AAQEP Annual Report for 2025

Provider/Program Name:	Bard College Master of Arts in Teaching Program
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.

The Master of Arts in Teaching (MAT) Program at Bard College responds to an urgent need for innovative education. This transformation requires teachers who can help secondary school students develop the thoughtful self-determination that builds from a genuine enthusiasm for learning. Located on the Hudson Valley campus of Bard College, Bard's MAT Program offers an integrated curriculum leading to a discipline-based master of arts in teaching degree and New York State Initial Teaching Certification (grades 7–12) in one of five subject areas: biology, English/ literature, Social Studies/ history, mathematics, or Spanish. One-year (full-time) and two-years (part-time) program options available.

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.bard.edu/mat/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 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			
Master of Arts in Teaching Degree	NYS Initial Teaching Certificate in Adolescence Education 7-12 in biology, English, mathematics, social studies, or Spanish	20 (note that four of these were part-time, so will not complete until May 2026. So 16 would have been eligible to complete in 2025)	15
Total for programs that lead to initial credentials		20	15
Programs that lead to additional or advanced credentials for already-licensed educators			
NA			
Total for programs that lead to additional/advanced credentials			
Programs that lead to P-12 leader credentials			

NA			
Total for programs that lead to P-12 leader credentials			
Programs that lead to credentials for specialized professionals or to no specific credential			
NA			
Total for programs that lead to specialized professional or no specific credentials			
TOTAL enrollment and productivity for all programs		20	15
Unduplicated total of all program candidates and completers		20	15

Added or Discontinued Programs

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

NA

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.
20
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.
15

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

15

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.

15 of 16, or 94%

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%.

Content Specialty Test (CST): 12 attempted/11 passed. Educating All Students (EAS): 13 attempted/ 13 passed. Because of small (n), to protect privacy, we do not disaggregate data by subject area. As we reported in our QAR, we have also found that disaggregating by discipline did not alter our outcomes in a statistically significant manner.

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

The Bard MAT annual survey of program graduates measures completer perception of their preparedness based on ten indicators derived from InTASC Standards. According to data from our most recent survey (spring 2024), the overwhelming majority of respondents indicate that the agree or strongly agree with such statements as "Bard MAT prepared me to connect concepts from my discipline to other disciplines and to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues" and "Bard MAT prepared me to design developmentally appropriate and challenging learning experiences." Respondents represented all disciplines, as well as every year of the program, 2004-2024.

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

Based on evidence from the annual Mid Hudson School Study Council survey of employers, Bard MAT graduates perform above or equal to the average when compared to peer programs on measures of Teacher Preparedness (such as preparation to teach critical thinking, reading, writing, and STEM subjects) and Teacher Quality (such as contributing to the school community and having a positive impact on student learning).

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.

The Bard MAT annual survey also requests information about employment. According to the 2024 survey, 71% of respondents teach in public schools, 20.5% in independent schools, and the remainder in other educational settings (e.g., colleges and community colleges). In addition to the survey, the Bard MAT office maintains a database of current employment information about all alums of the program. Information is gathered by

email and direct outreach. Out of 45 completers between AY23-AY25, 35 responded to our request for employment information. 33 currently teach in a K-12 setting, and two work in education-adjacent fields.

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.

No changes.

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
In support of Aspect 1c, we refer to the Student Teacher Observation Tool (STOT) evaluation criteria 2.2 "Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs" The STOT is the program's valid and reliable measure of candidate performance based on observations from their mentor teacher and Bard field supervisor.	A minimum average score of 2 from the mentor and supervisor.	In the spring 2025 culminating STOT evaluation (n=15): Supervisor 3.2 Mentor 3.06
In support of Aspect 1a, we refer to the Student Teacher Observation Tool (STOT) evaluation criteria 4.1, "Effectively teaches subject matter."	A minimum average score of 2 from the mentor and supervisor.	In the spring 2025 culminating STOT evaluation (n=15): Supervisor 3.33 Mentor 3.27

