



SUC Brockport
Traditional Report AY 2018-19
New York



REPORT COMPLETE
STATUS: **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

CITY

STATE



ZIP

SALUTATION



FIRST NAME

LAST NAME

Balog

PHONE

(585) 395-5898

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lbalog@brockport.edu

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
13.1202	Elementary Education	UG	
13.1	Special Education	Both	
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	
13.1306	Teacher Education - Foreign Language	UG	
13.1311	Teacher Education - Mathematics	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

22

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

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="N/A"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

2.5

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.)

2.5

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

Regarding the requirement for a minimum number of courses/credits/sem hours completed, we have two programs that are an exception to the above "yes" answers. A new Childhood Multi-disciplinary major and a Bilingual major only require the minimum at exit - not for admission. Minimum ACT and SAT scores ARE required on admission if they are being used as an entrance requirement. Regarding the minimum GPA for admission, a 3.0 is required rather than a 2.5 if Professional Education Unit eligibility has not been met.

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	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: n/a	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

3

3. What 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:

Rather than a minimum ACT or SAT score required, candidates must pass either a GRE, MAT, or edTPA for entrance (as a test of minimum basic skills). One postgraduate program, the Education Administration program, does require a "Subject area/academic content test or other subject matter verification". The rest of the postgraduate programs do not require such a test.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. ([§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

131.3

Number of clock hours required for student teaching

600

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)

16

[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)

22

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

622

Number of students in supervised clinical experience during this academic year

424

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

Average number of clock hours required prior to student teaching varies from 100-150, depending on the program.

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

2018-19 Total	
Total Number of Individuals Enrolled	774
Subset of Program Completers	155

Gender	Total Enrolled	Subset of Program Completers
Male	380	76
Female	394	79
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	4	0
Asian	12	4
Black or African American	36	10
Hispanic/Latino of any race	31	8
Native Hawaiian or Other Pacific Islander	1	0
White	583	102

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	3	0
No Race/Ethnicity Reported	104	31

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

Please provide the number of teachers prepared by subject area for academic year 2018-19.

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 2018-19

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	<input type="text" value="86"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="41"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	2
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	7
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	59
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	12
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	23
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	6
13.1323	Teacher Education - Chemistry	5
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	23
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="0"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text" value="0"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. 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 2018-19

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	<input type="text" value="0"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="0"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="0"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="0"/>
13.1302	Teacher Education - Art	<input type="text" value="0"/>
13.1303	Teacher Education - Business	<input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="0"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="0"/>
13.1307	Teacher Education - Health	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text" value="0"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="0"/>
13.1312	Teacher Education - Music	<input type="text" value="0"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="59"/>
13.1315	Teacher Education - Reading	<input type="text" value="0"/>
13.1316	Teacher Education - General Science	<input type="text" value="0"/>
13.1317	Teacher Education - Social Science	<input type="text" value="0"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="0"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	<input type="text" value="0"/>
13.1322	Teacher Education - Biology	<input type="text" value="0"/>
13.1323	Teacher Education - Chemistry	<input type="text" value="0"/>
13.1324	Teacher Education - Drama and Dance	<input type="text" value="0"/>
13.1328	Teacher Education - History	<input type="text" value="0"/>
13.1329	Teacher Education - Physics	<input type="text" value="0"/>
13.1331	Teacher Education - Speech	<input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="0"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text" value="0"/>
01	Agriculture	<input type="text" value="0"/>
03	Natural Resources and Conservation	<input type="text" value="0"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text" value="0"/>
09	Communication or Journalism	<input type="text" value="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	4
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	19
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	7
27	Mathematics and Statistics	8
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	5
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	0
51	Health Professions and Related Clinical Sciences	13
52	Business/Management/Marketing	0
54	History	31

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="285 117 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text" value="0"/>

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:

The Professional Education Unit maintains an Advisory Board comprised of representatives of local educational agencies and schools to help identify local needs, and to ensure programs prepare candidates for challenges they face in the field. Special education candidates complete either the childhood inclusive or adolescence inclusive education program. Both of these programs require that the candidates complete an academic major in one of the core academic subjects, and all programs include coursework in all core academic subjects. All childhood inclusive and adolescence inclusive education students complete coursework and are prepared for certification in students with disabilities. The childhood inclusive and adolescence inclusive programs include methods of instruction, and accompanying field experiences and student teaching, that prepare our candidates to provide instruction to students with limited English proficiency, students from low-income families, and both urban and rural students.

