

# [Title II Higher Education Act](#)

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Amy Guiney Program User

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2020-21 Academic Year Data ▾

2022 Title II Reports National Teacher Preparation Data

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SUC Potsdam

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Report CompleteStatus: Certified

## 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

Address

Address line 2:

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First Name

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**Section I: Program Information**

# 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](#)

This Page Includes:

- [List of Programs](#)

## List of Programs

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CIP Code	List of Programs Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1202	Elementary Education	Both	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1302	Teacher Education - Art	UG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1322	Teacher Education - Biology	Both	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1323	Teacher Education - Chemistry	Both	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1321	Teacher Education - Computer Science	UG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1337	Teacher Education - Earth Science	Both	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1305	Teacher Education - English/Language Arts	Both	<ul style="list-style-type: none"><li>Edit</li></ul>

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
			• <input type="button" value="Delete"/>
13.1311	Teacher Education - Mathematics	Both	• <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1312	Teacher Education - Music	UG	• <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1329	Teacher Education - Physics	Both	• <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1318	Teacher Education - Social Studies	Both	• <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
		UG, PG, or Both <input type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both <input type="radio"/>	• <input type="button" value="Insert"/> • <input type="button" value="Cancel"/>

Total number of teacher preparation programs:

### Save Option

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### Section I: Program Information

## Program Requirements

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](#)

### This Page Includes:

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

## Undergraduate Requirements

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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.

### Undergraduate Requirements

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

Other specify:

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. 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.)

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

### Postgraduate Requirements

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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.

### Postgraduate Requirements

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

**Element**  
**Interview**  
**Other Specify:**  
**Other specify:**

**Admission**  
 Required for Entry  Yes  No   
 Required for Entry  Yes  No  **Completion**  
 Required for Exit  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. 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.)

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

## Supervised Clinical Experience

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**Provide the following information about supervised clinical experience in 2020-21. ([§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)

### Programs with student teaching models (most traditional programs)

**Number of clock hours of supervised clinical experience required prior to student teaching**

Number of clock hours of supervised clinical experience required prior to student teaching

**Number of clock hours required for student teaching**

Number of clock hours required for student teaching

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)

### 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 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**

Number of years required for teaching as the teacher of record in a classroom

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

All Programs

### All Programs

**Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)**

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

**Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)**

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

## All Programs

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

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

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## Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)

Number of Faculty

Update

100% (Full-Time)

50% (Half-Time)



Employment Rate (%)

Number of Faculty



Employment Rate (%)

Number of Faculty




### Section I: Program Information

## 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](#)

This Page Includes:

- [Enrollment and Program Completers](#)

## Enrollment and Program Completers

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Enrollment and Completer Totals

**2020-21 Total**

**Total Number of Individuals Enrolled** Total Number of Individuals Enrolled in 2020-21

**2020-21 Total**

**Subset of Program Completers** Subset of Program Completers in 2020-21

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
<b>Male</b>	Male Enrollment <input type="text" value="217"/>	Male Completers <input type="text" value="57"/>
<b>Female</b>	Female Enrollment <input type="text" value="474"/>	Female Completers <input type="text" value="149"/>
<b>Non-Binary/Other</b>	Non-Binary/Other Enrollment <input type="text" value="0"/>	Non-Binary/Other Completers <input type="text" value="0"/>
<b>No Gender Reported</b>	Nonreported gender Enrollment <input type="text" value="0"/>	Nonreported gender Completers <input type="text" value="0"/>

