



AAQEP Annual Report for 2025

Provider/Program Name:	Ithaca College
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	December 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.

Ithaca College has maintained a longstanding commitment to educator preparation since its founding in 1892 as the Ithaca Conservatory of Music. Today, Ithaca College provides robust programs committed to excellence and equity in teacher education in three of the College’s five schools—the schools of Music, Theatre, and Dance, Humanities and Sciences, and Health Sciences and Human Performance.* The All College Teacher Education Committee provides leadership and shared governance for teacher education programs across campus. Ithaca College’s professional education faculty prepares pre-service teachers to meet the goals of knowledge, experience, and commitment to service articulated in the ACTEC vision and mission statement.

*Our undergraduate programs in Health and Physical Education Teaching B.S. were phased out in 2025.

All-College Teacher Education Unit Vision Statement

We strive to prepare exemplary teachers and educational leaders who work collaboratively with individuals and communities to create high-quality education for all.

All-College Teacher Education Unit Mission Statement: *The All-College Teacher Education Unit at Ithaca College embraces the values of Knowledge, Competence, and a Commitment to Service expressed in the Ithaca College Mission. Our mission is to prepare teachers who possess knowledge and teaching competence in their respective disciplines, who know how to work collaboratively and effectively with diverse communities of students and families, and who are inspired and motivated by the belief that excellence and equity in education are profoundly interdependent. To this end, Ithaca College teacher educators guide candidates through carefully designed and supervised programs where theory, research, and practice combine in order to provide them with solid foundations in the content, professional, pedagogical, technological, relational, and cultural knowledge and experiences needed in order to become engaged and effective teachers for all students in the 21st century.*

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.ithaca.edu/academics/all-college-teacher-education/aaqep-accreditation>

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	Number of Completers in most recently completed academic
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		year (12 months ending 08/25)	year (12 months ending 08/25)
<i>Programs that lead to initial teaching credentials</i>			
Art Education M.A.T.	Art (Grades K-12)	3	4
Art Education M.A.T. B Pathway	Art (Grades K-12)		
Agriculture Education M.A.T.	Agricultural Ed (Grades K-12)	2	3
Agriculture Education M.A.T. B Pathway	Agricultural Ed (Grades K-12)	1	
Adolescence Education M.A.T – Biology	Biology (Grades 7-12)	1	2
Adolescence Education M.A.T – Biology. B Pathway	Biology (Grades 7-12)		
Adolescence Education M.A.T – Chemistry	Chemistry (Grades 7-12)	1	1
Adolescence Education M.A.T – Chemistry. B Pathway	Chemistry (Grades 7-12)		
Computer Science Education M.A.T	Computer Science (Grades K-12)		
Computer Science Education M.A.T B Pathway	Computer Science (Grades K-12)		
Childhood Education M.S.	Elementary Ed (Grades 1-6)	3	3
Childhood Education M.S. B Pathway	Elementary Ed (Grades 1-6)		1
Adolescence Education M.A.T – English	English (Grades 7-12)	2	2
Adolescence Education M.A.T – English B Pathway	English (Grades 7-12)		
Adolescence Education M.A.T – French	French (Grades 7-12)		

Adolescence Education M.A.T – French B Pathway	French (Grades 7-12)		
Adolescence Education M.A.T – Earth Science	Earth Science (Grades 7-12)		
Adolescence Education M.A.T – Earth Science B Pathway	Earth Science (Grades 7-12)		
Heath and Physical Education B.S.*	Health and Physical Ed (Grades K-12)		1
Adolescence Education M.A.T – Mathematics	Mathematics (Grades 7-12)	1	
Music Education B.M.	Music (Grades K-12)	122	25
Music Education & Performance B.M.	Music (Grades K-12)	12	8
Physical Education B.S.*	Physical Ed (Grades K-12)		1
Adolescence Education M.A.T – Physics	Physics (Grades 7-12)		1
Adolescence Education M.A.T – Physics B Pathway	Physics (Grades 7-12)		
Adolescence Education M.A.T – Social Studies	Social Studies (Grades 7-12)	2	1
Adolescence Education M.A.T – Social Studies B Pathway	Social Studies (Grades 7-12)		
Adolescence Education M.A.T – Spanish	Spanish (Grades 7-12)		1

Adolescence Education M.A.T – Spanish B Pathway	Spanish (Grades 7-12)		
Speech-Language Pathology with Teacher Certification M.S.	SLP (Grades K-12)	24	14
Total for programs that lead to initial credentials		174	68
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Total for programs that lead to additional/advanced credentials		n/a	n/a
<i>Programs that lead to P-12 leader credentials</i>			
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>			
Total for programs that lead to specialized professional or no specific credentials		n/a	n/a
TOTAL enrollment and productivity for all programs		174	68
Unduplicated total of all program candidates and completers		174	68

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.)