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The goal was to add 15 prospective teachers to the mathematics education program.

3. Did your program meet the goal?

- Yes
 No

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

Four collaborative professors in mathematics education, mathematics, and cognitive psychology submitted a DRK-12 NSF grant in November 2017. It was revised as a result of feedback, and it was resubmitted in 2018. This version went to the third round of evaluation, but was declined. We revised and

resubmitted it again in November 2019, but then the pandemic hit and we were declined with little feedback.

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

My goal is now to turn our grant ideas into a book or a book chapter. At this time, we are not submitting any more federal grants due to the economy.

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

To grow the mathematics education program at the college and work toward single certification and dual certification majors for mathematics education. The mathematics department has not yet submitted the math education major proposals. We will submit the inclusive mathematics education major, and the math department can submit the single certification major when they are able.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

To continue to grow enrollment in the Inclusive Mathematics Education major, and to work out the logistics of how a single certification mathematics education major will be run in the Math department, so that program offering can be proposed.

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

To continue to grow the science education programs.

3. Did your program meet the goal?

- Yes
 No

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

Students who become teacher candidates must first be matriculated into a science discipline major before applying to the education program. Each year, students from biology, chemistry, earth science, and physics are invited via email for brief informational presentations in science classrooms to

inquire about teaching science as a career. Interested students are then invited to meet with a science education advisor to discuss science teaching as a career and instructed in the process of application to one of the science education programs. Each year we strive to enroll approximate 16 new candidates from various science disciplines. This number is derived from the approximate number of Field Experiences we are able to obtain in area schools each fall, which then limits the number of teacher candidates we can ultimately admit to our programs.

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

The Department of Education and Human Development has embarked on a multi-year process of administrative changes whereby all four science disciplines become education majors in their own right, or become specified teacher tracks within the discipline area. We look for any changes in the naming structure of the discipline-specific science major to aid in our marketing efforts for science teacher education.

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Continuing to make progress in growing our science education programs.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

With our new science majors coming on board starting fall 2020, it is my goal to continue to advise new teacher candidates in all 4 science disciplines as they begin their career paths in science education. With the Pandemic upon us, I am sure it will impact career possibilities in schools, so I will also be working hard to address and resolve these sorts of issues with our partnership schools as well.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

To maximize the number of candidates who complete all requirements for SWD certification in childhood and adolescence.

3. Did your program meet the goal?

- Yes
 No

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

All childhood inclusive and adolescence inclusive education students complete coursework that prepares them for certification in students with disabilities. Candidates are also advised multiple times throughout their program on how to apply for students with disabilities certification.

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 (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

To maximize the number of candidates who complete all requirements for SWD certification in childhood and adolescence.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

To maximize the number of candidates who complete all requirements for SWD certification in childhood and adolescence.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

To increase the number of students in both our MSED and Advanced Certificate programs in Teaching English to Speakers of Other Languages (TESOL). These two programs provide the certification that is necessary for our teacher candidates to teach as "English as a New Language" teachers in P-12 settings.

