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SUC Brockport
Traditional Program

2015 Title II Reports

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: SUC Brockport
Institution/Program Type: Traditional
Academic Year: 2013-14
State: New York

Address: 350 New Campus Drive

Brockport, NY, 14420

Contact Name: Dr. Linda Balog
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Bilingual Education Extension	No
Biology Grades 5-6 Extension	No
Biology Grades 7-12	No
Chemistry Grades 5-6 Extension	No
Chemistry Grades 7-12	No
Childhood Education Grades 1-6	No
Dance	No
Earth Science Grades 5-6 Extension	No
Earth Science Grades 7-12	No
English Language Arts Grades 5-6 Extension	No
English Language Arts Grades 7-12	No
French Grades 5-6 Extension	No
French Grades 7-12	No
Health Education	No
Mathematics Grades 5-6 Extension	No
Mathematics Grades 7-12	No
Physical Education	No

Physics Grades 5-6 Ext.	No
Physics Grades 7-12	No
Social Studies Grades 5-6 Extension	No
Social Studies Grades 7-12	No
Spanish Grades 5-6 Extension	No
Spanish Grades 7-12	No
Students with Disabilities 7-12 Generalist	No
Students with Disabilities Grades 1-6	No
Students with Disabilities- Biology Grades 7-12	No
Students with Disabilities- Chemistry Grades 7-12	No
Students with Disabilities- Earth Science Grades 7-12	No
Students with Disabilities- English Language Arts Grades 7-12	No
Students with Disabilities- French Grades 7-12	No
Students with Disabilities- Mathematics Grades 7-12	No
Students with Disabilities- Physics Grades 7-12	No
Students with Disabilities- Social Studies Grades 7-12	No
Students with Disabilities- Spanish Grades 7-12	No
Total number of teacher preparation programs: 34	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Junior year senior year or postgraduate

Does your initial teacher certification program conditionally admit students?

Yes

Please provide any additional comments about or exceptions to the admissions information provided above:

Some admissions requirements vary across program (i.e., childhood inclusive, adolescence inclusive, health, physical education, dance) and across degree level (i.e., undergraduate, postgraduate).

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other	No	No

What is the minimum GPA required for admission into the program?

2.5

Median accepted

3.2

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2013-14

3.34

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	No
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.89

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.96

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2013-14:	390
Unduplicated number of males enrolled in 2013-14:	146
Unduplicated number of females enrolled in 2013-14:	244

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	8
<i>Race</i>	
American Indian or Alaska Native:	3
Asian	2

Black or African American:	7
Native Hawaiian or Other Pacific Islander:	0
White:	184
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	138.46
Average number of clock hours required for student teaching	450
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	22
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	515
Number of students in supervised clinical experience during this academic year	509

Please provide any additional information about or descriptions of the supervised clinical experiences:

Average number of clock hours required prior to student teaching varies from 100-150.

Number of students in supervised clinical experience during this academic year is considerably less than last year. Unfortunately, last year we were counting student: more than once (both fall and spring clinical courses).

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area: If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	149
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	90
Teacher Education - Junior High/Intermediate/Middle School Education	59

Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	13
Teacher Education - Foreign Language	
Teacher Education - Health	6
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	18
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	96
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	18
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	1
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	1
Teacher Education - Spanish	4
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	

Teacher Education - Earth Science	4
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	5
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	3
Teacher Education - Foreign Language	
Teacher Education - Health	6
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	96
Teacher Education - Reading	
Teacher Education - Science	

Teacher Education - Social Studies	9
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	1
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	1

Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	31
Philosophy and Religious Studies	1
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	19
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	3
Physics	1
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Health Science 32; Spanish 8; Interdisciplinary Arts for Children 18	58

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2013-14: 252

2012-13: 270

2011-12: 278

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual

including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

16

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

The actual number of NYS Program Completers was 18. In Mathematics, strategies to achieve the goal include collaboration with content majors.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Two workshops are being held spring 2015 to enhance collaboration with mathematics faculty. The topic of the first workshop is New York State Teacher Certification Exams with goals of a) To guide curricular revision or other actions to improve our preparation of our teacher education candidates, especially as it relates to certification exams, and b) to improve the working alliances between education and the liberal arts and sciences faculties on this topic and more broadly going forward. The topic of the second workshop is Common Core Learning Standards with goals of 1) Faculty to identify or plan revisions to teaching in the context of the CCLS, both student preparation coming in and teacher preparation needs (recognizing doughnut-hole students who have not experienced CCLS in their own k-12 and then subsequent students in the future), and 2) Enhanced collaboration between education faculty and liberal arts & sciences faculty on this topic and more broadly going forward. We are also working on a plan to reach out to students intending to become certified. Currently, students don't begin the program until they reach 45 credits. The department has increased efforts to involve students who have indicated an interest to seek teacher certification, specifically by showing a film series and identifying an education mentor.

