

# Title II

## Higher Education Act

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Hofstra University - Main  
Alternative, IHE-based Program  
2009-10

### Print Report Card

### Program Information

**Name of Institution:** Hofstra University - Main  
**Institution/Program Type:** Alternative, IHE-based  
**Academic Year:** 2009-10  
**State:** New York

**Address:** 129 Hagedorn Hall  
119 Hofstra University  
Hempstead, NY, 11549

**Contact Name:** Ms. Karleen Edwards  
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**Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:**  
No

**TQE partnership name or grant number, if applicable:**

### Section I.a Program Admission

**For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

Element	Undergraduate	Postgraduate
Application	NA	Yes
Fee/Payment	NA	Yes
Transcript	NA	Yes
Fingerprint check	NA	No
Background check	NA	No
Experience in a classroom or working with children	NA	No

Experience in a classroom or working with children	NA	Yes
Minimum number of courses/credits/semester hours completed	NA	Yes
Minimum high school GPA	NA	No
Minimum undergraduate GPA	NA	Yes
Minimum GPA in content area coursework	NA	Yes
Minimum GPA in professional education coursework	NA	No
Minimum ACT score	NA	No
Minimum SAT score	NA	No
Minimum GRE score	NA	No
Minimum basic skills test score	NA	No
Subject area/academic content test or other subject matter verification	NA	No
Minimum Miller Analogies test score	NA	No
Recommendation(s)	NA	Yes
Essay or personal statement	NA	Yes
Interview	NA	Yes
Resume	NA	No
Bachelor's degree or higher	NA	Yes
Job offer from school/district	NA	Yes
Personality test (e.g., Myers-Briggs Assessment)	NA	No
Other (specify : )	NA	No

**Provide a link to your website where additional information about admissions requirements can be found:**

[http://www.hofstra.edu/Admissions/adm\\_majors.html](http://www.hofstra.edu/Admissions/adm_majors.html)

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

Other see below

**Does your initial teacher certification program conditionally admit students? Yes**

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

Applicants must have a graduate degree with a major (or equivalent) in the content area of the certificate

#### Section I.b Program 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.**

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Total number of students enrolled in 2009-10:	0
Unduplicated number of males enrolled in 2009-10:	0
Unduplicated number of females enrolled in 2009-10:	0

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	0
Two or more races:	0

#### Section I.c Supervised Experience

**Provide the following information about supervised clinical experience in 2009-10.**

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	450
Number of full-time equivalent faculty in supervised clinical experience during this academic year	9
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	0

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

The teacher education program at Hofstra University consists of several critical phases. Student teachers have completed all pre-requisite introductory courses and methods courses. They have had experiences as a participant/observer in several schools. These experiences were designed to familiarize them with the way that students learn and interact, and the diversity of the student populations and the culture of schools.

The first phase of student teaching begins with an assignment to a host school. Many factors are taken into consideration (e.g., selecting highly qualified cooperating teachers, providing a multicultural setting), to ensure that student teaching assignments promote professional growth.

The second phase of student teaching focuses on orientation procedures. This phase provides the student teacher with a general understanding of the school and the school's surrounding community. This phase begins on site with the initial visits to the school. During this phase the student teacher and clinical supervisor meet school administrators, the cooperating teacher and the rest of the staff, if possible. Student teachers are present in the school setting five days a week for fifteen weeks.

The third phase of student teaching, which can take between one and two weeks, involves the student teacher observing the cooperating teacher and other school staff, meeting the students, and beginning

to become involved in school activities. Gradually, the student teacher becomes part of the educational team in the school.

There is a gradual involvement of the student teacher as a classroom teacher. Generally, during the second week of student teaching, the student teacher assumes teaching responsibility. During this phase, the student teacher, with the guidance of the cooperating teacher and clinical supervisor, is planning and implementing instruction.

During the fourth phase, the student teacher, with the guidance and support of the cooperating teacher and the Hofstra clinical supervisor is the actual teacher in charge of an educational program. During this phase, which usually lasts from weeks 3-15, the student teacher assumes the full range of teaching responsibilities, including but not limited to, short term and long term planning, implementation, evaluation of student performance, administrative work, guidance, and reflective professional interaction with colleagues.

Evaluation goes on during the entire student teaching experience with an emphasis on self-evaluative skills, which will serve as a basis for continuous growth as a reflective educator. The ability to evaluate one's growth as a teacher develops through self-study, journaling, professional readings, and reciprocal relationships with professionals in the schools and in the University. Through these relationships, the student teacher learns to evaluate goals, teaching skills, and students' learning. These professional relationships involve students in the schools with the cooperating teacher, school administrators and teaching colleagues and in the University with the clinical supervisor, who serves as the student teaching seminar leader.

Student teachers attend a two hour weekly seminar on campus to deconstruct the field experience, reflect on alternative methods, professional issues, and add to the professional knowledge base. Lesson plans, projects and assessments are viewed. Student teachers also discuss self-generated topics and issues. Clinical supervisors discuss stressors such as classroom and time managements and student motivation. Student teachers share their experiences and critically analyze the nature of teaching and learning. The seminars add to the process of becoming life long learners and provide opportunities for professional collaboration and case study analysis.