In support of Aspect 1g, we refer to the Student Teacher Observation Tool (STOT) evaluation criteria 1.1, "Supports student learning through developmentally appropriate instruction."	A minimum average score of 2 from the mentor and supervisor.	In the spring 2025 culminating STOT evaluation (n=15): Supervisor 3.4 Mentor 3.13

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
In support of Aspect 2a, we refer to the indicator "Teachers from this Institution take on responsibilities to contribute to the professional community of educators" from the Mid Hudson School Study Council (MHSSC) annual survey of 110 districts, which compares EPPs in the region on multiple criteria.	Completers are ranked on a Likert scale. Bard expects 3.0 (Adequately Prepared) and seeks to be on or above average compared to peer institutions.	Overall Average 3.89 Bard Average 4.0
In support of Aspect 2b, we refer to the indicator "Working with diverse students/learner" from the Mid Hudson School Study Council (MHSSC) annual survey of 110 districts, which compares EPPs in the region on multiple criteria.	Completers are ranked on a Likert scale. Bard expects 3.0 (Adequately Prepared) and seeks to be on or above average compared to peer institutions.	Overall Average 3.62 Bard Average 3.5
In support of Aspect 2c, we refer to the Student Teacher Observation Tool (STOT) evaluation criteria 3.1, "Creates a safe and respectful environment for learners"	A minimum average score of 2 from the mentor and supervisor.	In the spring 2025 culminating STOT evaluation (n=15): Supervisor 3.2 Mentor 3.27

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.

At the request of local school districts, Bard MAT began offering on-site professional development for ELA departments in rethinking curriculum. Led by Professors Jaime Alves and Cassandra Taylor, this PD was tailored to specific needs of the districts, including Kingston City Schools and Chatham Schools. The work will continue with Averill Park School District in 2025-26. Feedback from participating teachers and administrators has been positive. Alves and Taylor, along with Sara Shomo of KCSD, presented their work at the New York Annual Conference of Teacher Educators (NYACTE).

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	Develop MAT certification pathway in Teaching Students with Disabilities (SWD)
Actions	Review program application with Director of Disability Access Services in fall 2025, for submission to Dean of Graduate Studies by January 2026, and submission to New York State Education Department (NYSED) in spring 2026.
Expected outcomes	Begin recruitment for new certification pathway by September 2026.
Reflections or comments	This is a response to an increased interest in disability education and policy in our college community, and an acute need for special educators in our partner districts. We feel that the addition of this pathway will strengthen the program in general on those aspects of AAQEP Standard 1, Aspects c, d, and e in particular.
Standard 2	
Goals for the 2025-26 year	None planned. The efforts described under Standard 1 will require the attention of everyone in our program.
Actions	
Expected outcomes	
Reflections or comments	

Standard 3	
Goals for the 2025-26 year	None planned. The efforts described under Standard 1 will require the attention of everyone in our program.
Actions	
Expected outcomes	
Reflections or comments	
Standard 4	
Goals for the 2025-26 year	None planned. The efforts described under Standard 1 will require the attention of everyone in our program.
Actions	
Expected outcomes	
Reflections or comments	

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.

Each fall and spring, we compare STOT evaluation scores of mentors and supervisors. Significant (+.5) discrepancies are discussed at faculty meetings and inform the fall and spring professional development that Bard offers to all mentors and supervisors. In spring 2025, while scoring discrepancies were insignificant, we noted that many raters did not see evidence that MAT candidates were interacting with parents (STOT Standard 10.2). In the subsequent professional development, teachers and Bard leaders identified ways to bring that evidence forward. We hope to see this reflected in future STOT evaluations.

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.

See Table 5 above

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).

NYSED has recently instituted a 70-day minimum for student teaching. Because Bard MAT already exceeds that minimum, no changes are anticipated in our program's practicum structure.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Derek Furr, Ph.D., Dean of Teacher Education and Associate Professor of Literature	Same

Date sent to AAQEP:	