidates complete a semester-long student teaching placement. To ensure both upper and lower elementary experiences are represented, candidates are placed in one area for their junior internship and the other for student teaching. Candidates are paired with a cooperating teacher in a local school and are supported by weekly observations and meetings with a college supervisor.

## 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.skidmore.edu/education\\_studies/certification.php](https://www.skidmore.edu/education_studies/certification.php)

## 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 2023-2024**

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 05/24)	Number of Completers in most recently completed academic year (12 months ending 05/24)
<i>Programs that lead to initial teaching credentials</i>			

B.S.	Childhood (grades 1-6)	19	6
Total for programs that lead to initial credentials		19	6
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
		n/a	n/a
Total for programs that lead to additional/advanced credentials		n/a	n/a
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			
		n/a	n/a
Total for additional programs		n/a	n/a
TOTAL enrollment and productivity for all programs		19	6
Unduplicated total of all program candidates and completers		19	6

### 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.)

None
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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**

A. <b>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.
19

**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.

6

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

6

**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.

Our expected time frame is 4 years, and 1.5 times that is 6 years.

#### **Cohort Analysis Table for AAQEP Annual Report**

Fall Term	Initial Cohort	Graduated in 100% (4 years)	Graduated in 150% (6 years)	Graduation Rate % (4 years)	Graduation Rate % (6 years)
2018	14	14	0	100%	n/a
2019	9	7	0	78%	n/a
2020	7	6	1	86%	100%

#### **Notes:**

1. Entering fall term 2018 (expected class of 2022), fall term 2019 (expected class of 2023), fall term 2020 (expected class of 2024)
2. Initial cohort determined by junior internship participation: fall term 2018 (spring 2021), fall term 2019 (spring 2022), fall term 2020 (spring 2023)
3. Class entering 2019 included two students who completed the junior internship; however, they elected not to enter student teaching. They graduated on time but not with recommendation for certification since they opted to finish in EDSN (non-certification) track.
4. Class entering 2020 included one student who elected to complete in 4.5 years with a January 2025 graduation.

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%.

**Test Score Data for AAQEP Annual Report**

Test number	Test name	Cohort 2022 taken	Cohort 2022 passed	Cohort 2023 taken	Cohort 2023 passed	Cohort 2024 taken	Cohort 2024 passed	3-year pass rate
201	Educating All Students	12	12	4	4	5	5	100%
221	CST ELA	12	11	4	4	4	4	95%
222	CST Math	11	11	3	3	3	3	100%
245	CST Arts and Science	12	12	4	4	3	3	100%

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

A survey was deployed to completers from the last three years (Classes of 2022, 2023, 2024). The survey was sent to 27 completers and we had 14 responses for a 52% response rate. Of the respondents, 8 are working in a PK-6 setting and 5 completed the questions on the ways in which they apply strategies learned in their teacher education program in their current work. While most topics reveal students feeling well prepared for teaching, there are findings to suggest strengthening program elements related to social studies methods, working with students from disadvantaged backgrounds, collaborating with colleagues, and promoting global perspectives among students.

Item – <i>I learned strategies at Skidmore useful for...</i>	% YES	% No
<i>employing constructivist methods in my teaching.</i>	100%	0%
<i>teaching English Language Arts.</i>	100%	0%
<i>teaching Mathematics.</i>	100%	0%
<i>teaching Science.</i>	100%	0%
<i>teaching Social Studies.</i>	67%	33%

<i>assessment of and for learning.</i>	100%	0%
<i>teaching English Language Learners.</i>	100%	0%
<i>creating supportive and engaging learning environments.</i>	100%	0%
<i>teaching students with special needs.</i>	100%	0%
<i>teaching students from diverse ethnic and racial backgrounds.</i>	100%	0%
<i>for teaching students from economically disadvantaged families.</i>	67%	33%
<i>engaging families and communities.</i>	100%	0%
<i>collaborating with colleagues.</i>	80%	20%
<i>engaging in self-assessment, reflection on your teaching, and professional goal setting.</i>	100%	0%
<i>promoting global perspectives among my students.</i>	60%	40%