3. Did your program meet the goal?

- Yes
 No

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

Our MSED in TESOL and the Advanced Certificate in TESOL programs were registered by SUNY and NYSED, and they began in the summer of 2018. Our Advanced Certificate in Bilingual Education was changed from a Spanish-specific program to a general program to allow speakers of languages other than Spanish to obtain the bilingual extension. This change will allow teachers to teach in potentially newly-created bilingual programs in such languages as Nepali, Somali, Arabic, Haitian-Creole, etc. In our newly-created Childhood Inclusive major, all teacher candidates are required to take a TESOL course. Additionally, we encourage our Adolescence undergraduate and graduate students in EHD programs to take a course in TESOL as an elective within their programs. These courses already exist within the bilingual certification extension and MSED in Bilingual Education and TESOL programs.

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

We will continue to encourage our Adolescence undergraduate and graduate students in EHD programs to take a course in TESOL as an elective within their programs..

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

These programs began in the summer of 2018 with just three teacher candidates. In 2018-2019, we admitted 69 students into the program. In the methods courses (EDI 628 and EDI 521) candidates had 25-hour field experiences with teachers who were ENL/ESOL certified in New York State. For EDI 655, the practicum, candidates had 4-week (minimum) practicum experiences under the guidance and mentorship of New York State certified ENL/ESOL teachers. In addition to field experience and practicum work, candidates had assignments accompanying these experiences in order to gain more reflection on these experiences. Since a large percentage of our teachers candidates are actually from downstate, we have had the wonderful opportunity to develop partnerships in the Long Island and New York City area as well as in the Greater Rochester area and beyond. We have a large program with students from all over. As a result, we have developed partnerships around the state in order to have our candidates work with New York State certified ENL/ESOL teachers.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

To continue to increase the number of students enrolled in and completing these two programs.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

To continue to increase the number of students enrolled in and completing these two programs.

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 (%)
006 -BIOLOGY CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
006 -BIOLOGY CST Evaluation Systems group of Pearson Other enrolled students	3			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2018-19	2			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2017-18	2			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2016-17	3			
007 -CHEMISTRY CST Evaluation Systems group of Pearson Other enrolled students	4			

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	2			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2017-18	2			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2016-17	3			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	27	527	24	89
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson Other enrolled students	59	525	54	92
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2018-19	83	531	81	98
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2017-18	141	525	137	97
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2016-17	135	525	130	96
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2017-18	6			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2016-17	14	265	14	100
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	22	55	19	86
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	33	54	32	97
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	38	56	37	97
003.1 -ENGLISH LANGUAGE ARTS CST.1 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 (%)
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson Other enrolled students	4			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	8			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	10	534	10	100
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	5			
116 -ESOL CST Evaluation Systems group of Pearson Other enrolled students	1			
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2018-19	1			
121 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2018-19	1			
121 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
TP119 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	2			
073.1 -HEALTH EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	3			
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	8			
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	10	41	7	70
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	36	42	30	83
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	32	44	29	91
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson Other enrolled students	9			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	4			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	12	548	12	100
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	2			
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	1			
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2018-19	23	1647	20	87
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2017-18	41	1647	40	98
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2016-17	44	1651	43	98
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson Other enrolled students	6			
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2018-19	18	1692	17	94
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2017-18	24	1680	23	96
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2016-17	21	1664	19	90

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All program completers, 2017-18	1			
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson Other enrolled students	16	548	16	100
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	13	551	13	100
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	49	545	47	96
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	46	545	45	98
009 -PHYSICS CST Evaluation Systems group of Pearson Other enrolled students	1			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2018-19	1			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2017-18	1			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
904 -SAFETY NET MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
904 -SAFETY NET MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	2			
960 -SAFETY NET STUDENTS WITH DISABILITIES Evaluation Systems group of Pearson All program completers, 2016-17	4			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2017-18	6			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2016-17	7			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	9			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	8			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	3			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	5			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	12	46	11	92
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	18	45	18	100
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	11	46	11	100
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	5			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	4			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	10	43	10	100
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	3			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson Other enrolled students	5			

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, 2018-19	6			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	4			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	6			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	9			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	1			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2018-19	15	551	15	100
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2017-18	4			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2017-18	17	551	16	94
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2016-17	7			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2016-17	7			
129 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2017-18	1			
129 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2016-17	2			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	547	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson Other enrolled students	9			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	44	547	41	93
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	70	548	70	100
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	67	545	64	96
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2017-18	1			
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2016-17	3			

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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	88	76	86
All program completers, 2017-18	147	134	91
All program completers, 2016-17	140	130	93

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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:

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

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.