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

Provide any additional comments, exceptions and explanations below:

Two workshops are being held spring 2015 to enhance collaboration with mathematics faculty. The topic of the first workshop is New York State Teacher Certification Exams with goals of a) To guide curricular revision or other actions to improve our preparation of our teacher education candidates, especially as it relates to certification exams, and b) to improve the working alliances between education and the liberal arts and sciences faculties on this topic and more broadly going forward. The topic of the second workshop is Common Core Learning Standards with goals of 1) Faculty to identify or plan revisions to teaching in the context of the CCLS, both student preparation coming in and teacher preparation needs (recognizing doughnut-hole students who have not experienced CCLS in their own k-12 and then subsequent students in the future), and 2) Enhanced collaboration between education faculty and liberal arts & sciences faculty on this topic and more broadly going forward. We are also working on a plan to reach out to students intending to become certified. Currently, students don't begin the program until they reach 45 credits. The department has increased efforts to involve students who have indicated an interest to seek teacher certification, specifically by showing a film series and identifying an education mentor.

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

16

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/poUtsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

Did your program meet the goal for prospective teachers set in science in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The actual number of NYS Program Completers was 6. In Science, strategies to achieve the goal include collaboration with content majors. Two workshops are being held spring 2015 to enhance collaboration with mathematics faculty. The topic of the first workshop is New York State Teacher Certification Exams with goals of a) To guide curricular revision or other actions to improve our preparation of our teacher education candidates, especially as it relates to certification exams, and b) to improve the working alliances between education and the liberal arts and sciences faculties on this topic and more broadly going forward. The topic of the second workshop is Common Core Learning Standards with goals of 1) Faculty to identify or plan revisions to teaching in the context of the CCLS, both student preparation coming in and teacher preparation needs (recognizing doughnut-hole students who have not experienced CCLS in their own k-12 and then subsequent students in the future), and 2) Enhanced collaboration between education faculty and liberal arts & sciences faculty on this topic and more broadly going forward. We are also working on a plan to reach out to students intending to become certified. Currently, students don't begin the program until they reach 45 credits. The department has increased efforts to involve students who have indicated an interest to seek teacher certification, specifically by showing a film series and identifying an education mentor.

The Robert Noyce Teacher Scholarship Program at the College at Brockport provides funds to support scholarships, stipends, and academic programs for undergraduate STEM majors and post-baccalaureate STEM professionals and seeks to encourage talented science and mathematics majors to become K-12 STEM teachers in high-needs schools.

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

12

Provide any additional comments, exceptions and explanations below:

Two workshops are being held spring 2015 to enhance collaboration with mathematics faculty. The topic of the first workshop is New York State Teacher Certification Exams with goals of a) To guide curricular revision or other actions to improve our preparation of our teacher education candidates, especially as it relates to certification exams, and b) to improve the working alliances between education and the liberal arts and sciences faculties on this topic and more broadly going forward. The topic of the second workshop is Common Core Learning Standards with goals of 1) Faculty to identify or plan revisions to teaching in the context of the CCLS, both student preparation coming in and teacher preparation needs (recognizing doughnut-hole students who have not experienced CCLS in their own k-12 and then subsequent students in the future), and 2) Enhanced collaboration between education faculty and liberal arts & sciences faculty on this topic and more broadly

credits. The department has increased efforts to involve students who have indicated an interest to seek teacher certification, specifically by showing a film series and identifying an education mentor.

The Robert Noyce Teacher Scholarship Program at the College at Brockport provides funds to support scholarships, stipends, and academic programs for undergraduate STEM majors and post-baccalaureate STEM professionals and seeks to encourage talented science and mathematics majors to become K-12 STEM teachers in high-needs schools.

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers does your program plan to add in science in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

120

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Yes

The actual number of NYS Program Completers was 149. In Special Education, all candidates in Childhood and Adolescent Programs also complete the Special Education curriculum.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

In Special Education, all candidates in Childhood and Adolescent Programs also complete the Special Education curriculum.

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

120

Provide any additional comments, exceptions and explanations below:

In Special Education, all candidates in Childhood and Adolescent Programs also complete the Special Education curriculum.

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers does your program plan to add in special education in 2015-16?

110

Provide any additional comments, exceptions and explanations below:

In Special Education, all candidates in Childhood and Adolescent Programs also complete the Special Education curriculum.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

16

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The actual number of NYS Program Completers was 5 for Bilingual Education Extension to the Childhood Education Grades 1-6 program.

During 2014-2015 we have developed a new on-line MS degree in TESOL. Our hope is to recruit 20-25 students per year across New York State. We have also met with BOCES area superintendents, TESOL and bilingual instructional specialists, and higher education representatives from the region for joint planning to provide TESOL certification to area teachers and prospective students.

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

10

Provide any additional comments, exceptions and explanations below:

During 2014-2015 we have developed a new on-line MS degree in TESOL. Our hope is to recruit 20-25 students per year across New York State. We have also met with BOCES area superintendents, TESOL and bilingual instructional specialists, and higher education representatives from the region for joint planning to provide TESOL certification to area teachers and prospective students.