A cohort of 58 undergraduate early childhood and childhood prospective teachers is also included in the submitted data on prospective teachers under close clinical supervision. This cohort receives close clinical supervision throughout two semesters of their pre-student teaching practicum experience. Students complete 180 hours in a clinical setting under the direction of a cooperating teacher and a clinical supervisor who formally observes them teaching eight lessons involving language arts, social studies, mathematics and science instruction. Each observation involves a pre-observation and post-observation conference.

#### Section I.d Teachers Prepared

**Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))**

Academic major	Number prepared
Secondary Education	0
TOTAL	0

Subject area	Number prepared
12	0
Biology 7-12	0
Business and Marketing, all grades	0

Chemistry 7-12	0
Earth Science 7-12	0
English 7-12	0
French 7-12	0
German 7-12	0
Mathematics 7-12	0
Physics 7-12	0
Russian 7-12	0
Social Studies 7-12	0
Spanish 7-12	0
TOTAL	0

#### Section I.e Program Completers

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

2009-10: 0

2008-09: 0

2007-08: 0

#### Section II. Annual Goals

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.**

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> N/A</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/A</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>N/A</p>

Science	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> N/A</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/A</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>N/A</p>
Special education	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> N/A</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/A</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>N/A</p>
Instruction of limited English proficient students	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> N/A</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/A</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>N/A</p>
N/A	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> N/A</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/A</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>N/A</p>

**Provide any additional comments, exceptions and explanations below:**

N/A

## Section II. Assurances

**Please indicate whether your institution is in compliance with the following assurances.**

**Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.**

Yes

**Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.**

NA

**General education teachers receive training in providing instruction to children with disabilities.**

Yes

**General education teachers receive training in providing instruction to limited English proficient students.**

Yes

**General education teachers receive training in providing instruction to children from low-income families.**

Yes

**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.**

Yes

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

All prospective teachers are provided with a variety of clinical settings during the course of their pre-practicum and student teaching experiences. These clinical settings expose prospective teachers to multi-cultural settings and varied populations of students. Clinical placements are tied to coursework that prepares candidates to create culturally relevant learning experiences. Our expectation is that candidates will demonstrate the ability to differentiate instruction for all learners including limited English proficient learners, students from low income families and students with disabilities. All prospective general education teachers are required to complete coursework and clinical placements in a special education setting as well as fulfill a clinical placement in a setting designated "high needs" by New York State. Although situated in a suburban setting, Hofstra University's close proximity to New York City provides opportunities for urban experiences for prospective teachers. Hofstra University participates in the New York City Department of Education Teacher Learning Collaborative program. The richness of these clinical experiences provides an effective tool for training prospective teachers in the stipulated areas.

## Section III. Assessment Rates

No assessment pass rates have been reported.

### Section III. Summary Rates

No summary pass rates have been reported.

### 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:**

TEAC

Other (specify: Middle States)

**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. Technology

**Does your program prepare teachers to:**

- **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 how your program 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 how your program 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.**

### Section VI. Teacher Training

**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 how your program 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.**

The primary goal of our program is to provide a comprehensive educational program for all students. This requires careful consideration because we want to design effective curriculum that helps to avoid classifying a child. Our goal is to ensure that all students have effective instruction. Therefore, RTI is examined in our instructional program

This model moves from remediation to intervention. We want our students to understand how a child is responding to strategies and instruction and when intervention is needed. Our program helps teachers recognize what techniques can be used to support the struggling learner. The goal is always assessment to provide appropriate instruction.

In addition, our program provides for teaching students with disabilities and limited English learners through the use of differentiated instruction. Differentiation instruction in our program refers to differentiating the content, process, and / or product. This is achieved by assessment of students and the use of flexible grouping which reflects students' readiness, interest and learning profile. In addition, centers are used to further facilitate differentiated activities for all students.

We have a whole graduate program devoted to supporting students ELL learners. Additionally, our curriculum is designed to support all students' cultural differences. Our literature is multicultural. This point of view cuts across all subject areas, and addresses the histories and experiences of people who have been left out of the curriculum. Its purpose is to help us deal equitably with all the cultural and racial differences that you find in the human family. It is also a perspective that allows us to get at explanations for why things are the way they are in terms of power relationships, in terms of equality issues.

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**Does your program prepare special education teachers to:**

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

**Provide a description of how your program 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.**

NA

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.**

1) April 19-22, 2009, the Middle States Commission on Higher Education Evaluation Team visited the campus. Middle States Association of Colleges and Schools accredits degree-granting colleges and universities in the Middle States region, which includes Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and several locations internationally. The Commission is a voluntary, non-governmental, membership association that defines, maintains, and promotes educational excellence across institutions with diverse missions, student populations, and resources. It examines each institution as a whole, rather than specific programs within institutions. Attached is the Commission's report of their visit. (2) The School of Education, Health and Human Services has received accreditation by the Teacher Education Accreditation Council (TEAC) for its Teacher Education and Educational Leadership Programs. The TEAC accreditation is effective between September 11, 2009 and September 11, 2014.

Supporting Files

Hofstra University - Main  
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2009-10

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Title II, Higher Education Act  
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