Discontinued: Heath and Physical Education B.S./ Physical Education B.S.
Added: Trans B Pathway for all MAT/M.S. CHED programs in H&S

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.			
174			
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.			
68			
C. Number of recommendations for certificate, license, or endorsement included in Table 1.			
68			
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.			
97% of the total cohort (66 candidates) completed within 1.5 times their respective program's expected timeframe. Our Music Education programs have a policy that states that when a student takes a leave of absence, it can affect their graduation date due to the availability of class offerings, ie. Some classes are only offered in the Fall or Spring semesters. (1 MUED student took a Leave of Absence that affected their graduation rate by a semester. The other student (HPPE) had not completed their degree program many years ago and came back to finish the last of the requirements.			
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%.			
1. The NY EAS/Educating All Students certification exam is for all disciplines.			
2. NY CST/ Content Specialty Tests are specific to discipline as listed in the table below. Note that the MS 1-6 is the Multi-Subject: Teachers of Childhood (Grade 1-6) Content Specialty Test in New York for elementary education. It has 3 parts that are taken separately: Part 1 Literacy and English Language Arts, Part 2 Mathematics, and Part 3 Arts and Sciences. This is the CST our Childhood M.S. candidates take as part of NY certification.			
3. The SLP Praxis Exam is for our candidates in the Speech-Language Pathology with Teaching Certification M.S. program as their NY certification requirement for content knowledge assessment. SLP does not have a corresponding NY CST exam.			
Test	N Test Takers*	N Passed Test	Pass Rate
EAS	65	65	100%

Biology	2	1	50% (Ag Ed was major for 1 student/additional cert)
English	3	3	100%
MS 1-6 Part 1 Literacy/ELA CST	3	3	100%
MS 1-6 Part 2 Math CST	3	3	100%
MS 1-6 Part 3 Arts & Sciences CST	3	3	100%
Music	31	31	100%
Physical Education	3	3	100%
Physics	1	1	100%
Social Studies	1	1	100%
Spanish	1	1	100%
Visual Arts	2	2	100%
SLP Praxis	25	23	92%

NY certification exams are required for NY certification, but are not degree requirements for Ithaca College programs, as they are optional, and some candidates seek certification in other states. Next year, students have a choice of taking the NYSTCE content exam or the Praxis content exams to satisfy this requirement in New York State.

*Program/CST Ns with less than 10 will not be included in public posting of this report to provide privacy for test takers.

For the Educating All Students test, the New York State benchmark pass rate is 80% and the pass rate in New York State in 2022-2023 (the last year data is available) was 87%. Ithaca College students have achieved a pass rate on the test of ~100% for the past five years indicating that the curricula in our general education pedagogy classes are well aligned with the content of the test.

Additionally, the high pass rates for our students taking the content area tests indicate that they are being well prepared by our undergraduate programs or are coming into our graduate programs with the content knowledge necessary to be effective teachers in their subjects.

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

The All-College Teacher Education Committee is in the process of creating and revising a survey instrument to replace our Tri-Annual Alumni Survey. The survey will be added to our assessment platform, Watermark Student Learning and Licensure, and administered at the end of student teaching.

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

We are in the process of a determining best process for obtaining this information – it has been challenging in the past. We will gather anecdotal evidence during our quarterly EAC (Education Advisory Committee Meetings) with administrators and will administer an employer survey each year beginning in 2026.

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.

Though we stopped conducting our own formal alumni surveys due to scattershot response rates, we are able to collect alumni employment information through informal and formal methods. We are currently working with NY state and Ithaca College's legal team to gain access to the NYSED New York State dashboard which will provide us with information about program completers employed in NY State.