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
<b>American Indian or Alaska Native</b>	American Indian or Alaska Native Enrollment <input type="text" value="6"/>	American Indian or Alaska Native Completers <input type="text" value="3"/>
<b>Asian</b>	Asian Enrollment <input type="text" value="13"/>	Asian Completers <input type="text" value="1"/>
<b>Black or African American</b>	Black or African American Enrollment <input type="text" value="30"/>	Black or African American Completers <input type="text" value="3"/>
<b>Hispanic/Latino of any race</b>	Hispanic/Latino of any race enrollment <input type="text" value="53"/>	Hispanic/Latino of any race Completers <input type="text" value="11"/>
<b>Native Hawaiian or Other Pacific Islander</b>	Native Hawaiian or Other Pacific Islander Enrollment <input type="text" value="0"/>	Native Hawaiian or Other Pacific Islander Completers <input type="text" value="0"/>
<b>White</b>	White Enrollment <input type="text" value="530"/>	White Completers <input type="text" value="168"/>
<b>Two or more races</b>	Two or more races Enrollment <input type="text" value="19"/>	Two or more races Completers <input type="text" value="10"/>
<b>No Race/Ethnicity Reported</b>	Nonreported race/ethnicity Enrollment <input type="text" value="40"/>	Nonreported race/ethnicity Completers <input type="text" value="10"/>

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**Section I: Program Information**

**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.

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

- [Academic Major](#)

This Page Includes:

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

## Teachers Prepared by Subject Area

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Please provide the number of teachers prepared by subject area for academic year 2020-21.

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 2020-21

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>).

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="0"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="95"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text" value="30"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text" value="59"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text" value="0"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text" value="5"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="7"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text" value="0"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text" value="0"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text" value="0"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="7"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="70"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text" value="0"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text" value="0"/>
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared <input type="text" value="0"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text" value="0"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="9"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text" value="0"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text" value="10"/>

CIP Code	Subject Area	Number Prepared
13.1323	Teacher Education - Chemistry	Number Prepared 4
13.1324	Teacher Education - Drama and Dance	Number Prepared 0
13.1328	Teacher Education - History	Number Prepared 9
13.1329	Teacher Education - Physics	Number Prepared 1
13.1331	Teacher Education - Speech	Number Prepared 0
13.1337	Teacher Education - Earth Science	Number Prepared 2
13.14	Teacher Education - English as a Second Language	Number Prepared 0
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared 0

**Teachers Prepared by Academic Major**

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Please provide the number of teachers prepared by academic major for academic year 2020-21. 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 2020-21

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](#)).

Teachers Prepared by Academic Major		
CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared 0
13.1202	Teacher Education - Elementary Education	Number Prepared 95
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared 30
13.1210	Teacher Education - Early Childhood Education	Number Prepared 59
13.1301	Teacher Education - Agriculture	Number Prepared 0
13.1302	Teacher Education - Art	Number Prepared 5
13.1303	Teacher Education - Business	Number Prepared 0
13.1305	Teacher Education - English/Language Arts	Number Prepared 7
13.1306	Teacher Education - Foreign Language	Number Prepared 0
13.1307	Teacher Education - Health	Number Prepared 0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared 0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared 0
13.1311	Teacher Education - Mathematics	Number Prepared 7
13.1312	Teacher Education - Music	Number Prepared 70
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared 0
13.1315	Teacher Education - Reading	Number Prepared 0

