



AAQEP Annual Report for 2025

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.

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

Introduction

The Education Studies Department (EDS) at Skidmore College offers courses, a minor, and a major examining schooling as a social and cultural institution. We see education as the process of acquiring and expanding knowledge, skills and values. For students pursuing elementary teacher certification in New York State (grades 1-6), the department provides a program that integrates a broad liberal arts foundation with professional preparation for teaching in a range of classroom settings serving a diverse community of learners.

The EDS program and its courses are grounded in three over-arching principles.

- 1. Education is a path towards a more **socially just** society.*
- 2. Teaching and learning are **place-based**, rooted in the land, history, culture, laws and policies where an educator works and students learn.*
- 3. Teaching is the application of theory to practice, while also developing theory through practice; therefore, learning to teach should be grounded in **clinical practice experiences**.*

1. Teaching for Social Justice

We infuse our coursework with the understanding that teaching is a political act. Grounded in social justice pedagogy, our courses challenge students to examine systemic barriers, question power and take multiple perspectives. We believe that educators should create learning experiences that honor complex and intersectional identities, including social class, race, culture, ethnicity, nationality, religious (non)affiliation, language(s), gender, sexuality, age, and disability. We emphasize the responsibility of all educators to teach disabled students and multilingual learners, and to create inclusive schools where all children have access to meaningful, high-quality learning experiences. Our program fosters classrooms rooted in joy, care, and belonging, where every student feels valued and empowered. Using culturally sustaining frameworks, we prepare educators to take social action and equip their students with the tools to do the same — shaping the world around them to amplify historically marginalized voices and advance equity for communities that have been historically excluded.

2. Pedagogy Rooted in Place

The social foundations of education provide an interdisciplinary framework for examining education through historical, sociological, anthropological, economic, and political perspectives. Building on this foundation, we emphasize place-based pedagogies that help students explore the connections between local geographies (e.g., urban, suburban, rural) and non-local

perspectives. This approach prepares future educators to design meaningful, integrated learning experiences that attend to the socio-cultural environment of a school and allows future educators to adapt to new teaching environments throughout their careers. By highlighting the importance of place, we develop educator-researchers who systematically collect data on their students, schools, and communities to inform teaching practices that are simultaneously responsive to their unique context and our increasingly global society.

3. Clinically-Focused Reflective Practice

We connect our theoretically informed coursework with immersive clinical practice experiences to engage our teacher candidates in critically examining pedagogical approaches. Through placements in our early childhood lab school and regional first through sixth grade classrooms, we emphasize concrete experiences that inform an understanding of play-based and developmentally appropriate teaching strategies. Our program ensures that teacher candidates work closely with mentor teachers to develop the confidence, adaptability, and expertise necessary to meet the diverse needs of students. We support future educators in sustaining their mental well-being and that of their future students. Our commitment extends beyond the classroom, as we cultivate strong partnerships with local schools, teachers, community stakeholders, and school leaders. These collaborations provide opportunities for candidates to engage with the broader educational community, ensuring they enter the profession as well-prepared, reflective teacher leaders ready to make a lasting impact.

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/assessment/accreditation/index.php>

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 (12 months ending 06/25)	Number of Completers in most recently completed academic year (12 months ending 06/25)
<i>Programs that lead to initial teaching credentials</i>			
		29	11
	Total for programs that lead to initial credentials	29	11
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
		n/a	n/a
	Total for programs that lead to additional/advanced credentials	n/a	n/a

<i>Programs that lead to P-12 leader credentials</i>			
		n/a	n/a
Total for programs that lead to P-12 leader credentials		n/a	n/a
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
		n/a	n/a
Total for programs that lead to specialized professional or no specific credentials		n/a	n/a
TOTAL enrollment and productivity for all programs		29	11
Unduplicated total of all program candidates and completers		29	11

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

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.
29
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.
11

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

11

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)
2019	9	7	0	78%	n/a
2020	7	6	1	86%	100%
2021	12	10	2	83%	100%

Notes:

1. Entering fall term 2019 (expected class of 2023), fall term 2020 (expected class of 2024), fall term 2021 (expected class of 2025)
2. Initial cohort determined by junior internship participation: fall term 2019 (spring 2022), fall term 2020 (spring 2023), fall term 2021 (spring 2024)
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.
5. Class entering 2021 included two students who completed junior internship in spring 2025 and entered student teaching in fall 2025 with anticipated January 2026 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 2025

