Title II
Higher Education Act

SUBMIT REPORTS

Hofstra University - Main
Traditional Program
2009-10

Print Report Card

Program Information

Name of Institution: Hofstra University - Main
Institution/Program Type: Traditional
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	Yes	Yes
Fee/Payment	Yes	Yes
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	No	No

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

Provide a link to your website where additional information about admissions requirements can be found:
http://www.hofstra.edu/Admission/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:

On the undergraduate level, our students in K-12 programs are accepted as freshmen; for elementary, childhood, and secondary education, they apply as juniors. Applicants to our graduate initial certification programs must have a minimum of a bachelor's degree.

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.

Total number of students enrolled in 2009-10:	1813
Unduplicated number of males enrolled in 2009-10:	470
Unduplicated number of females enrolled in 2009-10:	1343

2009-10	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	112
Race	
American Indian or Alaska Native:	5
Asian:	38
Black or African American:	149
Native Hawaiian or Other Pacific Islander:	2
White:	1306
Two or more races:	4

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	564

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
20	504
Bilingual Education	2
Business and Marketing	17
Childhood Education 1-6	79
Early Childhood B-2	17

Early Childhood B-2 and Childhood Ed. 1-6	57
English Language Arts 7-12	24
English to Speakers of Other Languages	24
Foreign Language Education	4
Health Education	33
Literacy 5-12	3
Literacy B-6	34
Mathematics Education	27
Music Education	24
Science Education	15
Social Studies Education	36
Speech and Language Disabilities	35
Students With Disabilities 1-6	34
Students With Disabilities 7-12	9
Students With Disabilities B-2	13
Visual Arts	17
TOTAL	504

Subject area	Number prepared
27	508
Bilingual Education	2
Biology 7-12	12
Business and Marketing	17
Chemistry 7-12	1
Childhood Education 1-6	79
Early Childhood B-2	17
Early Childhood B-2 and Childhood Ed. 1-6	57
Earth Science 7-12	1
English Language Arts 7-12	21
English to Speakers of Other Languages	24
Fine Arts Education	17
General Science	15
German 7-12	1
Health, All Grades	33
Literacy 5-12	3
Literacy B-6	34
Mathematics 7-12	26
Music, all grades	24

Physics 7-12	1
Social Studies 7-12	31
Spanish 7-12	3
Speech and Language Disabilities	35
Students with Disabilities 1-6	32
Students With Disabilities B-2	13
Students With Disabilities English 7 -12	3
Students With Disabilities Mathematics 7-12	1
Students With Disabilities Social Studies 7-12	5
TOTAL	508

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: 508

2008-09: 513

2007-08: 568

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	**Academic year:** 2010-11 **Goal:** 35 **Goal met?** No **Description of strategies used to achieve goal:** (a) Attend and advise at Hofstra University Graduate Open Houses. (b) Speak at undergraduate orientations regarding Mathematics Education. (c) Maintain close contact with Hofstra's Mathematics Department—that Department always sends math students who are interested in teaching to see me early in their math program. [Note: I also teach at least one math course per year for the Math

	Department]. (d) I speak regularly at regional and national (sometimes international) mathematics education conferences in which I describe an activity or research effort occurring at Hofstra University. (e) Develop and conduct regional mathematics education conferences (e.g., I developed and organized, "Making Smart Boards Smarter in Mathematics Instruction" (2009) and "Making Algebra Accessible to Grades k-12" (2008), both sponsored by the Nassau County Mathematics Teacher Association. These were attended by hundreds of college students and k-12 faculty. (f) Supervise six or more of Hofstra's mathematics student teachers each year, thus establishing important relationships with local school administrators and mathematics teachers. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** In addition to continuing the practices listed in item 3 (above), I will: (a) mail flyers describing the Mathematics Education programs of Hofstra University to local school districts and (b) provide additional copies of these flyers to each of the six regional mathematics education conferences conducted each year. c)created a permanent course (sed 272) to prepare students for the CST in math and to cover methods of math assessment in general. c)created a permanent course (sed 272) to prepare students for the CST in math and to cover methods of math assessment in general. created a permanent course (sed 272) to prepare students for the CST in math and to cover methods of math assessment in general. created a permanent course (sed 272) to prepare students for the CST in math and to cover methods of math assessment in general. created a permanent course (sed 272) to prepare students for the CST in math and to cover methods of math assessment in general. created a permanent course (sed 272) to prepare students for the CST in math and to cover methods of math assessment in general. created a permanent course (sed 272) to prepare students for the CST in math and to cover methods of math assessment in general.
Science	**Academic year:** 2010-11 **Goal:** Maximize the enrollment **Goal met?** Yes **Description of strategies used to achieve goal:** The science education program uses the following recruitment and retention strategies, but most importantly, the science education program offers courses rooted in the inclusive pedagogy of constructivism that exemplifies UDL principles. monthly advertisement of Hofstra programs on the Nassau/Suffolk County science list-

