AAQEP Annual Report for 2025

Provider/Program Name:	Elmira College Department of Teacher Education
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 30, 2031

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.

Consistent with Elmira College's Mission Statement, the Teacher Education Division, which includes Speech and Hearing Sciences and Teacher Education Programs, maintain a philosophy rooted in academic rigor and a supportive learning environment. Within this environment, candidates in both the undergraduate and graduate programs gain content knowledge within their academic majors or concentrations while learning to analyze, question, and think globally. Elmira College's undergraduate and graduate pre-service candidates gain the professional knowledge and skills needed to contribute to the field of education through their understanding as teachers. They learn about theories of effective curriculum, instruction, and assessment, and they apply these theories to improve learning experiences for all students. Candidates have multiple opportunities to observe and teach during their field experiences. In their pre-service roles, candidates are also taught to integrate emergent forms of technology into their

lessons, reflect upon their decisions in the classroom, and seek out opportunities for professional development and growth. By the time candidates complete their programs at Elmira College, they possess the knowledge, dispositions, and skills necessary to provide meaningful instruction, recognize the effects their teaching has on students' learning, and improve their instructional practice based upon empirical observations. The cornerstone of both the undergraduate and graduate programs at Elmira College is the recognition of students' learning needs. Through their coursework and field experiences in high-need schools, Elmira College graduates gain an accurate understanding of the needs of students from socially, culturally, ethnically, and socioeconomically diverse backgrounds, students with disabilities, and students who are English language learners. Furthermore, candidates learn to address these diverse needs in inclusive classroom settings.

Teacher Education Program
In pre-service teacher education majors, we utilize a gradual release of responsibility model that begins with observations and 1:1 student support in the sophomore year practicum. By junior year, our candidates engage learners in small group instruction. During the final stages of their programs, candidates engage elementary, middle, and secondary school students in the learning process by creating lessons, implementing instructional strategies, and assessing students' academic performance.

Speech and Hearing Sciences Program
Students pursuing careers in speech therapy follow a similarly scaffolded clinical sequence, beginning with guided clinical observations in the freshman year. This is followed by a gradual release of responsibility through 1:1 clinical experiences in the on-campus clinic across two terms under direct supervision, culminating in a 12-week student teaching placement during the senior year.

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.elmira.edu/disclosures

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 05/25)	**Number of Completers** in most recently completed academic year (12 months ending 05/25)
Programs that lead to initial teaching credentials			
Childhood Education (B.A. and B.S.)	NYS initial certification in Childhood Education 1-6	40	8
Childhood Special Education (B.A. and B.S.	NYS initial certification in Students with Disabilities 1-6	24	5
Adolescence Education: Biology (B.A. and B.S.)	NYS initial certification in Biology 7-12	0	0
Adolescence Education: Chemistry (B.A. and B.S.)	NYS initial certification in Chemistry 7-12	2	1
Adolescence Education: Earth and Environmental Science (B.A. and B.S.)	NYS initial certification in Earth Science 7-12	2	1
Adolescence Education: English (B.A. and B.S)	NYS initial certification in English Language Arts 7-12	3	0
Adolescence Education: Mathematics (B.A. and B.S.)	NYS initial certification in Mathematics 7-12	3	0
Adolescence Education: Social Studies (B.A. and B.S.)	NYS initial certification in Social Studies 7-12	7	0
Visual Arts (B.A)	NYS initial certification in Visual Arts: All Grades	4	0

Speech-Language Disabilities (B.A. and B.S.)	Speech and Language Disabilities: All Grades	6	2
Master of Science in Education (M.S.Ed.) Adolescence Education 7-12 (Approved content areas include Biology, Chemistry, English, Mathematics, Social Studies)	NYS initial certification in the following areas: biology 7-12, Chemistry 7-12, English Language Arts 7-12, Mathematics 7-12, and Social Studies 7-12)	11	5
Total for programs that lead to initial credentials		102	22
Programs that lead to additional or advanced credentials for already-licensed educators			
Master of Science in Education (M.S.Ed.) Literacy Education	Professional certification in Literacy (B-6) and (5-12)	7	2
Master of Science in Education (M.S.Ed.) Inclusive Special Education	Professional certification in Inclusive Special Education (All Grades)	3	2
Total for programs that lead to additional/advanced credentials		10	4
Programs that lead to P-12 leader credentials			
X			
Total for programs that lead to P-12 leader credentials			
Programs that lead to credentials for specialized professionals or to no specific credential			
X			
Total for programs that lead to specialized professional or no specific credentials			
TOTAL enrollment and productivity for all programs		112	26
Unduplicated total of all program candidates and completers		89	21

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.)

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.				
89				

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.				
21				

C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.				
32				

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.				