Test number	Test name	Cohort 2023 taken	Cohort 2023 passed	Cohort 2024 taken	Cohort 2024 passed	Cohort 2025 taken	Cohort 2025 passed	3-year pass rate
201	Educating All Students	5	5	6	6	8	8	100%
221	CST ELA	5	5	6	6	7	7	100%
222	CST Math	4	4	5	5	7	7	100%
245	CST Arts and Science	5	5	5	5	7	7	100%

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

Using a pilot case study design, evidence from 3 program completers (Class of 2018 and two Class of 2024) was analyzed. The case study design included an interview the completer, a teaching observation, and an interview with the completer's employer.

Strengths identified related to Standard 1 include developmentally appropriate practice and effective infusion of technology into the classroom. Areas of growth for these completers related to Standard 1 included knowledge and practice of special education laws and the use, development and application of pedagogical content knowledge.

In connection to Standard 2, all three completers demonstrated effective data collection strategies and the ability to use the data to inform instruction. The completers were enacting culturally sustaining practices; however, the two recent graduates were much more able to identify and label the practices during the interview.

We were particularly interested to consider how completers would respond to questions related to the 2025 AAQEP standards 2d and 2g. Completers had positive responses to the concept of including global perspectives (2d) in their teaching but were challenged to give specific examples. One recent completer did give an example related to global perspectives they had gained from their second major at Skidmore. This finding aligns with the department's plan to ask student to leverage knowledge from their general education coursework in responding to a new element of the student teaching portfolio. Completers were able to identify mental health supports (2g) for students in their schools; however, their plans for their own mental well-being were largely self-care and less related to professional supports available.

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

Date collection from employers of program completers continues to be a challenge for our program. As part of the pilot case study design of program completers, we included interviews with employers. These were designed to be completed in-person on the day of the classroom observation or by email if the employer was not available. We were able to complete these in-person interviews with two of the employers and the third was not available in-person and did not respond to the interview questionnaire.

The employers corroborated our findings that completers enact developmentally appropriate practice, effectively infuse technology in the classroom, and are able to collect and use student data to inform their instruction.

H. 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 did not provide employment data to EPPs prior to June 30, 2025. 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%

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.

In 2024-2025, the Education Studies Department was appropriately staffed. Faculty include three full-time tenure track and two full-time non-tenure track faculty. One of the non-tenure track positions was filled temporarily due to a vacancy following a retirement in June 2024. The department will conduct a search in fall 2025 to fill that position with a long-term hire.

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
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 point of graduation in May 2025. Expectation met by Class of 2026 cohort at the point of entry to the teacher certification program in fall 2024.
Content Specialty Tests (CSTs)	Pass rate of 520 determined by NYSTCE.	100% pass rate for those who have taken the test in the Class of 2025.
Educating All Students (EAS) Exams	Pass rate of 520 determined by NYSTCE.	100% pass rate for those who have taken the test in the Class of 2025.

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

Provider-selected measures (name and description)	Criteria for success	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.
Content Specialty Tests (CSTs)	Pass rate of 520 determined by NYSTCE.	100% pass rate for those who have taken the test in the Class of 2025.
Educating All Students (EAS) Exams	Pass rate of 520 determined by NYSTCE.	100% pass rate for those who have taken the test in the Class of 2025.

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.

Building on work in the prior year, the student teaching cohort (Class of 2025) completed the student teaching portfolio for the third 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. In the prior year, the student teachers presented their nearly complete portfolios. 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. While this allowed time for students to use feedback to refine their portfolios, we found it challenging for participants to gather enough information in this relatively informal presentation to offer comprehensive feedback. For the Class of 2025, we added a presentation of the final portfolio in the spring semester. These were conducted on Zoom and included 2 faculty members and 1 K-12 partner as the audience for each student. Feedback was developed collaboratively and offered in the moment to students, as well as using a rubric.

In 2024-25, the Education Studies Department developed a revised Mission Statement. This process was done over the course of the academic year through collaborative sessions, partnered work, and a whole-group revision to reach a final agreed upon statement. We look forward to aligning our student teaching portfolio to the Mission Statement for the Class of 2026.