	serve and the Nassau/Suffolk County Asst Superintendent list-serve. timely response to phone inquiries open office hours each week personal appointments with students who cannot attend regular office hours video on Hofstra website mass distribution of hard copy program descriptions from IDEAS mailing list new PD offerings each year and advertised on IDEAS mailing list independent study credits geared to student needs networks with local schools for research on student thinking and behavior as it relates to curriculum **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** We are establishing a teaching/learning laboratory on campus that will offer programming to local classrooms and enhance methods classes. This setting will allow Hofstra students to see exemplary constructivist pedagogy in action.
Special education	**Academic year:** 2010-11 **Goal:** 42 **Goal met?** No **Description of strategies used to achieve goal:** we attend all Open House recruitments, Post our program information on the Hofstra website including posting a video describing our programs. Work with the office of Graduate Admissions in their recruitment campaigns on behalf of the School of Education, Health and Human Services. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** N/A
Instruction of limited English proficient students	**Academic year:** 2010-11 **Goal:** 5-7 Students **Goal met?** Yes **Description of strategies used to achieve goal:** Advertising the program at national and state TESOL/bilingual forums. Keeping in touch with the program alumni and engaging them in disseminating program info. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** The goal is to enroll more international students who might have an interest in becoming ESL/EFL teachers. Towards this goal, a flier has been developed that lists all Hofstra's Tesol programs. The flier will be mailed to those universities which have strong undergrad linguistics program and a large percentile of international students enrolled in these programs.
N/A	**Academic year:** 2010-11

	Goal: N/A **Goal met?** No **Description of strategies used to achieve goal:** N/A **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** N/A
N/A	**Academic year:** 2010-11 **Goal:** N/A **Goal met?** No **Description of strategies used to achieve goal:** N/A **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** N/A

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.
Yes

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

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
024 -BEA - SPANISH Evaluation Systems group of Pearson Other enrolled students	1				99	256
024 -BEA - SPANISH Evaluation Systems group of Pearson All program completers, 2009-10	2				99	257
024 -BEA - SPANISH Evaluation Systems group of Pearson All program completers, 2008-09	2				98	263
024 -BEA - SPANISH Evaluation Systems group of Pearson All program completers, 2007-08	2				99	263
006 -BIOLOGY CST Evaluation Systems group of Pearson Other enrolled students	5				97	251
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2009-10	12	255	12	100	99	257
006 -BIOLOGY CST	10	261	10	100	99	257

Evaluation Systems group of Pearson All program completers, 2008-09						
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2007-08	10	257	10	100	99	257
069 -BUSINESS AND MARKETING CST Evaluation Systems group of Pearson Other enrolled students	7				82	240
069 -BUSINESS AND MARKETING CST Evaluation Systems group of Pearson All program completers, 2009-10	17	235	16	94	92	238
069 -Business And Marketing CST Evaluation Systems group of Pearson All program completers, 2008-09	15	234	14	93	96	241
069 -Business And Marketing CST Evaluation Systems group of Pearson All program completers, 2007-08	20	237	19	95	94	241
007 -CHEMISTRY CST Evaluation Systems group of Pearson Other enrolled students	1				90	252
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2009-10	1				98	255
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2008-09	4				98	254
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson Other enrolled students	2				81	236
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2009-10	1				99	251
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2008-09	5				99	248
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2007-08	2				100	249
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	18	255	17	94	99	261
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson Other enrolled students	245	262	244	100	98	259
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson	312	262	311	100	100	262

