

Title II

Higher Education Act

SUBMIT REPORTS

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Hofstra University - Main
Traditional Program
2010-11

Print Report Card

Program Information

Name of Institution: Hofstra University - Main
Institution/Program Type: Traditional
Academic Year: 2010-11
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/credits/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
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	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.

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Total number of students enrolled in 2010-11:	1693
Unduplicated number of males enrolled in 2010-11:	454
Unduplicated number of females enrolled in 2010-11:	1239

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	101
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	62
Black or African American:	133
Native Hawaiian or Other Pacific Islander:	2
White:	1219
Two or more races:	12

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

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	11
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	50
Number of students in supervised clinical experience during this academic year	632

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

Students within all program options leading to NYS teaching certification are placed in clinical settings representing the full range of grade levels and developmental levels covered in their area of certification. We seek placements in districts and schools that meet the following criteria:

1. Good school climate; Hofstra students are welcome.
2. Cooperating Teachers genuinely enjoy children, teaching, and mentoring and have at least three years of teaching experience within the area of certification.
3. Cooperating Teachers are comfortable having the Hofstra student introduce new materials and methods in the classroom.
4. Placement is generally congruent with Hofstra's program objectives. It is our goal for Hofstra students to have opportunities to observe and plan lessons that:
 - integrate the language arts
 - actively engage learners in hands-on, inquiry based activities
 - value student voice and student decision-making

- provide opportunities for students to make meaning from their experiences
- respect students' diverse backgrounds
- reflect positive classroom management
- integrate curriculum and reflect a thematic approach
- provide for student interaction and cooperative learning
- emphasize process, "big" ideas and concepts
- utilize small group instruction and adapt to students' needs
- integrate appropriate technology

Student teachers spend approximately 15 weeks in the supervised clinical setting and typically are placed in two settings that cover the full range of developmental/grade levels covered by their area of certification. Hofstra University faculty observes students multiple times in each setting and conduct a weekly seminar with student teachers on campus. Our goal is to develop reflective, activist, scholar practitioners who raise questions, look critically at their work, and make decisions about children, materials and curriculum that are informed by research. Both cooperating teachers and clinical supervisors evaluate student teachers under close clinical supervision. Student teachers are required to submit electronically all lesson plans in advance of teaching. Both cooperating teachers and faculty provide feedback. Students also submit weekly reflections on their teaching practices. Faculty review student reflections. All program options require the submission of a student teaching portfolio.

One program option provides close clinical supervision prior to student teaching. Undergraduate early childhood and childhood students have two semesters of close clinical supervision prior to student teaching. During these two semesters, students are placed in a school setting for 9 hours a week for 10 weeks. We observe students teaching small group lesson four times during each semester. These placements are associated with methods courses in social studies, language arts, mathematics and science.

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	525
Teacher Education - Special Education	79
Teacher Education - Early Childhood Education	56
Teacher Education - Elementary Education	137
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	131
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	16
Teacher Education - Business	8

Teacher Education - English/Language Arts	26
Teacher Education - Foreign Language	4
Teacher Education - Health	29
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	21
Teacher Education - Music	30
Teacher Education - Physical Education and Coaching	68
Teacher Education - Reading	37
Teacher Education - Science Teacher Education/General Science	14
Teacher Education - Social Science	
Teacher Education - Social Studies	29
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	8
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	2
Teacher Education - Spanish	3
Teacher Education - Speech	29
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	4
Teacher Education - English as a Second Language	19
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Italian	1

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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	525
Teacher Education - Special Education	79
Teacher Education - Early Childhood Education	56
Teacher Education - Elementary Education	137
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	131
Teacher Education - Agriculture	
Teacher Education - Art	16
Teacher Education - Business	8
Teacher Education - English/Language Arts	26
Teacher Education - Foreign Language	4
Teacher Education - Health	29
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	21
Teacher Education - Music	30
Teacher Education - Physical Education and Coaching	68
Teacher Education - Reading	37
Teacher Education - Science	14
Teacher Education - Social Science	
Teacher Education - Social Studies	29
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	8
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	2
Teacher Education - Spanish	3
Teacher Education - Speech	29
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	4

Teacher Education - English as a Second Language	19
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	17
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	6
Visual and Performing Arts	2
History	25
Foreign Languages	2
Family and Consumer Sciences/Human Sciences	
English Language/Literature	22
Philosophy and Religious Studies	1
Agriculture	
Communication or Journalism	1
Engineering	
Biology	8
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	6
Physics	2
Business/Business Administration/Accounting	8
Computer and Information Sciences	
Other	2
Specify : Teacher Education-Italian (1) Middle Eastern and Central Asian Studies (1)	

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in

each of the following academic years:

2010-11: 525

2009-10: 508

2008-09: 513

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>Academic year: 2011-12</p> <p>Goal: 37</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>(a) Attend and advise at Hofstra University Graduate Open Houses.</p> <p>(b) Speak at undergraduate orientations regarding Mathematics Education.</p> <p>(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].</p> <p>(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.</p> <p>(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.</p> <p>(f) Supervise six or more of Hofstra’s mathematics student teachers each year, thus establishing important relationships with local school administrators and mathematics teachers.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>In addition to continuing the practices listed in item 3 (above), I will:</p>

(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.