One very concrete tool that is at our disposal now is The First Destination Survey: The First Destination Survey is a tool administered at graduation by Ithaca College's Career Exploration and Development department. Here, we report the most current data for 2024-2025 completers:

PROGRAM	Total completers	Employment details of respondents
Adolescence Education MAT	8	Working (5) 63% Unknown/still looking (3)
Agriculture Education MAT	3	Working (3) 100%
Art Education MAT	4	Known/Still looking (4)
Childhood Education M.S. and Trans B.	4	Working (2) 50% Unknown/Still looking (2)
Health and Physical Education B.S.	1	Working (1) 100%
Music Education B.M.	25	Working (12) 48% Unknown/still looking (11) Continuing Education (2)
Music/Performance Education B.M.	8	Working (2) 25% Uknown/Still looking (5) Continuing Education (1)

Working= Full and Part-time employment in K-12 public schools, private schools, and private or non-profit settings

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.
•	Department of Education - lost one full-time tenured faculty member who taught 6 credits of courses in the MAT program and did 3 credits of student teaching supervision. We are able to make it work with current staffing (including specialized part-time faculty as we did before) but barely, given that the teaching needs in our undergraduate program keep increasing. Additionally, we lost our Department of Education focused Administrative Assistant and the position was

not renewed. Instead, we now have a shared administrative assistant which is going fine, but the individual does not have the institutional history or the same capacity as a full-time staff in this position which has presented challenges.

- **Music Education** – added one full-time MYRN (adjunct) teaching instrumental MUED courses. The dean asked us to reduce the number of Student Teaching Supervisors whenever possible as the institution counts each part-timer as .33 FTE. To meet this request, we plan to maximize PT supervisors giving them more supervision duties. Additionally, as soon as some Performance Faculty might have space in their schedules, we hope to get help with methods and JST supervision with qualified faculty.
- **Speech Language Pathology** – Our clinic director left mid-year in 2024-2025; we were approved to hire a full-time temporary replacement who started in August 2025. We are currently searching for a multi-year renewable clinical faculty position to serve as clinic director; this position has been enhanced to be a 12-month position. No other staffing changes have taken place.
- **All College Teacher Education Committee (ACTEC)** - We lost our Accreditation Coordinator position in 2023-2024 and have been trying to best compensate for this shortage since. We are in the middle of discussions to determine new leaders for accreditation and a fair and sustainable division of related duties across faculty and staff. Additionally, the loss (or shift) of support from administrative assistants in both the Department of Education and Music Education has slightly impacted the work of ICTEC staff.

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
For our report this year, we decided to focus on some of the new aspects in AAQEP 2025 Standards 1 and 2 by choosing existing standards (either InTASC or NYS teaching standards) that we currently assess. We will use		

this brief analysis going forward as we align/revise our rubrics.		
Measure 1: EdITH Teacher Performance Assessment: Developed by the All College Teacher Education Committee in consultation with program faculty, the TPA is delivered during student teaching across all 3 of our teacher certification programs. The assessment is designed to promote the professional growth and competence of our candidates by encouraging them to analyze assessments and to reflect upon the next actions they would take based on that analysis. EdITH Part 1 is administered in the early part of the student teaching experience. A candidate analyzes an assessment from their cooperating teacher or other source. In Part 2, the candidate conducts and analyzes their own assessment once they have become comfortable as the lead teacher in the classroom. EdITH (parts 1 and 2) is currently aligned with the InTASC and NYS standards. We chose NYS standards that align well with the new AAQEP 2025 aspects to guide us as we work on aligning the edITH rubrics with the 2025 AAQEP standards.	<p>Edith is scored as either “meets expectations,” “developing,” or “does not meet expectations”. Any student who scores “meets expectations” or “developing” in all categories of each rubric passes the assignment. Any student who scores as “unmet” for any part either rubric must resubmit that particular section of the assignment until they achieve a passing score. (Please note that when students have scored “does not meet expectations” it has been because they omitted part of the assignment or there were questions about the quality of their assessment data presentation. All students in this situation resubmitted and then passed the TPA. Attempts are unlimited.)</p> <p>The language in italics is the criteria for success as defined by the rubric:</p> <div>EDITH PART 1:</div>	<p>64 total students were assessed on edITH between 9/1/24 and 8/31/25. All met expectations.</p> <p>First column is the percentage scoring “meets expectations.” Second column is the percentage scoring “developing”</p>