All program completers, 2009-10						
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2008-09	308	264	308	100	100	262
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2007-08	335	261	334	100	100	261
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				89	244
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson Other enrolled students	15	248	15	100	86	239
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2009-10	23	240	21	91	91	243
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2008-09	19	246	19	100	95	245
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2007-08	40	246	40	100	97	245
022 -ESOL CST Evaluation Systems group of Pearson Other enrolled students	4				95	245
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2009-10	23	249	23	100	97	250
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2008-09	21	245	21	100	99	253
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2007-08	17	248	17	100	99	252
013 -German CST Evaluation Systems group of Pearson All program completers, 2009-10	1					
064 -Gifted Education CST Evaluation Systems group of Pearson All program completers, 2007-08	2				86	231
073 -HEALTH EDUCATION CST Evaluation Systems group of Pearson Other enrolled students	16	253	16	100	97	254
073 -HEALTH EDUCATION CST Evaluation Systems group of Pearson	29	250	28	97	94	248

All program completers, 2009-10						
073 -HEALTH EDUCATION CST Evaluation Systems group of Pearson All program completers, 2008-09	23	255	23	100	96	250
073 -HEALTH EDUCATION CST Evaluation Systems group of Pearson All program completers, 2007-08	22	252	22	100	100	254
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	30	256	30	100	97	256
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson Other enrolled students	450	256	433	96	96	255
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2009-10	460	259	457	99	99	258
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2008-09	456	261	455	100	99	259
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2007-08	520	259	514	99	99	258
065 -LITERACY CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				98	258
065 -LITERACY CST Evaluation Systems group of Pearson Other enrolled students	10	274	10	100	98	260
065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2009-10	29	251	29	100	99	260
065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2008-09	40	258	39	98	99	259
065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2007-08	35	257	34	97	99	259
004 -MATHEMATICS CST Evaluation Systems group of Pearson All enrolled students who have completed all	1				95	260

nonclinical courses						
004 -MATHEMATICS CST Evaluation Systems group of Pearson Other enrolled students	13	262	11	85	94	253
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2009-10	26	273	26	100	98	260
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2008-09	27	268	27	100	99	260
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2007-08	29	272	29	100	99	257
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	6				91	245
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson Other enrolled students	73	247	65	89	87	242
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2009-10	153	249	148	97	94	247
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2008-09	170	251	168	99	97	248
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2007-08	199	248	198	99	97	247
075 -MUSIC CST Evaluation Systems group of Pearson Other enrolled students	7				87	241
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2009-10	22	247	22	100	95	245
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2008-09	24	239	23	96	98	248
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2007-08	22	245	22	100	98	248
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	8				77	234
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson	11	236	9	82	82	233

Other enrolled students						
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All program completers, 2009-10	48	233	43	90	93	237
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All program completers, 2008-09	38	242	36	95	95	237
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All program completers, 2007-08	53	238	48	91	95	237
009 -PHYSICS CST Evaluation Systems group of Pearson Other enrolled students	1				96	252
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2009-10	1				95	256
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2008-09	1				100	259
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2007-08	1				100	258
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	9				98	260
091 -SECONDARY ATS-W Evaluation Systems group of Pearson Other enrolled students	100	257	99	99	98	258
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	154	261	152	99	99	261
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2008-09	166	261	166	100	100	262
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2007-08	200	259	200	100	100	261
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2				79	238
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	17	239	13	76	84	238
005 -SOCIAL STUDIES CST	34	241	32	94	92	243

Evaluation Systems group of Pearson All program completers, 2009-10						
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2008-09	44	238	41	93	95	242
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2007-08	49	244	49	100	95	242
020 -SPANISH CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				96	258
020 -SPANISH CST Evaluation Systems group of Pearson Other enrolled students	2				90	252
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2009-10	3				89	248
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2008-09	7				97	253
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2007-08	7				97	254
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	5				91	239
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson Other enrolled students	25	238	23	92	84	235
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2009-10	53	246	52	98	92	240
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2008-09	76	244	74	97	94	240
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2007-08	81	246	81	100	95	240
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				85	241
079 -VISUAL ARTS CST Evaluation Systems group of Pearson Other enrolled students	6				85	239

079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2009-10	17	236	14	82	93	242
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2008-09	15	238	15	100	97	242
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2007-08	20	246	20	100	96	243

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	495	473	96	94
All program completers, 2008-09	499	487	98	97
All program completers, 2007-08	560	547	98	97

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.