The integration of technology into curriculum & instruction, including the principles of design for learning, is assessed via a unit plan assessment, student teaching evaluation, exit surveys, and Advisory Board feedback in all programs. There are also program-specific course assessments that assess candidates' abilities with technology. Data from these assessments are analyzed annually by Education programs' faculty and staff, who then implement changes to improve candidate performance. Data are posted publicly on the Brockport Professional Education Unit's website (https://brockport.edu/academics/professional_education/peuassessmentdata.html). Overall, data indicate candidates are successful in implementing technology into instruction. For example, School-based Teacher Educators rated 98% of candidates as meeting or exceeding standards on the student teaching evaluation's question regarding implementation of technology.

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 general education programs have required coursework in special education. In field experience or student teaching, all students are required to work with children with special learning needs and children of limited English proficiency. This is assessed on the student teacher and field experience evaluations by the school-based teacher educator. Data is maintained and collected in the field experience office database.

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*.

All general education programs have required coursework in special education. In field experience or student teaching, all students are required to work with children with special learning needs and children of limited English proficiency. This is assessed on the student teacher and field experience evaluations by the school-based teacher educator. Data is maintained and collected in the field experience office database.

c. Effectively teach students who are limited English proficient.

In Adolescence and Childhood Inclusive Programs, IEP team function is a part of the special education core curriculum (9 credits of coursework focusing on foundations, methods, and assessment of students with disabilities, plus 6-9 credits of additional coursework focusing on inclusive pedagogy in the content areas). Teacher candidates also take the students with disabilities CST. They also take a 50 hour field experience in students with disabilities. Teacher candidates are required to work with students of limited English proficiency in field experience and student teaching. This is assessed on the student teacher and field experience evaluations by the school-based teacher educator. Data is maintained and collected in the field experience office database.

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

All general education programs have required coursework in special education. In field experience or student teaching, all students are required to work with children with special learning needs and children of limited English proficiency. This is assessed on the student teacher and field experience evaluations by the school-based teacher educator. Data is maintained and collected in the field experience office database.

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*.

All general education programs have required coursework in special education. In field experience or student teaching, all students are required to work with children with special learning needs and children of limited English proficiency. This is assessed on the student teacher and field experience evaluations by the school-based teacher educator. Data is maintained and collected in the field experience office database.

c. Effectively teach students who are limited English proficient.

In Adolescence and Childhood Inclusive Programs, IEP team function is a part of the special education core curriculum (9 credits of coursework focusing on foundations, methods, and assessment of students with disabilities, plus 6-9 credits of additional coursework focusing on inclusive pedagogy in the content areas). Teacher candidates also take the students with disabilities CST. They also take a 50 hour field experience in students with disabilities. Teacher candidates are required to work with students of limited English proficiency in field experience and student teaching. This is assessed on the student teacher and field experience evaluations by the school-based teacher educator. Data is maintained and collected in the field experience office database.

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.

The College has been accredited by CAEP since 2016. CAEP sets forth eight annual reporting measures to assess programs. Data for all eight annual reporting measures, plus additional documents that provide information on the quality of Brockport's programs, are posted on the Brockport Professional Education Unit Assessment web page (https://brockport.edu/academics/professional_education/peuassessmentdata.html). Overall, data indicate teacher candidates at Brockport meet or exceed benchmarks.

Supporting Files

No files have been provided.

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

Report Card Certification

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

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:

Linda Balog

TITLE:

Director of the Professional Education Unit

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:

Keith Nobles

TITLE:

Specialized Academic Analyst