	<p>Data Analysis: <i>Analysis uses specific evidence from data to describe patterns in student learning. Analysis includes areas of strength and weakness in results.</i></p> <table><tr><td>NYS 1.3</td><td>AAQEP 1D</td></tr><tr><td>NYS V.2</td><td>AAQEP 1D</td></tr></table> <p>1.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students. V.2: Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.</p> <div></div> <p>Reflection: <i>Suggests defensible action plan to improve student learning based on specific evidence from analysis of student learning. Includes ideas for additional teaching and additional differentiation of assessment if applicable.</i></p> <table><tr><td>NYS 111.5</td><td>AAQEP 1F</td></tr></table>	NYS 1.3	AAQEP 1D	NYS V.2	AAQEP 1D	NYS 111.5	AAQEP 1F	<table><tr><td>72% Meets</td><td>27% Developing</td></tr></table> <p>1d: Facilitate and support language development, language acquisition, and literacy development for all learners (1 student did not include a chart representing their data-the student resubmitted and scored “meets expectations”)</p> <div></div> <table><tr><td>77% Meets</td><td>23% Developing</td></tr></table> <p>1f: Select and employ current educational technology tools and systems to support learning</p>	72% Meets	27% Developing	77% Meets	23% Developing
NYS 1.3	AAQEP 1D											
NYS V.2	AAQEP 1D											
NYS 111.5	AAQEP 1F											
72% Meets	27% Developing											
77% Meets	23% Developing											

	<p>111.5 Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.</p> <p>EdITH Part 2:</p> <p>Reflection Plus Action: <i>Suggests defensible action plan to improve student learning based on specific evidence from analysis of student learning. Includes ideas for additional teaching and additional differentiation of assessment if applicable</i></p> <table><tr><td>NYS 1.1</td><td>AAQEP 1E</td></tr><tr><td>NYS 111.6</td><td>AAQEP 1G</td></tr></table> <p>1.1 Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.</p> <p>111.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.</p> <p></p> <p>Reflection on own teaching practice: <i>Asks relevant questions related to future student learning and own teaching practice and seeks to answer them.</i></p>	NYS 1.1	AAQEP 1E	NYS 111.6	AAQEP 1G	<div></div> <table><tr><td>84% Meets</td><td>16% Developing</td></tr></table> <p>1e: Provide appropriate, evidence-based support to students with exceptionalities, in alignment with federal and state legal requirements</p> <p>1g: Support the cognitive, social, and emotional growth and development of learners</p> <div></div> <table><tr><td>97% Meets</td><td>3% Developing</td></tr></table>	84% Meets	16% Developing	97% Meets	3% Developing
NYS 1.1	AAQEP 1E									
NYS 111.6	AAQEP 1G									
84% Meets	16% Developing									
97% Meets	3% Developing									

	<div>NYS 111.1</div> <div>111.1 Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.</div>	<div>AAQEP 1C</div> <div>1c: Utilize knowledge of the diverse and intersecting aspects of human identity to support learner growth and development</div>
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<p>Measure 2: Our multipart Student Teaching Evaluation consists of three evaluations.</p> <p>Each student teacher has a first formative evaluation via a detailed rubric consisting of 22 items completed by their college supervisor and mentor teacher, a second formative evaluation of the same rubric completed by their college supervisor and mentor teacher, and a third summative evaluation of the 10 InTASC standards by each department’s program coordinator.</p>	<p>For this report, we have utilized data for each of the 3 programs in which students were evaluated using our 22 item rubric given during their first and second formative evaluations and scored by the mentor teacher and college supervisor. This rubric is based on the InTASC teaching standards and was recently cross walked with the AAQEP 2025 Standards. The total number of times a student was evaluated by the supervisor and mentor can be different across all 3 programs, due to specific program requirements and response rates. Scoring poorly on any one of these evaluations does not necessarily mean a student will not be able to complete their program. The score on any one evaluation is taken as a barometer of student progress.</p> <p>For our purposes in doing this report this year, we wanted to see how each program was doing vis a vis the 2025 AAQEP standards.</p>	<p>The total number of evaluations varied somewhat due to response rates. Total number of evaluations is not included in this data.</p> <p>MAT/CHED-H&S Graduate Programs</p> <table><tr><th>2025 Standard 1 aspects</th><th>% of evals rubric element scored “met”</th></tr><tr><td>1a</td><td>97.40%</td></tr><tr><td>1b</td><td>97.44%</td></tr><tr><td>1c</td><td>97.39%</td></tr><tr><td>1d</td><td>97.40%</td></tr><tr><td>1e</td><td>97.37%</td></tr><tr><td>1f</td><td>97.44%</td></tr><tr><td>1g</td><td>97.44%</td></tr></table> <p>There was one student who was removed from student teaching during this period due to performance issues. The student was given an incomplete and returned this semester to complete their program.</p> <p>MUSIC EDUCATION (B.M. and B.M. Performance)</p> <table><tr><th>2025 Standard 1 aspects</th><th>% of evals rubric element scored “met”</th></tr><tr><td>1a</td><td>99.36%</td></tr></table>	2025 Standard 1 aspects	% of evals rubric element scored “met”	1a	97.40%	1b	97.44%	1c	97.39%	1d	97.40%	1e	97.37%	1f	97.44%	1g	97.44%	2025 Standard 1 aspects	% of evals rubric element scored “met”	1a	99.36%
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1b	99.36%																											
1c	100%																											
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1f	100%																											
1g	100%																											
Measure 3: Educating All Students test/ EAS: focuses on competencies related to diverse student populations, English language learners, students	Currently, EAS is one of two state certification exams that are among the requirements for obtaining licensure in New York state.	<table><tr><td>Year</td><td>N Teacher Ed Completers*</td><td>N EAS Test Takers</td><td>N Passed</td><td>IC % Passed</td><td>NY S Pass Rate†</td></tr><tr><td>2024-2025</td><td>68</td><td>65</td><td>65</td><td>100 %</td><td>TBD</td></tr></table>	Year	N Teacher Ed Completers*	N EAS Test Takers	N Passed	IC % Passed	NY S Pass Rate†	2024-2025	68	65	65	100 %	TBD														
Year	N Teacher Ed Completers*	N EAS Test Takers	N Passed	IC % Passed	NY S Pass Rate†																							
2024-2025	68	65	65	100 %	TBD																							