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Science

Academic year: 2011-12

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 newly revised hard copy program descriptions from IDEAS mailing list

new PD offerings each year and advertised on IDEAS mailing list

	<p>independent study credits geared to pre-service teacher needs</p> <p>networks with local schools for research on student thinking and behavior as it relates to curriculum</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We established a teaching/learning laboratory on campus, called the STEM Studio, that offers programming to local classrooms and enhances methods classes. This setting allows Hofstra pre-service teachers to see exemplary constructivist pedagogy in action. The STEM Studio also serves as a cooperating teacher recruitment device to establish a partnership with in-service teachers who can serve as exemplary role models.</p> <p>Next year, the STEM Studio will establish a new focus on middle school science teacher preparation.</p>
Special education	<p>Academic year: 2011-12</p> <p>Goal: 42</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>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. The department is also Developing 5 year programs with BA in Psych/ MS in Sped- the generalist</p> <p>5 year programs in BS in EC/ELED General Ed/ MS Sped Updated certification at the adolescent level</p> <p>Also, Exploring possibilities of 5 year programs between special subjects - physical ed and art and the generalist New Brochures New Website</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>N/A</p>
Instruction of limited English proficient students	<p>Academic year: 2011-12</p> <p>Goal: 7-9 Students</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Enrollment goals for 2010-2011 were met. For the coming year, we are going to take the following steps to increase the program enrollment:</p> <p>Advertise the TESOL programs using local and international venues;</p> <p>Participate in the University's graduate open house events;</p>

	<p>Create a program website;</p> <p>Create printed advertisement materials</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We interview students to find out which aspects of the TESOL program they find particularly beneficial and attractive and which ones they perceive as being problematic. The program is being continuously revised to assure that students' academic and professional needs are met.</p>
N/A	<p>Academic year: 2011-12</p> <p>Goal: N/A</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>N/A</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>N/A</p>
N/A	<p>Academic year: 2011-12</p> <p>Goal: N/A</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>N/A</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</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.

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 All program completers, 2010-11	1				97	258
024 -BEA - SPANISH Evaluation Systems group of Pearson All program completers, 2009-10	2				100	256
024 -BEA - SPANISH Evaluation Systems group of Pearson	2				98	263

All program completers, 2008-09 006 -Biology CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2				96	255
006 -Biology CST Evaluation Systems group of Pearson Other enrolled students	2				94	250
006 -Biology CST Evaluation Systems group of Pearson All program completers, 2010-11	9				98	257
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2009-10	12	255	12	100	100	256
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2008-09	10	261	10	100	99	257
069 -Business And Marketing CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	9				89	240
069 -Business And Marketing CST Evaluation Systems group of Pearson Other enrolled students	2				81	231
069 -Business And Marketing CST Evaluation Systems group of Pearson All program completers, 2010-11	7				87	238
069 -BUSINESS AND MARKETING CST Evaluation Systems group of Pearson All program completers, 2009-10	17	235	16	94	93	239
069 -Business And Marketing CST Evaluation Systems group of Pearson All program completers, 2008-09	15	234	14	93	96	241
007 -Chemistry CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				100	253
007 -Chemistry CST Evaluation Systems group of Pearson Other enrolled students	1				97	253
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2009-10	1				100	255
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2008-09	4				99	254

008 -Earth Science CST Evaluation Systems group of Pearson	1				86	240
Other enrolled students 008 -Earth Science CST Evaluation Systems group of Pearson All program completers, 2010-11	4				95	248
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
090 -Elementary ATS-W Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	83	260	83	100	96	255
090 -Elementary ATS-W Evaluation Systems group of Pearson Other enrolled students	133	259	133	100	99	260
090 -Elementary ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	319	264	317	99	99	262
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	313	262	313	100	100	262
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2008-09	309	264	309	100	100	262
003 -English Language Arts CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3				87	244
003 -English Language Arts CST Evaluation Systems group of Pearson Other enrolled students	5				87	241
003 -English Language Arts CST Evaluation Systems group of Pearson All program completers, 2010-11	28	245	28	100	92	245
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2009-10	23	241	21	91	94	244
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2008-09	19	246	19	100	95	245
022 -Esol CST Evaluation Systems group of Pearson	5				93	251