SPECIAL EDUCATION:

All special education programs integrate technology into curricula and instruction. In addition to the use of Blackboard and the Smartboard with all the applications, faculty has been trained in the use of Universal Design for Learning (UDL) through CAST. Pre-service teachers are required to take Sped 277, a course dedicated to the use of assistive technology in education and life skills, and the introduction of Universal Design for Learning and its application in curriculum and instruction. A second course, Sped 245, a curriculum and methods course, requires the use of an UDL lesson plan and instruction with multiple means of representation, engagement, and expression, during an eight week tutorial that pre-service teacher participate in. At that time all students work one on one with students employing UDL as the foundation of their teaching.

Assessment courses provide pre-service teachers with the knowledge of using technology to collect, manage, and analyze data in order to look at student achievement. Now with the IDEIA mandate, Response to Intervention, Sped 242 is expanding to include detailed work in progress monitoring which will help pre-service teacher assess the effectiveness of their instruction. In Sped 247 students work extensively with functional behavioral analysis and application of that knowledge and skill in authentic case studies course focused on student assessment and developing a student profile to be used for instruction and the development of an individual education plan.

PHYSICAL EDUCATION

Technology:

Integrates technology effectively into curricula and instruction in the following courses:

PESP 50, MSPE 266 – Introduction to Technology in Physical Education. Course learning experiences include: information retrieval, using the Internet for teaching, data management basics, desktop publishing basics, use of digital cameras.

PESP 13a: Students use digital video to analyze fundamental motor skills and present their findings in a PowerPoint presentation.

PESP 80, MSPE 257: Students learn to use technology for fitness: computer software, heart rate monitors.

PESP 167: Students create a digital video of a skill demonstration/explanation.

Student Teaching: Students must demonstrate and document the use of a variety of instructional technology in their teaching.

Uses technology effectively to collect data to improve teaching and learning in the following courses:

PESP 108: Students learn how to assess students in all three domains, collect data, and use SPSS to analyze data.

PESP 80, MSPE 257: Students use the Physical Best fitness software to analyze and present data.

BIO 106: Students learn to use technology to collect data related to exercise: blood pressure, heart rate, etc.

Uses technology effectively to manage data to improve teaching and learning:

PESP 50: Students learn to manage typical class data using an excel spreadsheet

PESP 80, MSPE 257: Students use the Physical Best fitness software to analyze and present data

Uses technology effectively to analyze data to improve teaching and learning:

PESP 104: Students use the SOFIT system to systematically observe teaching and collect and analyze data.

Universal Design for Learning:

The physical education program also incorporates the use of Universal Design Principles in many of its courses.

PESP 13a & 167 – Motor Development and Motor Learning: The theoretical basis for the approach taken in these classes – Dynamic Systems Approach – emphasizes that motor skill development, learning, and performance are a result of the interactions between the individual, task and environment. The goal in teaching then becomes identification and manipulation of key constraints to guide learners in their search for the optimal movement solution to achieve the task goal. Inherent in this approach is the attention to the individual. In these classes students learn principles for arranging the learning environment to meet the needs of the learner.

In PESP 13a attention is focused on individual, task, and environmental constraints affecting the development and performance of fundamental motor skills across the lifespan.

In PESP 167 students focus on how physical skills are produced, controlled, and learned and about the effects of individual, task and environmental constraints those processes with a view toward maximizing the learning experience for each individual learner. The importance of providing multiple, flexible methods of presentation and expression is emphasized.

Throughout the major physical education classes in the curriculum, students have a variety of assignments such as designing web quests, making and using visual aids (posters, graphic organizers, etc.), creating and using Powerpoint presentations and digital videos, as well as giving effective demonstrations and explanations.

PESP 80: Programming Fitness Activities: Students learn to implement developmentally appropriate fitness programs, including consideration of assessment, content, and influence of gender, multicultural issues and socioeconomic factors on fitness.

PESP 154, 103, 104: Elementary Content, Methods, and Secondary Methods classes emphasize the more practical aspects of creating learning experiences that meet individual needs. The use of differentiated instruction and creating, supervising, and managing safe, developmentally appropriate progressive practice activities is emphasized and assessed in practice teaching episodes both in class and in field experiences. Methods for promoting learning in the affective area (personal and social responsibility) is also emphasized. Special emphasis is given to the variety of experiences available through the use of adventure education (PESP 119).

PESP 108: Assessment in Physical Education: Students learn to use a variety of assessment strategies and instruments to enhance and provide accountability for the teaching-learning process in physical education. Emphasis is on the selection and use of developmentally appropriate assessment strategies and instruments, including computers and other technology congruent with physical activity learning goals.