with disabilities, and school-home relationships.	While it is a broad assessment of pedagogical knowledge, the EAS test especially assesses skills and knowledge related to 2025 Aspects: <i>1b. Apply knowledge of learning science and learning theories to meet individual and group learning needs through developmentally appropriate practices</i> <i>And</i> <i>1e. Provide appropriate, evidence-based support to students with exceptionalities, in alignment with federal and state legal requirements</i>	2023-2024	71	50	49	98%	Est .90 %
		2022-2023	85	62	62	100 %	87 %
		2021-2022	86	67	67	100 %	89 %
		2020-2021	79	61	61	100 %	90 %

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
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<p>Measure 1: Professional Qualities and Dispositions: Professional Improvement plans 2024-25 Summary</p>	<p>Our Professional Qualities and Dispositions (PQDs) rating happens twice formally for each cohort prior to student teaching and during student teaching. Additional evaluations are done on an individual basis as needed or if a candidate has a Professional Improvement Plan. Each of the nineteen dispositions are rated as “met” or “not met”, and a candidate must meet expectations for each disposition within the category to receive a rating of “met” for that category overall. In 2024-2025, Professional Improvement Plans were developed for candidates that did not meet expectations of all PQDs. Each plan included at least 1-2 dispositions in need of improvement per candidate.</p> <p>The majority of candidates meet the expectations of our dispositions. If a candidate does not meet the expectations outlined above, a Professional Improvement Plan is developed with them. The number of Plans, specific dispositions, and outcome of each plan is outlined in the table to the right.</p>	<p>In 2024-2025, Professional Improvement Plans were developed for 7 candidates that did not meet expectations of all PQDs. Each plan included 1-2 dispositions in need of improvement per candidate, with some needing to work on at least 4.</p> <p>Plans for H&S Graduate Candidates and follow up: 1 student was on contract during annual year 2024-2025 This student counseled out of the program.</p> <p>Plans for MUED candidates and follow up: 5 students were on contracts during annual year 2024-2025. 2 students graduated in May 2025, 1 is continuing to finish, and 2 counseled out.</p> <p>Plans for SLPTC candidates and follow up: 1 student was on contract during annual year 2024-2025. This student graduated in May 2025. (SLPTC uses a different version of the PIP that conforms to the ASHA Code of Ethics.)</p>
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	<p>Our dispositions rubric corresponds particularly well with AAQEP 2025 Aspect 2f: <i>Exhibit responsible professional conduct and engage in individual and collaborative goal setting, learning, and professional growth</i></p>	<p>Specific Dispositions that were included in these contracts for improvement:</p> <table><tr><th>1: Professional Responsibility</th><th>N of Candidates</th></tr><tr><td>1.1 Maintains a professional appearance; dresses according to program and school guidelines.</td><td>2</td></tr><tr><td>1.2 Arrives on time for classes, field-based experiences, and meetings.</td><td>4</td></tr><tr><td>1.3 Prepares fully for classes, field-based experiences, and meetings; submits assignments and reports on time.</td><td>4</td></tr><tr><td>2: Collaboration and Communication</td><td></td></tr><tr><td>2.1 Fosters positive relationships and collaborates with a variety of target groups (e.g.: students, families, colleagues, local community members, etc.) as appropriate</td><td>2</td></tr><tr><td>2. Treats others with dignity, respect, and fairness</td><td>2</td></tr><tr><td>3. Speaks and writes clearly, effectively, and appropriately.</td><td>1</td></tr><tr><td>4. Maintains professionally appropriate etiquette in all forms of communication.</td><td>2</td></tr><tr><td>3: Reflective Practice and Professional Development</td><td></td></tr><tr><td>3.1 Critically examines own practice</td><td>2</td></tr><tr><td>3.2 Reponds well to and incorporates feedback</td><td>2</td></tr><tr><td>3.3 Uses available resources and explores additional ones in an effort to improve</td><td>4</td></tr></table>	1: Professional Responsibility	N of Candidates	1.1 Maintains a professional appearance; dresses according to program and school guidelines.	2	1.2 Arrives on time for classes, field-based experiences, and meetings.	4	1.3 Prepares fully for classes, field-based experiences, and meetings; submits assignments and reports on time.	4	2: Collaboration and Communication		2.1 Fosters positive relationships and collaborates with a variety of target groups (e.g.: students, families, colleagues, local community members, etc.) as appropriate	2	2. Treats others with dignity, respect, and fairness	2	3. Speaks and writes clearly, effectively, and appropriately.	1	4. Maintains professionally appropriate etiquette in all forms of communication.	2	3: Reflective Practice and Professional Development		3.1 Critically examines own practice	2	3.2 Reponds well to and incorporates feedback	2	3.3 Uses available resources and explores additional ones in an effort to improve	4
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<p>Measure 2: New York State Department of Education required workshops: All teachers practicing in New York are required to take a series of 3 workshops prior to obtaining certification: Child Abuse ID and Prevention, School Violence Prevention, and Dignity for All Students Act. These workshops cover ethics, laws, and responsibilities of the classroom teacher serving in New York public schools. These workshops are required as part of program completion and are taught by 2 local experts: 1 is employed at a non-profit agency, The Advocacy Center, and the other is a former elementary school principal The workshops align well with <i>Aspect 2G: Connect students, colleagues, and self to appropriate supports for mental well-being, including those related to trauma.</i></p>	<p>N of students who have completed/taken-9/1/24-8/31/25</p> <table><tr><td>Child Abuse ID and Prevention: 66</td></tr><tr><td>School Violence Prevention: 73</td></tr><tr><td>Dignity for All Students Act: 73</td></tr></table> <p>Child Abuse ID and Prevention was updated by NYSED in 2023 to specifically include curriculum covering ACES and Trauma Informed Practice.</p>	Child Abuse ID and Prevention: 66	School Violence Prevention: 73	Dignity for All Students Act: 73	<p>New parts of curricula for each workshop that support standard 2G:</p> <table><tr><td><p>Child Abuse ID and Prevention:</p><ul style="list-style-type: none">Adverse Childhood Experiences and promoting resiliencyTrauma Informed PracticeAn extensive list of both national and local resources and agencies for further referral and the process for doing so</td></tr><tr><td><p>School Violence Prevention:</p><ul style="list-style-type: none">New material has just been added covering how to identify and assist students who are experiencing or who are involved with online hate speech, misogyny, and violent rhetoric</td></tr><tr><td><p>Dignity for All Students Act:</p><ul style="list-style-type: none">Extensive list of resources and places to refer students to for further assistance with mental health concerns and/or trauma</td></tr></table>	<p>Child Abuse ID and Prevention:</p> <ul style="list-style-type: none">Adverse Childhood Experiences and promoting resiliencyTrauma Informed PracticeAn extensive list of both national and local resources and agencies for further referral and the process for doing so	<p>School Violence Prevention:</p> <ul style="list-style-type: none">New material has just been added covering how to identify and assist students who are experiencing or who are involved with online hate speech, misogyny, and violent rhetoric	<p>Dignity for All Students Act:</p> <ul style="list-style-type: none">Extensive list of resources and places to refer students to for further assistance with mental health concerns and/or trauma				
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Staff, in coordination with the instructors, have updated curricula to better support the 2025 AAQEP Standards and in response to updated requirements from NYSED.		related to experiencing harassment																
Measure 3: Our multipart Student Teaching Evaluation consists of three evaluations. Each student teacher has a first formative evaluation via a detailed rubric consisting of 22 items completed by their college supervisor and mentor teacher, a second formative evaluation of the same rubric completed by their college supervisor and mentor teacher, and a third summative evaluation of the 10 InTASC standards by each department’s program coordinator.	<p>For this report, we have utilized data for each of the 3 programs in which students were evaluated using our 22 item rubric given during their first and second formative evaluations and scored by the mentor teacher and college supervisor. This rubric is based on the inTASC teaching standards and was recently cross walked with the AAQEP 2025 Standards. The total number of times a student was evaluated by the supervisor and mentor can be different across all 3 programs, due to specific program requirements and response rates. Scoring poorly on any one of these evaluations does not necessarily mean a student will not be able to complete their program. The score on any one evaluation is taken as a barometer of student progress.</p> <p>For our purposes in doing this report this year, we wanted to see how each program was doing vis a vis the 2025 AAQEP standards.</p>	<p>The total number of evaluations varied somewhat due to response rates. Total number of evaluations is not included in this data.</p> <p>MAT/CHED-H&S Graduate Programs</p> <table><tr><th>2025 Standard 2 aspects</th><th>% of evals rubric element scored “met”</th></tr><tr><td>2a</td><td>94.74%</td></tr><tr><td>2b</td><td>97.44%</td></tr><tr><td>2c</td><td>97.41%</td></tr><tr><td>2d</td><td>97.37%</td></tr><tr><td>2e</td><td>96.15%</td></tr><tr><td>2f</td><td>96%</td></tr><tr><td>2g</td><td>96.10%</td></tr></table> <p>(As above in Standard 1, there was one student who was removed from student teaching during this period due to performance issues. The student was</p>	2025 Standard 2 aspects	% of evals rubric element scored “met”	2a	94.74%	2b	97.44%	2c	97.41%	2d	97.37%	2e	96.15%	2f	96%	2g	96.10%
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		2g	100%	