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.																										
Gathering data from employers of program completers has proven challenging. In prior years, we have deployed a survey to employers after gathering their contact information from completers in the completer survey. We had very low response rates to that survey. Based on feedback during our accreditation site visit, we decided to shift from a survey to a focus group design. Based on information from completers, we contacted employers in spring 2024; however, those employers never committed to a date for a focus group. The department intends to continue piloting a case study method for data collection from completers and we will include in our design for spring 2025 data collection from 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.																										
Skidmore is located in New York State, which does not provide employment data to EPPs. A survey was deployed to completers from the last three years (Classes of 2022, 2023, 2024). The survey was sent to 27 completers and we had 14 responses for a 52% response rate. Respondents are overwhelming employed in the field of education and/or pursuing graduate studies.  **Completers' Job Placement and Graduation School Attendance**	Item	Yes	No		--	------	-----		<i>Are you currently employed?</i>	79%	21%		<i>If yes, are teaching grades Pk-6?</i>	73%	27%		<i>If not in grades Pk-6, are you working in the field of education?</i>	100%	0%		<i>Are you currently pursuing advanced study?</i>	71%	29%			

#### 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
Student Teaching Observation Tool (STET)	Based on the STET ratings of college supervisors and cooperating teachers, it is our expectation that 75% of these ratings will meet the <i>applying</i> (3) criteria for each of the STET items by the end of the student teaching semester. This analysis is done at the cohort level for the purpose of ongoing program improvement.	Expectation is met by the Class of 2025 cohort in student teaching in fall 2024.
Early Childhood Center Evaluation Rubric	Giving the timing of the rubric's use in conjunction with students' enrollment in ED233 <i>Emergent Literacy</i> , the mid-point evaluation is used in the application to the certification program. At this stage, candidates are expected to scores at the <i>developing</i> level or above on 75% of items.	Expectation is met by the Class of 2026 at the point of admission to the certification program in fall 2024.
Disposition Assessment	It is expected that candidates demonstrate <i>developing</i> or above on at least 75% of the items upon admission to the teacher certification program.	Expectation is met by the Class of 2026 at the point of admission to the certification program in fall 2024.



GPA	Students must maintain a C or better in each required Education Studies course.	Expectation met by Class of 2025 cohort at the end of student teaching in fall 2024. Expectation met by Class of 2026 cohort at the point of entry to the teacher certification program.
Content Specialty Tests (CSTs)	Pass rate of 520 determined by NYSTCE.	100% pass rate for Class of 2024.
Educating All Students (EAS) Exams	Pass rate of 520 determined by NYSTCE.	100% pass rate for Class of 2024.

**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>
Student Teaching Observation Tool (STET)	Based on the STET ratings of college supervisors and cooperating teachers, it is our expectation that 75% of these ratings will meet the <i>applying</i> (3) criteria for each of the STET items by the end of the student teaching semester. This analysis is done at the cohort level for the purpose of ongoing program improvement.	Expectation is met by the Class of 2025 cohort in student teaching in fall 2024.
Disposition Assessment	It is expected that candidates demonstrate <i>developing</i> or above on at least 75% of the items upon admission to the teacher certification program.	Expectation is met by the Class of 2026 at the point of admission to the certification program in fall 2024.
Content Specialty Tests (CSTs)	Pass rate of 520 determined by NYSTCE.	100% pass rate for Class of 2024.
Educating All Students (EAS) Exams	Pass rate of 520 determined by NYSTCE.	100% pass rate for Class of 2024.

## 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.

In 2023-24, we welcomed a new Field Placement Coordinator/Certification Officer to the department. Under her guidance, the student teaching cohort (Class of 2024) completed the new student teaching portfolio for the second year. This portfolio was developed based on the department's Student Teaching Evaluation Tool (STET) to replace the edTPA, due to a NYS regulation change. 100% of student teachers completed the portfolio and met department expectations to pass student teaching and be recommended for certification. In addition, we included feedback from our K-12 partners in the process. As part of our annual appreciation event for cooperating teachers, the student teachers presented their nearly complete portfolios. The event was held about two weeks before the portfolios were due, so the students could still use the feedback provided. At the event, the student teachers each set up a device showcasing their virtual portfolios and faculty, cooperating teachers, and members of the department's Advisory Board were able to circulate among the tables looking at the artifacts, reading the reflections, and hearing from the student teachers about their experience. We provided QR codes at each table that linked to a form so that feedback could be provided to the student teachers on their portfolios.