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.1316	Teacher Education - General Science	Number Prepared <input type="text" value="0"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text" value="0"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="9"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text" value="0"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text" value="10"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text" value="4"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text" value="0"/>
13.1328	Teacher Education - History	Number Prepared <input type="text" value="9"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text" value="1"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text" value="2"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text" value="0"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text" value="0"/>
01	Agriculture	Number Prepared <input type="text" value="0"/>
03	Natural Resources and Conservation	Number Prepared <input type="text" value="0"/>
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared <input type="text" value="0"/>
09	Communication or Journalism	Number Prepared <input type="text" value="0"/>
11	Computer and Information Sciences	Number Prepared <input type="text" value="0"/>
12	Personal and Culinary Services	Number Prepared <input type="text" value="0"/>
14	Engineering	Number Prepared <input type="text" value="0"/>
16	Foreign Languages, Literatures, and Linguistics	Number Prepared <input type="text" value="0"/>
19	Family and Consumer Sciences/Human Sciences	Number Prepared <input type="text" value="0"/>
21	Technology Education/Industrial Arts	Number Prepared <input type="text" value="0"/>
22	Legal Professions and Studies	Number Prepared <input type="text" value="0"/>
23	English Language/Literature	Number Prepared <input type="text" value="7"/>
24	Liberal Arts/Humanities	Number Prepared <input type="text" value="0"/>
25	Library Science	Number Prepared <input type="text" value="0"/>
26	Biological and Biomedical Sciences	Number Prepared <input type="text" value="0"/>
27	Mathematics and Statistics	Number Prepared <input type="text" value="0"/>
30	Multi/Interdisciplinary Studies	Number Prepared <input type="text" value="0"/>
38	Philosophy and Religious Studies	Number Prepared <input type="text" value="0"/>
40	Physical Sciences	Number Prepared <input type="text" value="4"/>
41	Science Technologies/Technicians	Number Prepared <input type="text" value="0"/>
42	Psychology	Number Prepared <input type="text" value="0"/>
44	Public Administration and Social Service Professions	Number Prepared <input type="text" value="0"/>
45	Social Sciences	Number Prepared <input type="text" value="0"/>
46	Construction	Number Prepared <input type="text" value="0"/>
47	Mechanic and Repair Technologies	Number Prepared <input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
50	Visual and Performing Arts	Number Prepared <input type="text" value="5"/>
51	Health Professions and Related Clinical Sciences	Number Prepared <input type="text" value="0"/>
52	Business/Management/Marketing	Number Prepared <input type="text" value="0"/>
54	History	Number Prepared <input type="text" value="0"/>
99	Other Specify: <input type="text"/>	Number Prepared <input type="text" value="0"/>

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**Section I: Program Information****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\(b\)](#))

**This Page Includes:**

- [Program Assurances](#)

**Program Assurances**[Back To Top](#)

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. General education students who are looking to complete their masters in special education have the opportunity during their initial program to 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. In this 3-credit course, our initial program candidates complete a 15-hour field experience 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. Our completers often find employment in urban and rural school districts. Those seeking employment in rural school districts are 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

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

our teacher candidates value as important learning experiences.

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### Section II: Annual Goals

## 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 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](#)

### This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

### Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

2. 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

Our program's goal is twofold: to continue to provide opportunities for our students to attain strong knowledge and skills in math principles so

consider ways to add new students to the program.

3. Did your program meet the goal?  Yes  
 No

4. Description of strategies used to achieve goal, if applicable: Faculty attended recruitment activities to make personal connections and increase enrollment.

Faculty attended recruitment activities to make personal connections and increase enrollment.

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 (2021-22)

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7. Is your program preparing teachers in mathematics in 2021-22? 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. We have also begun a thorough alignment with the new NCTM standards for accreditation purposes.

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

### Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank.  Yes  
 No

10. Describe your goal. Our goal is to transition our MST math program to become fully online which will increase enrollment.

Our goal is to transition our MST math program to become fully online which will increase enrollment.

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### Section II: Annual Goals

## 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 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](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

## Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

2. 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

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

students that may otherwise benefit from remote teaching., hence increasing our enrollment.

3. Did your program meet the goal?  Yes

No

4. Description of strategies used to achieve goal, if applicable: We are in the process of transitioning our MST programs to become fully online and we are waiting for NYSED approval. We are making changes to our undergraduate program so that it aligns with the other secondary undergraduate programs.

We are in the process of transitioning our MST programs to become fully online and we are waiting for NYSED approval. We are making changes to our undergraduate program so that it

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 (2021-22)

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7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank.  Yes

No

8. 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

Our main two goals are to increase our student enrollment and to offer an online version of our

faculty the opportunity to be creative in offering more courses online for non-traditional learners.

### Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank.  Yes

No

10. Describe your goal. Our goal is to continue to work towards getting all of our MST courses online using our Learning Management System (LMS) Brightspace. Our second goal is to have the BA program ready to accept students in the fall. Our third goal is to continue to recruit candidates in both the undergraduate and

Our goal is to continue to work towards getting all of our MST courses online using our Learning Management System (LMS) Brightspace. Our second goal is to have the BA program ready to

graduate programs.