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.

Gateways Pilot Implementation (within our Student Learning & Licensure platform)

With assistance from support staff at Watermark, we added the Gateways tool to our current SLL platform, designed a template and have been piloting with our 2025-2026 H&S grad cohort. This tool allows us to better monitor student progress with all program requirements and is more accessible for staff and faculty and our students. In the spring of 2026, we will implement Gateways with our MUED program as well.

Rural School Field Experience Pilot

To replicate our H&S students' unique week-long New York City field experience in a rural setting, we partnered with a nearby rural school district, and our students had the opportunity to shadow a student and to spend 3 days observing and participating in assigned classrooms. This was a successful experience last year, and the program will continue in 2025-2026. We are also in the process of seeking additional funding to further support this partnership.

MUED Cooperating Teacher Event

Cooperating Teacher Day hosted in conjunction with BOCES, NYSSMA, TST and CiTI

Music For All Event

This event in May brings over 15 middle school and high school bands to campus in a significant effort to address challenges faced by the music education workforce including working to retain, shepherd, diversify, and recruit the next generation of music educators.

Conn Sellmer Institute

MUED-hosted event bringing together music educators and college music education majors for professional development in a collaborative and supportive atmosphere fostering collegiality and growth. The dynamic sessions are led by Ithaca College's world-class faculty and are focused on practical strategies, motivation, and connection.

Teachers' SEL Space

For the last five years, we have been implementing "Teachers' SEL Space," a faculty-facilitated online support and professional development group that brings together graduates from recent cohorts (starting with students who graduated in Summer 2020, at the beginning of the COVID pandemic). Every year, graduates from different graduate cohorts have been engaging in ongoing written reflection on their developing social emotional learning (SEL) and met monthly to discuss topics related to personal wellness and sustainable teaching and more generally engage in mutual validation and support. Currently, 18 graduates are participating (from five cohort years, different disciplines and school levels, teaching in five different states).