Academic year 2015-16

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Maintain Professional Education Unit Advisory Board comprised of representatives of local educational agencies and schools.

Special education candidates complete either the childhood inclusive or adolescence inclusive education program.

Both of these programs require that the candidates complete a separate academic major in one of the core academic subjects. Also, all programs include coursework in all core academic subjects.

The childhood inclusive and adolescence inclusive programs include methods of instruction to limited English proficient students, students from low-income families and both urban and rural students under the umbrella of diversity and teaching inclusively. These experiences are also woven into field experiences and student teaching.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
202 -ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	18	519	9	50
202 -ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson Other enrolled students	11	531	8	73
202 -ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All program completers, 2013-14	84	530	66	79
024 -BEA - SPANISH Evaluation Systems group of Pearson All program completers, 2012-13	1			
024 -BEA - SPANISH Evaluation Systems group of Pearson All program completers, 2011-12	3			
006 -BIOLOGY CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
006 -BIOLOGY CST Evaluation Systems group of Pearson Other enrolled students	1			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2012-13	2			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2011-12	4			

Evaluation Systems group of Pearson Other enrolled students				
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2013-14	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2012-13	3			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2011-12	2			
070 -DANCE CST Evaluation Systems group of Pearson Other enrolled students	1			
070 -DANCE CST Evaluation Systems group of Pearson All program completers, 2013-14	1			
070 -DANCE CST Evaluation Systems group of Pearson All program completers, 2012-13	1			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson Other enrolled students	2			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2013-14	3			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2012-13	2			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2011-12	3			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	22	526	15	68
	8			

Evaluation Systems group of Pearson Other enrolled students				
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2013-14	86	531	73	85
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson Other enrolled students	8			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2013-14	77	263	77	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2012-13	107	261	105	98
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2011-12	116	263	116	100
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	16	58	15	94
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson Other enrolled students	5			
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2013-14	13	248	12	92
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2012-13	17	246	17	100
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2011-12	12	242	12	100
	1			

Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2012-13	2			
012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2011-12	1			
073 -HEALTH EDUCATION CST Evaluation Systems group of Pearson All program completers, 2012-13	4			
073 -HEALTH EDUCATION CST Evaluation Systems group of Pearson All program completers, 2011-12	8			
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	14	50	13	93
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson Other enrolled students	21	250	19	90
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2013-14	139	256	137	99
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2012-13	232	256	230	99
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2011-12	266	256	265	100
004 -MATHEMATICS CST Evaluation Systems group of Pearson Other enrolled students	5			
	16	266	16	100

Evaluation Systems group of Pearson All program completers, 2013-14				
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2012-13	15	264	15	100
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2011-12	22	272	22	100
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	17	243	14	82
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson Other enrolled students	3			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2013-14	85	253	83	98
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2012-13	70	253	70	100
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2011-12	78	254	78	100
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson Other enrolled students	3			
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All program completers, 2013-14	86	247	76	88
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All program completers, 2012-13	82	237	74	90
	105	240	102	97

Evaluation Systems group of Pearson All program completers, 2011-12				
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2013-14	2			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson Other enrolled students	9			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2013-14	66	254	64	97
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2012-13	120	258	120	100
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2011-12	146	257	146	100
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	2			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	1			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	4			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson Other enrolled students	2			
	1			

Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	4			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2013-14	16	246	15	94
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2012-13	20	242	19	95
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2011-12	21	243	19	90
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2013-14	4			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2012-13	5			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2011-12	4			
TPO12 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
TPO12 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	19	43	14	74
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson Other enrolled students	8			
	131	243	127	97

Evaluation Systems group of Pearson All program completers, 2013-14				
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2012-13	127	239	120	94
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2011-12	141	239	132	94
TPO20 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2013-14	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	236	195	83
All program completers, 2012-13	232	222	96
All program completers, 2011-12	268	264	99

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Integration of technology into curriculum & instruction is included in required pedagogy courses. This is assessed in unit plan assessment and student teaching.

Use of technology to collect, manage & analyze data is assessed with an "impact on P-12 learning" assignment during student teaching which requires pre and post test data collection and analysis. We use edTPA for this purpose.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All general education programs have required coursework in special education. In field experience or student teaching, all students are required to work with children with special learning needs and children of limited English proficiency. This is assessed on the student teacher and field experience evaluations by the school-based teacher educator.

Does your program prepare special education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

In Adolescence and Childhood Inclusive Programs, IEP team function is a part of the special education core curriculum (12 credits of special education). Teacher candidates also take the students with disabilities CST. They also take a 50 hour field experience in students with disabilities. Teacher candidates are required to work with students of limited English proficiency in field experience and student teaching. This is assessed on the student teacher and field experience evaluations by the school-based teacher educator.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

NCATE accredited since 2003.

Supporting Files

Complete Report Card

AY 2013-14