



SUC Potsdam

Traditional Report AY 2017-18

New York



100% COMPLETE

STATUS: IN PROGRESS

## Institution Information

### ADDRESS

44 Pierrepont Avenue

### CITY

Potsdam

### STATE

New York

### ZIP

13676

### SALUTATION

Mrs.

### FIRST NAME

Amy

### LAST NAME

Guiney

### PHONE

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes  
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

# List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

## Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Adolescence Mathematics 7-12 w-5/6 ext. BA	No	
Adolescence Social Studies 7-12 w-5/6 ext. BA	No	
Adolescence Spanish 7-12 w-5/6 ext. BA	No	
Adolescence English 7-12 w-5/6 ext. BA	No	
Adolescence French 7-12 w-5/6 ext. BA	No	
BA/MST Biology Option A 7-12 w-5/6 ext.	No	
BA/MST Chemistry Option A 7-12 w-5/6 ext.	No	
BA/MST Earth Science Option A 7-12 w-5/6 ext.	No	
BA/MST Option B - Bio/Chem	No	
BA/MST Option B - Bio/Earth Science	No	
BA/MST Option B Chem/Physics	No	
BA/MST Physics Option A 7-12 w-5/6 ext.	No	
Childhood/Early Childhood	No	
Educational Technology Specialist K-12	No	
Literacy 5-12	No	

Total number of teacher preparation programs: 30

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Literacy B-6	No	
MST Adolescence Mathematics 7-12 w-5/6 ext.	No	
MST Adolescence Social Studies 7-12 w-5/6 ext.	No	
MST Adolescence English 7-12	No	
MST Biology	No	
MST Chemistry	No	
MST Childhood	No	
MST Earth Science	No	
MST Physics	No	
Music Education K-12	No	
Students with Disabilities 1-6	No	
Students with Disabilities 5-12	No	
Students with Disabilities B-2	No	
Theatre Education K-12	No	
Visual Arts K-12	No	

**Total number of teacher preparation programs: 30**

# Program Requirements

## THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Admissions

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

Other



If Other, please specify:

Students are admitted on an on-going basis

2. Does your initial teacher certification program conditionally admit students?

- Yes  
 No

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

<https://www.potsdam.edu/academics/SOEPS/education/undergrad>

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

In our undergraduate programs, the students are admitted on an ongoing basis starting with the freshman year; some declare after their freshman year. Graduate students are admitted upon acceptance. There is not enough room in #3 to list the website for our graduate admission requirements:  
<https://www.potsdam.edu/current/GradStudies>

## Undergraduate Requirements

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

1. Are there initial teacher certification programs at the undergraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.3

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.85

6. Please provide any additional information about the information provided above:

## Postgraduate Requirements

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

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
- No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Resume, letter of intent and recommendations"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.32

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.94

6. Please provide any additional information about the information provided above:

# Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	14
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	19
Number of students in supervised clinical experience during this academic year	559

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



# Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

## Enrollment

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

### [Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2017-18	<input type="text" value="756"/>
Unduplicated number of males enrolled in 2017-18	<input type="text" value="230"/>
Unduplicated number of females enrolled in 2017-18	<input type="text" value="526"/>

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. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="53"/>
<i>Race</i>	

2017-18

Number Enrolled

American Indian or Alaska Native

9

Asian

15

Black or African American

22

Native Hawaiian or Other Pacific Islander

0

White

638

Two or more races

14

## Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

### THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. 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\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

### [What are CIP Codes?](#)

No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text" value="0"/>
13.10	Teacher Education - Special Education	<input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="37"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="91"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="13"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="29"/>
13.1206	Teacher Education - Multiple Levels	<input type="text" value="50"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	57
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	7
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	7
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	7
13.1329	Teacher Education - Physics	1
13.1330	Teacher Education - Spanish	1

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	0
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	2
13.14	Teacher Education - English as a Second Language	0
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.99	Education - Other Specify: <input type="text"/>	0

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

### What are CIP Codes?

No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	0
13.10	Teacher Education - Special Education	0
13.1210	Teacher Education - Early Childhood Education	37
13.1202	Teacher Education - Elementary Education	91
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	13
13.1205	Teacher Education - Secondary Education	29
13.1301	Teacher Education - Agriculture	0

