NY

SUC Potsdam
Traditional Report AY 2019-20
New York

93% COMPLETE
STATUS: IN PROGRESS

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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CITY

Potsdam

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SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

>> List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

19

SECTION I: PROGRAM INFORMATION

Program Requirements

THIS PAGE INCLUDES:

>> Undergraduate Requirements

>> Postgraduate Requirements

>> Supervised Clinical Experience

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

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 table below blank (or **clear responses already entered**) then click save at the bottom of the page.

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

Element	Admission	Completion
Interview	Yes / No	Yes / No
Other Specify:	Yes / No	Yes / 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 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

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

Postgraduate Requirements

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 table below blank (or **clear responses already entered**) then click save at the bottom of the page.

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

Element	Admission	Completion
Interview	○ Yes ● No	○ Yes ● No
Other Specify: Resume, letter of intent and recommendations	● Yes ○ No	○ Yes ● 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 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

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

- ● Yes
- ○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	100
Number of clock hours required for student teaching	640

Are there programs in which candidates are the teacher of record?

- ○ Yes
- ● No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Number of years required for teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	33
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	17
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	417
Number of students in supervised clinical experience during this academic year	889

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

SECTION I: PROGRAM INFORMATION

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	903
Subset of Program Completers	191

Gender	Total Enrolled	Subset of Program Completers
Male	278	56
Female	625	135
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	8	1
Asian	15	1
Black or African American	25	4
Hispanic/Latino of any race	62	9
Native Hawaiian or Other Pacific Islander	0	0
White	758	160

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	22	3
No Race/Ethnicity Reported	13	13

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

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))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2019-20**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	0
13.1202	Teacher Education - Elementary Education	325

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	114
13.1210	Teacher Education - Early Childhood Education	208
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	35
13.1306	Teacher Education - Foreign Language	0
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	32
13.1312	Teacher Education - Music	414
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	50
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	49
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	23
13.1323	Teacher Education - Chemistry	10
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	49
13.1329	Teacher Education - Physics	3
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	11
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- (●) Yes
- ( ) No

☐ No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or clear responses already entered).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	0
13.1202	Teacher Education - Elementary Education	325
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	114
13.1210	Teacher Education - Early Childhood Education	208
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	35
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0

CIP Code	Academic Major	Number Prepared
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	32
13.1312	Teacher Education - Music	414
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	50
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	49
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	23
13.1323	Teacher Education - Chemistry	10
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	49
13.1329	Teacher Education - Physics	3
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	11
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0
09	Communication or Journalism	0

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	35
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	32
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	7
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0
54	History	49

CIP Code	Academic Major	Number Prepared
99	Other Specify:	0

SECTION I: PROGRAM INFORMATION

Program Assurances

THIS PAGE INCLUDES:

>> Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

1. Program 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 few 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, a 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 populations (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.

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2019-20)
- Review Current Year's Goal (2020-21)
- Set Next Year's Goal (2021-22)

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

Our program's goal is twofold: to provide opportunities for our students to attain strong knowledge and skills in math principles so that they can become effective specialists. We also aim to help them develop positive attitudes and professional dispositions to teach the content with fidelity. We recognize the challenge of recruiting students into this field as many chose alternative careers. We remain hopeful and optimistic as we consider ways to add 5 new students into the program.

3. Did your program meet the goal?

- ( ) **Yes**
- (●) **No**

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

Even though the goal was not met, we are increasing direct faculty involvement in the recruiting process such as the spotlight sessions. This has been very challenging due to the Pandemic and lack of regular in-person contact.

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

We have discovered that recruitment is a difficult job and students are not automatically seeking out our program. This has been a lesson learned but perhaps we still have work to do to adjust our methods to meet recruitment goals in light of this lesson.