PESP 170/170A: Adapted Physical Education and Field Experience: This class is specifically focused on helping students to learn to provide effective movement learning experiences and fitness activities for people with disabilities.

Student Teaching: In this capstone experience, students are expected to demonstrate competency in each of the UDL Principles. Evidenced for this is provided in the Student Teaching Handbook assignment and assessment descriptions as well as in the student teaching rubric.

CURRICULUM and TEACHING:

The curriculum and teaching department prepares teachers to integrate technology effectively into curricula and instruction in a variety of ways. Faculty model the use of various types of technology in the classroom during different courses including the use of such methods as Smart Board or Podcasting. Students then have the opportunity to use the technology in activities and presentations in the classroom. For example in ELED 227, students select a theorist and then present the background and educational impact of the theorist. For their presentation they must use a form of technology like Power Point to make their presentation to their peers. In SED 151 and SED 264 students present a motivational activity using different forms of technology to hook the class into the learning of the new content. Or, in ELED 205, students go to interactive websites to add activities to their thematic units to help build the background knowledge of the students they will teach. Along with this, faculty present to students different methods of gathering data on the students they will be teaching by using technology. This might take the form of demonstrating what websites are good resources for building and developing rubrics or how to create a survey that will provide information about students' interests. Along with this, faculty use the National Library of Virtual Images to make concepts come alive. This also helps build background knowledge for the diverse needs of the students. It should also be noted that teachers in our science classes like ELED 128 and 208 use tools in the garden and chemicals in their classes to demonstrate concepts that they are learning. Students then use this information in the classrooms that they are participating in their field experience.

The principles of universal design are included in all of our classes. Our child development courses focus on the development of the child as an individual and the need to interact with and create the appropriate environment for the student as an individual. In method courses faculty have students create lessons that include differentiated instruction. The goal for these lessons is to meet the needs of the individual learner. These lessons will have a variety of tasks that students can choose from that will demonstrate what they have learned. Along with creating a classroom environment that suits the learning styles of students, teachers include choice as an important aspect of their lesson design. For example in ELED 205, students participate in literature circles and select the books they will read. This is done to differentiate by abilities and interests. A similar activity occurs in a joint project between literacy and social studies. In their classes of ELED 127 /136 and ELED 125/135, students select and then read biographies in literature circles. Students meet in groups that they select that are appropriate to their interests and needs.

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.

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 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.

The Special Education Programs (Masters in Special Education, Masters in Early Childhood Special Education, Masters in Inclusive Elementary Special Education, Masters, in Inclusive Secondary Education, Masters in Inclusive Early Childhood Education, Master in Special Education and Literacy, CAS in Early Childhood Special Education, CAS in Teaching Students with Severe and Multiple Disabilities) all include coursework that specifically addresses teaching students with disabilities effectively, participating as a member of individualized education program teams, and teaching students who have limited English proficiency. All courses include field experiences that require pre-service teachers to work with students, applying coursework to practice.

Pre-service teachers at the childhood and secondary levels take courses on specific disabilities and curriculum and method applications across the range of disabilities. Pre-service teachers at the early childhood level take courses across the developmental domains, and in curriculum and methods. All programs include foundation courses which cover the legal responsibilities of teachers and the role of educators in the general education and special education process. This knowledge is further developed in curriculum and methods courses and issue courses in which students develop IEPs from case studies, and discuss the specific roles and responsibilities of all members of the team.

Cultural competency and culturally responsive instruction as well as the needs of English language learners are part of all courses and discussed in particular detail in the required course concerning building relationships with parents of children with disabilities. During the summer of 2009 this course was revised to reflect more in-depth instruction of working with English language learners. Faculty have been trained in Universal Design for Learning which is being used in courses both as a teaching model and a pedagogical approach. In employing UDL for instruction students focus on making curriculum accessible to as many students as possible by removing barriers. At times those barriers include the English language and therefore require that students consider strategies and representation, engagement, and expression which will enable English Language Learners to access curriculum with the appropriate instruction. It is a knowledge base that we are in the process of developing in all courses.

Currently the special education program is revising and developing programs to meet new certification requirements including the generalist, early childhood/childhood dual program, CAS in special education, and BCBA in autism.

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

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)