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	57
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science	11
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	7
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	7
13.1329	Teacher Education - Physics	1
13.1330	Teacher Education - Spanish	1
13.1331	Teacher Education - Speech	0

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	2
13.14	Teacher Education - English as a Second Language	0
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.03	Education - Curriculum and Instruction	0
13.09	Education - Social and Philosophical Foundations of Education	0
24	Liberal Arts/Humanities	0
42	Psychology	0
45.01	Social Sciences	0
45.02	Anthropology	0
45.06	Economics	0
45.07	Geography and Cartography	0
45.10	Political Science and Government	0
45.11	Sociology	0
50	Visual and Performing Arts	3
54	History	7
16	Foreign Languages	1
19	Family and Consumer Sciences/Human Sciences	0
23	English Language/Literature	8
38	Philosophy and Religious Studies	0
01	Agriculture	0
09	Communication or Journalism	0
14	Engineering	0

CIP Code	Academic Major	Number Prepared
26	Biology	7
27	Mathematics and Statistics	2
40.01	Physical Sciences	0
40.02	Astronomy and Astrophysics	0
40.04	Atmospheric Sciences and Meteorology	0
40.05	Chemistry	1
40.06	Geological and Earth Sciences/Geosciences	2
40.08	Physics	1
52	Business/Business Administration/Accounting	0
11	Computer and Information Sciences	0
99	Other Specify: <input data-bbox="289 926 1260 968" type="text"/>	0



## Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

## Program Completers

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

2017-18	182
2016-17	194
2015-16	184

# Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

## Annual Goals - Mathematics

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

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

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

### Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

7

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- Yes  
 No  
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

The program faculty have created a special FIG (freshman interest group) for students interested in Secondary Education, created a special admissions event for prospective education students, participated in a special career fair for exploratory (undeclared) students, participated in "A major affair" event for undeclared students and met with faculty in the Math department to aid advising of students interested in teaching careers.

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

6. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

6

9. Provide any additional comments, exceptions and explanations below:

### Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

6

12. Provide any additional comments, exceptions and explanations below:

## Annual Goals - Science

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

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

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

### Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

12

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- Yes  
 No  
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

See below

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

See below

6. Provide any additional comments, exceptions and explanations below:

The standards for entering into Education programs in New York State have been raised in the recent year. Due to this there are fewer students applying for the programs. Along with this, the financial aspect of certification requirements (such as the cost for the edTPA) have also set up some road blocks for students. The program faculty have continued to attend Open House and such when available, along with this they work closely with the Graduate Studies Office. They continue to make personal contact with any interested students and continue to make contact with the advisors in the multiple Science areas. They also continue to meet with departments and students within those departments to assist them in understanding the opportunities that our programs offer. To make our program allow for more flexibility, we have developed a Spring start while also maintain a Summer start for our MST Program. There are brochures specifically created for our programs to assist with recruiting. We have partnered with BOCES and offered NGSS professional development to local teachers.

### Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

10

9. Provide any additional comments, exceptions and explanations below:

To make our program allow for more flexibility, we have developed a Spring start while also maintain a Summer start for our MST Program. We are also in the process of creating a new BS/MST Science Education Program. We are also exploring the creation of a Masters program for a Grades 5-9 extension. This year we already have 3 Spring semester starts, and we have already accepted 3 students into our Summer start. The Spring semester start was definitely alluring to some of our students, also with that the short length of the program makes it ideal for many students.

### Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

10

12. Provide any additional comments, exceptions and explanations below:

The standards for entering into Education programs in New York State were raised in previous years which negatively impact the number of students successfully accepted into the programs. There are many financial aspects of certification requirements (such as the cost for the edTPA) that have developed economic roadblocks for applicants. Those issues have created a teacher shortage which now has students wanting to enter into the education field. Recently we began a Spring start while maintaining a Summer semester start, as part of the MST Adolescent Science Education Program. The spring start has allowed flexibility for applicants which provides for students to begin the program at a time that works within their time frame. This year we have five Spring semester starts, and we have already accepted four students into our Summer start. The Spring semester start was alluring to some of our applicants, also with that, the short length of the program makes it ideal for many students. Our programs are a three-semester program which includes courses during the Spring/Summer, Fall and finish with student teaching in the following Spring semester. The program faculty have continued to attend Open House and such events. They work closely with the Graduate Studies Office in reviewing transcripts of prospective students and making contact with interested applicants. They continue to make personal contact with any interested students and continue to make contact with the advisors in the multiple Science areas. They also continue to meet with departments and students within those departments to assist them in understanding the opportunities that our programs offer. Science program faculty continue to partner with BOCES to offer professional development to local teachers pertaining to the new NYSSLS (New York State Science Learning Standards). Science program faculty members are part of the STANYS (Science Teachers Association of New York State) and attend the annual conference, along with bringing students with the program to the conference each year. They also work with Pearson in the development and review of Certification exams. They are in the process of creating a new BS/MST Science Education Program and exploring the steps to expanding all of our certifications to include General Science.

## Annual Goals - Special Education

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

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

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

### Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- Yes
- No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

9

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- Yes
- No
- Not applicable

4. Description of strategies used to achieve goal, if applicable:

We revised an existing Certificate of Advanced Study program to reduce the credits required to make it more appealing and created a templates to offer flexibility.

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

6. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

10

9. Provide any additional comments, exceptions and explanations below:

Our numbers should increase based on the expressed interest from our undergraduates, inquiries from teachers and skillful recruitment in undergraduate courses for students who demonstrate special education teacher qualities.

### Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

9

12. Provide any additional comments, exceptions and explanations below:

## Annual Goals - Instruction of Limited English Proficient Students

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

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

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

### Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- Yes  
 No  
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

9. Provide any additional comments, exceptions and explanations below:

### Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

12. Provide any additional comments, exceptions and explanations below:

## Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide

documentation and evidence for your responses, when requested, to support the following assurances.

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No
- Program does not prepare special education teachers

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

SUNY Potsdam continues to maintain its legacy for quality teacher preparation and complies with Title II assurances through collaboration with a number of external constituents including the School's alumni, PK-12 schools, and BOCES. Within the past two years, the school has also created a Professional Development School (PDS) Committee comprising key stakeholders (public school teachers, college faculty, school administration, and alumni), thus deepening its relationship with our school partners. The committee also developed strategic goals to address four areas identified as Building the Teaching Pipeline, Developing New Partnerships, Assessment of Existing Partnerships, and Professional Development. Additionally, the school maintains a Teacher Education Advisory Committee (TEAC) comprising education program faculty, arts & sciences faculty, school and district leaders and superintendents. This forum also offers opportunities for discourse on hiring and recruitment trends, instructional changes as well as providing insight into the needs of our local school districts. Internally, education faculty members also work across departments with Arts and Sciences faculty in curriculum development and to redesign course work to strengthen the content and pedagogical knowledge for our teacher candidates. Within departments, faculty address changes to a professional association and curriculum standards to meet core course requirements. Each program has developed at least 6-8 key assignments that are used for external accreditation purposes, but also demonstrate our candidates' content and pedagogical knowledge, impact on student learning, instructional practice, and professional dispositions. These assignments demonstrate our candidates' ability to make instructional decisions that new teachers face in the classroom and their preparation in core academic subjects to instruct in core academic subjects. Recognizing that the clinical experience is critical for teacher development, our Center for School Partnerships and Teacher Certification invests in promoting high-quality clinical experiences through their review of field experiences and student teaching placements. Survey Data is collected throughout our teacher candidate's experiences to establish integrity with teaching effectiveness. All individuals involved in the experience are surveyed (teacher candidates, sponsor teachers, supervisors). Results are disseminated to program faculty to address concerns and contribute to program changes in this area. Prospective special education teacher candidates complete 30 credits in required courses including 6 credit hours of practicum that provides opportunities to apply techniques for evaluation and instructional programming for learners, educational assessment, implementation of Individualized Education Programs, (IEP's) and planning for instructional activities designed to meet identified student needs. Course work includes inclusive practices considering learner characteristics and needs, use of assistive technology, diagnosis and assessment, behavior management, literacy assessment and practices, and collaborative consultation with professionals and families. In our program development, consideration is also given to the preparedness of our general education teachers to provide instruction to students with disabilities and those who have limited English proficiency. Our teacher candidates complete a 3credit course with a 15-hour field experience component in special education.



Requirements in these courses give our students opportunities to observe best practices with experienced teachers when working with students with disabilities. Likewise, requirements in literacy method courses promote discussion of socially and culturally responsive teaching, exploring research-based strategies and modifications for ensuring that students with limited English proficiency benefit from instruction in the regular education classroom. These classroom opportunities are significant in preparing our students for both the rural and urban contexts. Of our 182 completers noted in our Title II report, a small percentage of our teacher candidates (6 %) found employment in urban areas. However, the larger percentage of our teacher candidates (94 %), found employment in rural school districts. The latter is often first-generation college students who return to their communities in the North Country to teach. Occasionally, some of these teacher candidates are from urban areas who secured jobs in these districts as a result of relationships fostered during their practicum and student teaching experiences. Given our location, and widely dispersed school districts, there are opportunities to work with diverse student population (Native American, migrant and stationary farm workers of Mexican ethnicity, and children who are economically disadvantaged), which our teacher candidates value as important learning experiences.

# Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
202 -ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All program completers, 2015-16	106	530	94	89
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2017-18	7			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2016-17	4			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2015-16	6			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2017-18	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2016-17	4			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2017-18	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2016-17	6			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2015-16	11	44	10	91
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2017-18	2			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2015-16	2			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson Other enrolled students	30	528	29	97
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2017-18	167	530	162	97
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2016-17	153	528	150	98
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2015-16	168	526	165	98
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2017-18	12	270	12	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2016-17	28	267	28	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2015-16	37	260	37	100
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	49	55	48	98

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	34	55	32	94
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	37	55	37	100
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson Other enrolled students	2			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	8			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	4			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	6			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2017-18	45	49	42	93
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2016-17	42	48	42	100
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2015-16	41	49	40	98
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	1			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	6			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2017-18	9			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2016-17	8			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2015-16	22	1632	20	91
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2015-16	9			
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson Other enrolled students	4			
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2017-18	27	1639	22	81
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2016-17	26	1649	23	88
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2015-16	60	1638	58	97
075 -MUSIC CST Evaluation Systems group of Pearson Other enrolled students	8			
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2017-18	48	248	46	96
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2016-17	43	249	42	98
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2015-16	40	253	40	100
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2017-18	1			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
903 -SAFETY NET ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	2			
903 -SAFETY NET ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	2			
904 -SAFETY NET MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	3			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson Other enrolled students	8			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2017-18	56	248	53	95
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2016-17	1			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2015-16	20	233	20	100
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2017-18	6			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2016-17	8			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2015-16	12	263	12	100
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	7			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	4			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	6			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	8			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	7			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	2			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	7			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	5			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	5			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2017-18	5			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2016-17	2			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2016-17	6			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2015-16	6			
020 -SPANISH CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
129 -SPANISH CST Evaluation Systems group of Pearson Other enrolled students	1			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2017-18	1			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
078 -THEATRE CST Evaluation Systems group of Pearson All program completers, 2017-18	2			
078 -THEATRE CST Evaluation Systems group of Pearson All program completers, 2015-16	2			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	3			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	4			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	2			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2017-18	3			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2016-17	4			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2015-16	3			
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2015-16	1			



## Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	174	154	89
All program completers, 2016-17	157	146	93
All program completers, 2015-16	172	155	90

## Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

1. Is your teacher preparation program currently approved or accredited?

- Yes  
 No

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

- State  
 NCATE  
 TEAC  
 CAEP  
 Other specify:

Middle States

2. 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)?

- Yes  
 No

# Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes  
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes  
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes  
 No

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

SUNY Potsdam seeks to prepare our teachers with an understanding of how various technological tools and practices can be an important part of the teaching and learning process. As a generation of digital natives, they often naturally respond to and experience technology use in their everyday college interaction through computer software like Microsoft Office Outlook, where they are able to access other applications and services beyond email management such as scheduling, note taking, and web browsing. Another, such as our NAVIGATE software system facilitates timely communication for class scheduling and advising through texting and emails between our students and instructors. This software system prompts students to take proactive steps to increase the likelihood of academic gains and successful completion of college. Beyond, this interaction, there are also opportunities for learning how technology can be effectively integrated into the curricula and instruction with our available technological tools and resources. Each teacher preparation program either includes a Digital Literacy Skills course on preparing teachers to integrate technology through and/or infuse technology across the teacher preparation curriculum. Frequently noted is the use of our open source Learning Management System (LMS) Moodle, that is used for blended learning and other e-learning projects. Assigned coursework also utilizes web-based projects prompting our teachers to explore, research, and access web-based archives as primary sources. Students showcase their learning and use of technology through visual slide show presentations such as power points, Prezi, and Google slides where they include images, videos, sound, and other effects. They also utilized the available smart boards available for use in the college classrooms when presenting. Similarly, course instructors utilize projectors, document cameras, videos and other

available technologies to model technology use and how these support differentiated instruction. Our Thomas O'Shaunesy Center for Assistive Technology, Math & Science resource room and our recently created distance learning Classroom (DL) allow for opportunities to explore technology use across the curriculum. Attention is paid to what curricular topics benefit from the integration of technology as well as using technology to enhance classroom instruction. Our students often have opportunities to experience technology integration during practicum and student teaching experiences. The use of interactive whiteboards and student response systems (clickers) are familiar classroom tools that they integrate into their lesson planning. They are also able to observe how learning occurs with mobile and handheld devices such as cell phones, mp3 players, and tablet computers, along with supporting software that provides engaging and interacting learning skills in multiple content areas as well as for assessment purposes. Additionally, they also observe the benefits of simulations and game-based learning activities into classroom instruction and behavior management (Class dojo). These observations and experiences are often used as talking points for reflecting on technology use in their course work. Use of technology to collect, manage and analyze data: Our students are also able to observe how technology tools and software can be used to collect, manage, and analyze data in the public-school classroom during their field experiences. For example, Google classroom and chrome books are used in many of the local school districts, and while not accessible at the college level, our students have experienced the benefit of communicating, collaborating, providing feedback, and analyzing data for classroom use. Personal experience with the use of technology to support assessment purposes occurs during our students' final semester. Successful teacher candidates illustrate their ability to support student learning through the use of electronic portfolios. They are required to design learning segments that employ a range of research-based strategies and informal and formal assessment approaches that build on each learner's strengths, needs, and prior experiences. This performance assessment also requires videotaping of the classroom experience for further proof of successful teaching. Our students develop competency in videotaping and editing several weeks of classroom teaching before uploading as a file. Through this performance assessment based electronic portfolio, teacher candidates provide credible evidence of their ability to facilitate and impact learning by using technology to communicate their ability to plan, implement, assess student learning, and analyze data for future planning and instruction.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.  [\(§205\(a\)\(1\)\(G\)\)](#)

### 1. Does your program prepare general education teachers to:

#### a. teach students with disabilities effectively

- Yes  
 No

#### b. participate as a member of individualized education program teams

- Yes  
 No

#### c. teach students who are limited English proficient effectively

- Yes  
 No

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

All our general education students take a 3-credit course in special education that provides them with the content to develop attitudes, skills, and knowledge on how to include students with disabilities in their classroom. Recognizing that students with disabilities are a diverse group of learners who struggle in general education classrooms, our students receive instruction to meet the needs of these learners in keeping with federal legislation such as the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act, (ESEA). This federal legislation promotes the teaching of students with disabilities as capable learners who are entitled to high-quality education and access to challenging curricular that can prepare them for fulfilling careers and postsecondary education. Our students are taught how to write and utilize Individualized Education Programs (IEPs), which outlines the supports and services students will receive to meet their academic goals. They also learn the principles of Universal Design for Learning (UDL) as an approach to modify lesson plans and flexible assessment options to differentiate learning when addressing the diverse learning needs of students with disabilities in their classroom. Coursework is connected to field experiences during which they conduct observations of inclusive teaching techniques. The 15-hour field experience component of the 3-credit course allows our student to observe best practices with experienced teachers when working with students with disabilities. They are able to become familiar with authentic IEP's and observe the collaborative nature of this team approach involving the classroom teacher, parents, and other resource personnel, and their unique roles in improving the academic outcomes for the student through accommodations and modifications. Our general education teachers are also prepared to effectively teach students who are limited English proficient. Our faculty continues to acknowledge the changing demographics of the school-age population and the growing numbers of Non-English speakers in the public-school classrooms and ensures that coursework is developed to address this observation at the awareness and skill levels. In the general education program, course work involves the understanding of culturally responsive classrooms environments, the valuing of diversity, exploring strategies and modifications for ensuring that ESOL learners benefit from instruction in order to be successful. While these strands are incorporated into all methods courses, the emphasis is given in coursework that involves the teaching of literacy education which focuses on beginning literacy skills and

language development. Prospective general education teachers who are perceived as the primary language providers to these PreK-6th grade ESOL learners are provided with the knowledge and skills in literacy methods coursework to ensure developing awareness and confidence when working with these students. They are able to become familiar with specific strategies that benefit the ESOL learners' development of oral and written language proficiency, explore ELA content standards, engage in the implementation of research-based instructional procedures and use materials to address those learners' needs. These approaches across all programs also provide consistency in providing our general education teachers with the knowledge base they will need to complete the NYS certification requirement of the Educating All Students (EAS) Test.

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

**a. teach students with disabilities effectively**

- Yes
- No
- Program does not prepare special education teachers

**b. participate as a member of individualized education program teams**

- Yes
- No
- Program does not prepare special education teachers

**c. teach students who are limited English proficient effectively**

- Yes
- No
- Program does not prepare special education teachers

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

Special education candidates in the Master's program have a choice of completing one or more levels based on grade levels: early childhood, childhood, or adolescence. Program requirements meet the Council of Exceptional Children standards. Students write IEPs, participate in team meetings and collaborate to develop educational goals for students with diverse learning needs. The program focuses on addressing diversity beyond disability and is inclusive of students with limited English proficiency. Universal design for learning (UDL) principles are expected to be followed in all lesson planning and delivery. The special education program also has a course in Assistive Technology that exposes candidates to computer-based software that addresses needs of students with limited English proficiency. Our candidates also take a graduate course in literacy that further addresses the needs of English language learners.

## Contextual Information

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On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## 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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Our overall enrollment is now beginning to grow again and we are expecting to see an increase in next year's report.

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

# Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **756**.

Number of program completers from Section I: Program Information, Program Completers is **182**.

For a total enrollment of **938**.

## Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

## Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

TITLE:

## Comparison with Last Year

Item	Last Year	This Year	Change
<a href="#">Total Enrollment</a>	522	756	44.83%
<a href="#">Male Enrollment</a>	166	230	38.55%
<a href="#">Female Enrollment</a>	356	526	47.75%
<a href="#">Hispanic/Latino Enrollment</a>	13	53	307.69%
<a href="#">American Indian or Alaska Native Enrollment</a>	9	9	0.00%
<a href="#">Asian Enrollment</a>	16	15	-6.25%
<a href="#">Black or African American Enrollment</a>	14	22	57.14%
<a href="#">Native Hawaiian or Other Pacific Islander Enrollment</a>	0	0	



Item	Last Year	This Year	Change
<a href="#">White Enrollment</a>	433	638	47.34%
<a href="#">Two or more races Enrollment</a>	0	14	
<a href="#">Average number of clock hours required prior to student teaching</a>	100	100	0.00%
<a href="#">Average number of clock hours required for student teaching</a>	640	640	0.00%
<a href="#">Average number of clock hours required for mentoring</a>	0	0	
<a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>	18	14	-22.22%
<a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a>	23	19	-17.39%
<a href="#">Number of students in supervised clinical experience during this academic year</a>	532	559	5.08%
<a href="#">Total completers for current academic year</a>	194	182	-6.19%
<a href="#">Total completers for prior academic year</a>	184	194	5.43%
<a href="#">Total completers for second prior academic year</a>	228	184	-19.30%