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

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

Our program's goal is twofold: to continue to provide opportunities for our students to attain strong knowledge and skills in math principles so that they can become effective specialists. We also aim to purposely make use of the past year and the restrictions and opportunities that have presented themselves to make our program more durable for the longer term, particularly in the ways we use virtual space interaction and real space interaction in conjunction with each other. We recognize the challenge of recruiting students into this field as many chose alternative careers for financial or other reasons. We remain hopeful and optimistic as we consider ways to add new students to the program.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

Our program's goal is twofold: to continue to provide opportunities for our students to attain strong knowledge and skills in math principles so that they can become effective specialists. We also aim to purposely make use of the past year and the restrictions and opportunities that have presented themselves to make our program more durable for the longer term, particularly in the ways we use virtual space interaction and real space interaction in conjunction with each other. We recognize the challenge of recruiting students into this field as many chose alternative careers for financial or other reasons. We remain hopeful and optimistic as we consider ways to add new students to the program. We have also begun a thorough alignment with the new NCTM standards for accreditation purposes.

SECTION II: ANNUAL GOALS

Annual Goals: Science

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2019-20)
- Review Current Year's Goal (2020-21)
- Set Next Year's Goal (2021-22)

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- (●) Yes
- ( ) No

2. Describe your goal.

There is a significant teacher shortage in science education. Our goal is to increase our enrollment by 10. We continue to find ways to attract prospective candidates into the program and hope that our new structure of a spring start will be a positive recruitment tool. Our goal is also to prepare strong candidates through creative offerings so that they can develop the skills and pedagogical knowledge they need to transfer their love of science to the students in their future classrooms.

3. Did your program meet the goal?

- (●) Yes
- ( ) No

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

We utilized our Graduate Studies and our undergraduate admissions to assist in meeting with prospective students. To also help in spreading the word about the BA/MST and MST programs, education faculty made contact with various instructors in the four science departments and their Honor Societies.

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

One other step that also is a strength of the program is the multiple pathways that a student can take. We offer BA/MST Option A which gives a 5th/6th-grade extension, BA/MST Option B which provides for dual certification and we also have our MST program. This allows for students to join the program regardless of how far along they are in their academic careers.

6. 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.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

The unexpected move to an online learning format has provided us with an opportunity to revisit our course offerings to consider what areas can be offered on-line. Science learning is unique as we also prepare students for the lab experience. This area can be tricky to facilitate on-line. However, we are excited to explore all aspects of our program to provide our students with meaningful experiences as we also consider the future of public-school learning. We hope to capitalize on the opportunity to create and offer more courses in our new BS/MST program online. We also take this as an opportunity to explore creative ways to recruit students that may otherwise benefit from remote teaching., hence increasing our enrollment.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

Our main two goals are to increase our student enrollment and to offer an online version of our MST Science Education program online. The first goal of increasing enrollment is a challenge due to COVID, however, we have program faculty have been attending open houses, participating in Potsdam Spotlight with prospective students, writing welcome notes to accepted students, and meeting through Zoom with prospective students. There is a lot of time and dedication involved in reaching our first goal. Due to COVID, all of the courses within the MST program were offered online to the upcoming graduating cohort. This has given program faculty the opportunity to be creative in offering more courses online for non-traditional learners.

SECTION II: ANNUAL GOALS

Annual Goals: Special Education

THIS PAGE INCLUDES:

>> Report Progress on Last Year's Goal (2019-20)

>> Review Current Year's Goal (2020-21)

>> Set Next Year's Goal (2021-22)

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ○ Yes
- ● No

2. Describe your goal.

3. Did your program meet the goal?

- ○ Yes
- ○ No

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:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ( ) Yes
- (•) No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ( ) Yes
- (•) No

10. Describe your goal.

SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

>> Report Progress on Last Year's Goal (2019-20)

>> Review Current Year's Goal (2020-21)

>> Set Next Year's Goal (2021-22)

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

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

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ○ Yes
- ● No

2. Describe your goal.

3. Did your program meet the goal?

- ○ Yes
- ○ No

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:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ( ) Yes
- (•) No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- ( ) Yes
- (•) No

10. Describe your goal.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

>> Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
160 -BIOLOGY CST Evaluation Systems group of Pearson Other enrolled students	2			
160 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2019-20	1			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2019-20	6			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2018-19	5			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2017-18	7			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2018-19	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2017-18	1			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2019-20	4			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2018-19	9			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2017-18	12	44	12	100
162 -EARTH SCI CST Evaluation Systems group of Pearson All program completers, 2019-20	1			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2019-20	3			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2018-19	2			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2017-18	2			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson Other enrolled students	45	531	44	98
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2019-20	131	531	127	97
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2018-19	141	529	141	100
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2017-18	174	530	173	99
090 -ELEMENTARY ATS-W 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 (%)
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson Other enrolled students	2			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2019-20	15	276	15	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2018-19	1			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2017-18	12	270	12	100
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	30	54	29	97
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	41	54	40	98
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	54	55	54	100
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson Other enrolled students	1			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2019-20	8			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	3			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	8			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2019-20	47	48	46	98
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2018-19	56	46	52	93
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2017-18	55	47	50	91

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2019-20	4			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson Other enrolled students	3			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2019-20	12	1639	10	83
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2018-19	25	1645	21	84
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2017-18	13	1627	12	92
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson Other enrolled students	11	1654	10	91
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2019-20	55	1654	52	95
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2018-19	54	1645	49	91
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2017-18	34	1640	29	85
075 -MUSIC CST Evaluation Systems group of Pearson Other enrolled students	9			
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2019-20	39	250	38	97
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2018-19	59	247	59	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2017-18	52	248	52	100
009 -PHYSICS CST Evaluation Systems group of Pearson Other enrolled students	1			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2017-18	1			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2018-19	7			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2017-18	53	250	52	98
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2019-20	8			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2017-18	6			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	4			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	3			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	7			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	2			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	4			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	7			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	6			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	6			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	7			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	1			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2019-20	7			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2018-19	4			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2017-18	7			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2018-19	1			
129 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2018-19	1			
129 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2017-18	1			
078 -THEATRE CST Evaluation Systems group of Pearson All program completers, 2018-19	2			
078 -THEATRE CST Evaluation Systems group of Pearson All program completers, 2017-18	2			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	2			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2018-19	4			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2017-18	3			
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2018-19	2			
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2017-18	1			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

>> Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	154	143	93
All program completers, 2018-19	150	138	92
All program completers, 2017-18	179	167	93

SECTION IV: LOW-PERFORMING

Low-Performing

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

THIS PAGE INCLUDES:

>> Low-Performing

Low-Performing

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:

- [x] State
- [ ] CAEP
- [ ] AAQEP
- [x] Other specify:

Middle States

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ( ) Yes
- (●) No

SECTION V: USE OF TECHNOLOGY

Use of Technology

THIS PAGE INCLUDES:

>> 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.

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, which 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 in 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: Taskstream is used as an assessment system to collect and report data for review. Our teacher candidates are directed to upload key assignments, create lesson plans using national standards available on this platform and respond to self-assessment tasks on their program's Direct Response Folio (DRF). Significant use of DRFs is evident during early field experiences and student teaching. 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. Our students have experienced the benefit of communicating, collaborating, providing feedback, and analyzing data for classroom use. Recent access to Google classroom through the college has provided opportunities for further training and use of this software. Online and virtual learning as a result of the pandemic has also increased our teacher candidates' knowledge and skills in the use of technology. 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 Taskstream and their Direct Response Portfolios (DRFs). They are required to design and upload 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 it 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.

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

>> Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   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. Part of this course involves a 15-hour field experience component of the 3-credit course which allows our student to observe best practices with experienced teachers when working with students with disabilities. 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.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   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. They are also 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.

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

   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 c-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.

2. **Does your program prepare special education teachers?**

   - ( ) **Yes**
   - (•) **No**

If yes, provide a description of the activities that prepare *special education teachers* to:

a. **Teach students with disabilities effectively**

b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

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

Contextual Information

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