All enrolled students who have completed all nonclinical courses						
022 -Esol CST Evaluation Systems group of Pearson Other enrolled students	6				94	248
022 -Esol CST Evaluation Systems group of Pearson All program completers, 2010-11	19	249	19	100	97	249
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2009-10	24	248	24	100	98	250
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2008-09	21	245	21	100	99	254
013 -German CST Evaluation Systems group of Pearson All program completers, 2009-10	1					
073 -Health Education CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	11	250	10	91	92	250
073 -Health Education CST Evaluation Systems group of Pearson Other enrolled students	12	250	12	100	92	246
073 -Health Education CST Evaluation Systems group of Pearson All program completers, 2010-11	28	255	28	100	95	249
073 -HEALTH EDUCATION CST Evaluation Systems group of Pearson All program completers, 2009-10	31	251	30	97	96	249
073 -HEALTH EDUCATION CST Evaluation Systems group of Pearson All program completers, 2008-09	23	255	23	100	97	250
016 -Italian CST Evaluation Systems group of Pearson All program completers, 2010-11	1				88	241
001 -Liberal Arts & Sciences Test (LAST) Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	144	258	142	99	94	251
001 -Liberal Arts & Sciences Test (LAST) Evaluation Systems group of Pearson Other enrolled students	291	257	283	97	96	256
001 -Liberal Arts & Sciences Test (LAST) Evaluation Systems group of Pearson All program completers, 2010-11	455	260	452	99	98	258

001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2009-10	461	259	459	100	99	258
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2008-09	456	261	456	100	99	259
065 -Literacy CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3				99	260
065 -Literacy CST Evaluation Systems group of Pearson All program completers, 2010-11	32	264	32	100	98	260
065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2009-10	33	253	33	100	99	260
065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2008-09	40	258	39	98	99	259
004 -Mathematics CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	6				95	262
004 -Mathematics CST Evaluation Systems group of Pearson Other enrolled students	16	270	14	88	94	258
004 -Mathematics CST Evaluation Systems group of Pearson All program completers, 2010-11	23	273	23	100	97	259
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2009-10	26	273	26	100	99	261
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2008-09	27	268	27	100	100	260
002 -Multi-Subject CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	25	251	23	92	86	239
002 -Multi-Subject CST Evaluation Systems group of Pearson Other enrolled students	36	243	31	86	88	243
002 -Multi-Subject CST Evaluation Systems group of Pearson All program completers, 2010-11	160	251	152	95	94	246

002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2009-10	154	250	151	98	96	248
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2008-09	170	251	168	99	98	248
075 -Music CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	6				78	234
075 -Music CST Evaluation Systems group of Pearson Other enrolled students	7				93	248
075 -Music CST Evaluation Systems group of Pearson All program completers, 2010-11	29	253	29	100	95	246
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2009-10	22	247	22	100	98	245
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2008-09	24	239	24	100	98	248
076 -Physical Education CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	15	236	13	87	82	234
076 -Physical Education CST Evaluation Systems group of Pearson Other enrolled students	6				83	233
076 -Physical Education CST Evaluation Systems group of Pearson All program completers, 2010-11	62	238	58	94	88	237
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All program completers, 2009-10	52	234	49	94	95	238
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All program completers, 2008-09	38	242	36	95	97	237
009 -Physics CST Evaluation Systems group of Pearson All program completers, 2010-11	2				98	258
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2009-10	1				100	257
009 -PHYSICS CST Evaluation Systems group of Pearson	1				100	259

All program completers, 2008-09 091 -Secondary ATS-W Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	43	254	42	98	98	257
091 -Secondary ATS-W Evaluation Systems group of Pearson Other enrolled students	73	255	71	97	98	258
091 -Secondary ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	142	261	142	100	99	260
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	157	260	155	99	100	261
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2008-09	166	261	166	100	100	262
005 -Social Studies CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2				87	241
005 -Social Studies CST Evaluation Systems group of Pearson Other enrolled students	15	243	14	93	84	239
005 -Social Studies CST Evaluation Systems group of Pearson All program completers, 2010-11	40	239	32	80	90	243
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2009-10	34	241	32	94	94	244
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2008-09	44	238	41	93	95	243
020 -Spanish CST Evaluation Systems group of Pearson Other enrolled students	2				92	254
020 -Spanish CST Evaluation Systems group of Pearson All program completers, 2010-11	1				90	249
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2009-10	3				94	250
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2008-09	7				97	253
060 -Students With Disabilities CST Evaluation Systems group of Pearson	13	240	13	100	81	233

All enrolled students who have completed all nonclinical courses						
060 -Students With Disabilities CST Evaluation Systems group of Pearson Other enrolled students	16	230	11	69	85	236
060 -Students With Disabilities CST Evaluation Systems group of Pearson All program completers, 2010-11	77	245	75	97	93	240
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2009-10	53	246	52	98	94	240
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2008-09	76	244	75	99	95	240
079 -Visual Arts CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	5				97	241
079 -Visual Arts CST Evaluation Systems group of Pearson Other enrolled students	2				82	240
079 -Visual Arts CST Evaluation Systems group of Pearson All program completers, 2010-11	16	239	13	81	92	242
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2009-10	17	237	15	88	94	242
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2008-09	15	238	15	100	97	243

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	509	480	94	93
All program completers, 2009-10	499	483	97	96
All program completers, 2008-09	499	489	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

http://www.hofstra.edu/pdf/about/administration/administration_middlestates_reaffirm062609.pdf

[Executive Summary](#)

[Self-study Report](#)

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