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### Section II: Annual Goals

## 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 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](#)

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- [Report Progress on Last Year's Goal \(2020-21\)](#)
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- [Set Next Year's Goal \(2022-23\)](#)

### Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

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7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank.  Yes

No

8. Describe your goal.

### Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank.  Yes

No

10. Describe your goal.

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### Section II: Annual Goals

## 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 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](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

## Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

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7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.  Yes

No

8. Describe your goal.

## Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.  Yes

No

10. Describe your goal.

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**Section III: Program Pass Rates**

**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 RTT'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](#)

**This Page Includes:**

- [Assessment Pass Rates](#)

**Assessment Pass Rates**

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Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number Pass passing rate (%)
160 -BIOLOGY CST Evaluation Systems group of Pearson Other enrolled students	1		
160 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2020-21	8		
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2020-21	1		
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2019-20	6		
160 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2019-20	5		
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2018-19	5		
163 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2020-21	1		
161 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2020-21	3		
161 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2019-20	2		
163 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2019-20	1		
007 -CHEMISTRY CST Evaluation Systems group of Pearson	1		

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2019-20				
007 -CHEMISTRY CST Evaluation Systems group of Pearson	1			
All program completers, 2018-19				
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson	5			
All program completers, 2019-20				
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson	10	42	10	100
All program completers, 2018-19				
162 -EARTH SCI CST Evaluation Systems group of Pearson	1			
All program completers, 2020-21				
162 -EARTH SCI CST Evaluation Systems group of Pearson	2			
All program completers, 2019-20				
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson	3			
All program completers, 2019-20				
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson	2			
All program completers, 2018-19				
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson	56	528	50	89
Other enrolled students				
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson	163	534	161	99
All program completers, 2020-21				
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson	176	531	171	97
All program completers, 2019-20				
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson	144	529	144	100
All program completers, 2018-19				
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson	20	263	20	100
Other enrolled students				
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson	105	268	105	100
All program completers, 2020-21				
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson	27	274	27	100
All program completers, 2019-20				
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson	1			
All program completers, 2018-19				
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson	2			
All program completers, 2020-21				
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson	34	53	32	94
All program completers, 2019-20				
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson	44	54	41	93
All program completers, 2018-19				
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson	1			
Other enrolled students				

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2020-21	6			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2019-20	11	541	9	82
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	3			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2020-21	12	45	10	83
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2019-20	48	48	48	100
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2018-19	58	46	55	95
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson Other enrolled students	2			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2020-21	6			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2019-20	8			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson Other enrolled students	7			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2020-21	32	1647	26	81
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2019-20	27	1647	25	93
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2018-19	25	1646	22	88
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson Other enrolled students	12	1640	9	75
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2020-21	61	1649	56	92
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2019-20	74	1652	70	95
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2018-19	55	1647	52	95
165 -MUSIC CST Evaluation Systems group of Pearson Other enrolled students	12	561	12	100
165 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2020-21	34	558	34	100
075 -MUSIC CST	26	248	26	100