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 Name	Test Number	Number Passed	Total Number	Pass Rate
English Language Arts	003			
Mathematics	004	0	1	0%
Students with Disabilities	060	5	6	83%
Literacy	065			
Physical Education	076			
Secondary Assessment of Teaching Skills-Written	091			
Social Studies	115			
Biology	160			
Chemistry	161	1	1	100%
Physics	163			
Visual Arts CST	167			
Educating All Students	201	9	9	100%

Multi-subject (birth-grade 2) Part One: literacy and ELA	211	5	6	83%
Multi-subject (Grade 1-Grade 6) Part One: Literacy and ELA	221	1	1	100%
Multi-subject (Grade 1- Grade 6) Part Two: Mathematics	222	4	6	66%
Multi-subject (Grade 7-Grade 12) Part One: Literacy and ELA	241			
Multi-subject (Grade 7-Grade 12) Part Two: Mathematics	244			
Multi-subject: Part Three: Arts and Sciences	245	5	5	100%
Multi-subject: (birth-Grade 2) Part Two: mathematics	246			

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

As indicated in the 2024 AAQEP Annual Report, we are in the process of revising our completer survey. In order to maintain connections with our completers and to continue gathering data we have chosen to send a mid-point survey to our 2025 graduates. This abbreviated survey was sent during the first half of the K-12 calendar. We aim to have the updated completer survey ready and distributed in May 2026 to 1-, 3-, and 5- year alumni.

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

As indicated in the 2024 AAQEP Annual Report, we are in the process of revising our employer survey. We intend on using data gathered from the mid-point 2025 completer survey (referenced above) to obtain employment information and create an informative assessment tool. Employers will be asked to rate the knowledge, skills, and the professionalism of our completers. We aim to have the updated employer survey ready and distributed in May 2026 to 1-, 3-, and 5- year alumni.

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.

We recognize that the field of education is constantly changing, and we find ourselves reflecting on and analyzing those changes to ensure that our candidates are prepared for successful careers in K-12 schools. We recognize that program improvement is better attained when we make small, data-driven decisions, rather than quick, responsive changes to our programs.

We use Schön's theory of reflection-in-action to guide the improvements that we make to our programs. We value the relationships we have formed with our partnership schools, local teachers, principals and superintendents, adjunct instructors, and full-time tenure track faculty. Our programmatic changes and improvement process involve multiple stakeholders to ensure that the changes we are making are reflective of the needs of our local schools and in line with what we believe are necessary skills for effective practice.

We use the following methods to stay informed about employment opportunities and program alignment needs:

- **Open and frequent communication** – This academic year we utilized multiple means of communication to accommodate individual and group needs. With a larger more complex department, consisting of the Master of Education, Undergraduate Education, and Speech and Hearing Sciences departments, we have established a multipronged approach to communication. We hold virtual meetings for faculty/staff in both Teacher Education Departments twice monthly. Agendas and meeting minutes are distributed and archived for each meeting. Because there is currently only one full-time Tenure Track faculty in Speech and Hearing Sciences, meetings between the Director and the faculty are held on an ad hoc basis with frequent check-ins and discussions occurring on GoogleChat. This method allows the department to continue to progress despite the fact that the Director's office and the Speech and Hearing Sciences department are in different buildings. It also provides us with a written record of decisions and conversations. Finally, we utilize GoogleChat, email, and the College-sponsored Handshake account to post job vacancies that have been forwarded to us from local schools.
- **Comprehensive course-level assessments** – This academic year, we prototyped new disposition rubrics in all courses in both the Master of Education and Undergraduate Education departments. These rubrics strategically align with program outcomes, save faculty time, and create a comprehensive record of student achievement. Starting in 2025, these new disposition rubrics were incorporated into courses offered through Speech and Hearing Sciences.
- **Teacher Performance Assessment (TPA)** – As a follow-up to the transition from the edTPA to the Elmira College TPA, we are happy to report that all students seeking initial classroom teacher certification in 2025 have successfully completed the Elmira College TPA. Students participate in an action research workshop, work with their host teachers and student teacher supervisors to identify a teaching strategy for research, gather data, and incorporate their findings to their teaching.
- **Program Review and Development** – The New York State Education Department (NYSED) will be sunsetting the current certifications that we offer for initial Special Education certification and professional Literacy certification. As a result:
  - We are in the process of redesigning and submitting program revisions for the initial Special Education certification to NYSED.
  - The professional Literacy certification transitioned from two recommendations (K-6 and 7-12) to a single recommendation (K-12) in 2025.

In the area of Speech and Hearing Sciences, we identified course offering issues in 2024. Beginning with the 2025-2026 academic year, we are leveraging opportunities with adjuncts and retired professionals to offer a more reliable course rotation and provide in-depth advising to students based on their career goals.

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.

We identified and proposed a full-time non-tenured track audiology-based position for the Speech and Hearing Sciences program. This addition allowed us to reclaim ownership of audiology courses and the on-campus audiology clinic in the 2025-2026 academic year

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
2.75 GPA Requirement (Teacher Education and SLD)	Candidates are required to have a GPA of 2.75 to be admitted into the Teacher Education Program.	In the **2025** academic year, **100**% of our candidates have reached this milestone.
New York State Certification Exams (Educating All Students and Content Specialty Tests - Teacher Education; Educating All Students - SLD)	Completers are expected to pass all required New York State Certification Exams.	Completers are permitted to retake these exams up to three times without additional fees. 100% of our completers achieve this milestone.
Teacher Education Practica (Teacher Education)	All candidates are required to receive a passing grade in all practica relevant to their program of study in order to advance to student teaching.	Students are permitted to retake any practica in which they have not received a passing grade. Therefore, 100% of our completers meet this expectation.
Successful completion of Literacy Case Study (M.S. Ed. Literacy: B-12 program only – Teacher Education)	All candidates must receive passing grades on their Literacy case study. The Case Study Rubric is scored by our professor who scores students on the following scale: 3 for Highly Effective, 2 for Effective, 1 for Developing, and 0 for Ineffective. Students must achieve a 2 or higher in order to successfully complete this requirement.	Students are permitted to retake the course associated with the Literacy Case Study if they do not receive a passing grade. Therefore, 100% of our completers meet this expectation.

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
Teacher Performance Assessment (TPA – Teacher Education)	Students seeking initial classroom teacher certification must successfully complete an action research project, including attend an action research workshop, identify a teaching strategy for research, gather data, and incorporate their findings to their teaching.	This measure was implemented in **2025**. 100% of our completers achieved this milestone.
Clinical Assessment Tool (CAT – SLD)	Utilizes both formative and summative assessments for on-site and off-site clinical placements. Scores are defined by the level of student independence. Students are expected to score between 6-9 on this instrument upon program completion.	100% of our completers achieved this milestone.

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 2025, we completed the organizational restructure. Specifically, we hired two additional full-time tenure-track faculty in the Teacher Education program, including a chair position. We also hired and trained a new shared administrative assistant (60% Teacher Education and 40% Speech and Hearing Sciences). This position now manages practicum and student teaching placements for our pre-service teachers. Additional responsibilities include collecting alumni data.

In the Speech and Hearing Sciences Program, we budgeted for a chair position as well as a full-time Audiology Professor of Practice for 2025-2026.

Programmatically, we expanded off-campus opportunities for experiential learning within two courses in the Speech and Hearing Sciences Program and within two courses in the Teacher Education Program.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1	
Goals for the 2025-26 year	Incorporate an action research project into the SLD preparation. (Focused project)
Actions	The faculty in both programs will collaborate to incorporate TPA requirements into SLD preparation.
Expected outcomes	SLD's will complete a TPA.
Reflections or comments	This goal may require adaptation to the TPA and the workshops offered.

Standard 2	
Goals for the 2025-26 year	The SLD program will host open community events to promote speech and language development in order to educate caregivers. (On-going project)
Actions	We intend to host quarterly community engagement events on-campus.
Expected outcomes	Implementing this program will provide support to individuals and their families on our speech clinic waitlist and surrounding community.
Reflections or comments	This goal will provide education to caregivers supporting individuals experiencing speech and language impairments, given the lack of access to services in our high-need area.

Standard 3	
Goals for the 2025-26 year	Obtain relevant data from completers and employers. (On-going project)
Actions	In 2025-2026, we will develop a survey for completers and employers. Post-analysis, we will develop additional assessments.
Expected outcomes	We will receive survey data in the initial phase and drill down on those results potentially using focus groups and interviews in the future.
Reflections or comments	This goal requires a comprehensive understanding of all of our programs as well as all potential pathways completers may take. We believe we are beginning to make progress on this goal.

Standard 4	
Goals for the 2025-26 year	Explore additional certifications for adult or special education using the Educational Studies major as a guidepost. (Focused project)
Actions	Provide a sample course focused on literacy for disabled adults. Conduct informal assessments to gauge interest.
Expected outcomes	If there is a demonstrated need and interest, we will add an additional major or revise the Educational Studies major.
Reflections or comments	This goal will allow us to provide alternative pathways for students to work in the field of education outside of being a classroom teacher.

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

In order to eliminate redundancy and clerical errors, we streamlined the disposition rubrics. Faculty are no longer required to complete multiple rubrics for a singular student. Instead, they complete a comprehensive rubric each term.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate "n/a" if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

We are continuing to implement our organizational restructure to strengthen current relationships and review of curricular alignment with the New York State Education Standards. We are also revising several assessment instruments to gather richer data, allowing us to make more informed data-driven decisions.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

New York State Education Department is phasing out the Teaching Students with Disabilities in Childhood (Grades 1-6) and Literacy (Birth-Grade 6 and Grades 5-12) to (All Grades). We have begun to review the program alignment for MSE Literacy and will begin the Students will Disabilities in 2025-2026.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)

Date sent to AAQEP:	