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Evaluation Systems group of Pearson All program completers, 2020-21				
075 -MUSIC CST	46	253	46	100
Evaluation Systems group of Pearson All program completers, 2019-20				
075 -MUSIC CST	59	247	59	100
Evaluation Systems group of Pearson All program completers, 2018-19				
902 -SAFETY NET MULTI-SUBJECT	7			
Evaluation Systems group of Pearson All program completers, 2018-19				
091 -SECONDARY ATS-W	6			
Evaluation Systems group of Pearson Other enrolled students				
091 -SECONDARY ATS-W	34	268	34	100
Evaluation Systems group of Pearson All program completers, 2020-21				
091 -SECONDARY ATS-W	24	267	24	100
Evaluation Systems group of Pearson All program completers, 2019-20				
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS	5			
Evaluation Systems group of Pearson All program completers, 2019-20				
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS	3			
Evaluation Systems group of Pearson All program completers, 2018-19				
TP004 -SECONDARY HISTORY/SOCIAL STUDIES	4			
Evaluation Systems group of Pearson All program completers, 2019-20				
TP004 -SECONDARY HISTORY/SOCIAL STUDIES	4			
Evaluation Systems group of Pearson All program completers, 2018-19				
TP005 -SECONDARY MATHEMATICS	3			
Evaluation Systems group of Pearson All program completers, 2019-20				
TP006 -SECONDARY SCIENCE	6			
Evaluation Systems group of Pearson All program completers, 2019-20				
TP006 -SECONDARY SCIENCE	6			
Evaluation Systems group of Pearson All program completers, 2018-19				
115 -SOCIAL STUDIES CST	2			
Evaluation Systems group of Pearson Other enrolled students				
115 -SOCIAL STUDIES CST	1			
Evaluation Systems group of Pearson All program completers, 2020-21				
115 -SOCIAL STUDIES CST	10	552	10	100
Evaluation Systems group of Pearson All program completers, 2019-20				
115 -SOCIAL STUDIES CST	4			
Evaluation Systems group of Pearson All program completers, 2018-19				
020 -SPANISH CST	1			
Evaluation Systems group of Pearson All program completers, 2018-19				
129 -SPANISH CST	1			
Evaluation Systems group of Pearson				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number Pass tests	Pass rate (%)
All program completers, 2018-19				
078 -THEATRE CST			2	
Evaluation Systems group of Pearson				
All program completers, 2018-19				
TP015 -VISUAL ARTS			2	
Evaluation Systems group of Pearson				
All program completers, 2018-19				
167 -VISUAL ARTS CST			2	
Evaluation Systems group of Pearson				
All program completers, 2020-21				
079 -VISUAL ARTS CST			1	
Evaluation Systems group of Pearson				
All program completers, 2020-21				
079 -VISUAL ARTS CST			1	
Evaluation Systems group of Pearson				
All program completers, 2019-20				
079 -VISUAL ARTS CST			4	
Evaluation Systems group of Pearson				
All program completers, 2018-19				
TP020 -WORLD LANGUAGE			2	
Evaluation Systems group of Pearson				
All program completers, 2018-19				

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**Section III: Program Pass Rates**

**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 RTI'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](#)

**This Page Includes:**

- [Summary Pass Rates](#)

**Summary Pass Rates**

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Group	taking tests	passing tests	rate (%)
All program completers, 2020-21	172	160	93
All program completers, 2019-20	183	169	92
All program completers, 2018-19	150	140	93

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**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**

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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

- CAEP
- AAQEP
- Other specify:

Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?  Yes  
 No

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**Section V: Use of Technology**

**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**

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1. Provide further 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:

1. integrate technology effectively into curricula and instruction  Yes  
 No
  2. use technology effectively to collect data to improve teaching and learning  Yes  
 No
  3. use technology effectively to manage data to improve teaching and learning  Yes  
 No
  4. 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. 

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

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# Teacher Training

Provide the following information about your teacher preparation program. ([§205\(a\)\(1\)\(G\)](#))

## This Page Includes:

- [Teacher Training](#)

## Teacher Training

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

1. 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 students 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 curricula that can prepare them for fulfilling careers and postsecondary education.

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

2. 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.

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

3. 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

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

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:

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

Act.

3. Effectively teach students who are limited English proficient.

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## 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

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**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 EPP recently concluded our accreditation with CAEP. Our self-study provided us with an opportunity to revisit our programs with the goal of ongoing improvement. Each program are revisiting assessment plans and goals to ensure our candidates are prepared to teach in P-12 classrooms. Within recent months our

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

Our EPP recently concluded our accreditation with CAEP. Our self-study provided us with an opportunity to revisit our programs with the goal of ongoing improvement. Each program are

## 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.**

Link Text

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## 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.

### 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: