Title II
Higher Education Act

SUBMIT REPORTS

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SUC Geneseo
Traditional Program
2011-12

# Print Report Card

## Institution Information

**Name of Institution:** SUC Geneseo
**Institution/Program Type:** Traditional
**Academic Year:** 2011-12
**State:** New York

**Address:** 1 College Circle
222 Erwin
Geneseo, NY, 14454

**Contact Name:** Dr. Julie Rao
**Phone:** 585-245-5553
**Email:** iresearch@geneseo.edu

**Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)**

No

**If yes, provide the following:**

**Award year:**

**Grantee name:**

**Project name:**

**Grant number:**

**List partner districts/LEAs:**

**List other partners:**

**Project Type:**

## Section I.a Program Information

**List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.**

| Teacher Preparation Programs | Teacher Quality Partnership Grant Member? |
|---|---|
| Adolescence Education (Grades 7-12) | No |
| Childhood Education (Grades 1-6) | No |
| Childhood/Special Education (Grades 1-6) | No |
| Early Childhood/Childhood Education (Birth-Grade 6) | No |
| Literacy (Birth-Grade 12) | No |
| **Total number of teacher preparation programs: 5** | |

## Section I.b Admissions

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

Other After completion of 30 cr. hrs.

**Does your initial teacher certification program conditionally admit students?**

Yes

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

http://education.geneseo.edu

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

Students allowed one semester to improve GPA to 2.75 while continuing in the program.

## Section I.b Undergraduate Requirements

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

**Are there initial teacher certification programs at the undergraduate level?**

Yes

**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.**

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

**What is the minimum GPA required for admission into the program?**

2.75

**What was the median GPA of individuals accepted into the program in academic year 2011-12**

3.25

**What is the minimum GPA required for completing the program?**

2.75

**What was the median GPA of individuals completing the program in academic year 2011-12**

3.3

## Section I.b Postgraduate Requirements

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

**Are there initial teacher certification programs at the postgraduate level?**

Yes

**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.**

| | | |
|---|---|---|

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

**What is the minimum GPA required for admission into the program?**

3

**What was the median GPA of individuals accepted into the program in academic year 2011-12**

3.84

**What is the minimum GPA required for completing the program?**

3

**What was the median GPA of individuals completing the program in academic year 2011-12**

3.9

## Section I.c Program Enrollment

**Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.**

| | |
|---|---|
| Total number of students enrolled in 2011-12: | 854 |
| | |

| | |
|---|---|
| Unduplicated number of males enrolled in 2011-12: | 214 |
| Unduplicated number of females enrolled in 2011-12: | 640 |

| 2011-12 | Number enrolled |
|---|---|
| *Ethnicity* | |
| Hispanic/Latino of any race: | 28 |
| *Race* | |
| American Indian or Alaska Native: | 2 |
| Asian: | 35 |
| Black or African American: | 13 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 715 |
| Two or more races: | 11 |

## Section I.d Supervised Experience

**Provide the following information about supervised clinical experience in 2011-12.**

| | |
|---|---|
| Average number of clock hours of supervised clinical experience required prior to student teaching | 100 |
| Average number of clock hours required for student teaching | 300 |
| Average number of clock hours required for mentoring/induction support | 0 |
| Number of full-time equivalent faculty supervising clinical experience during this academic year | 14 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 12 |
| Number of students in supervised clinical experience during this academic year | 854 |

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

## Section I.e Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))**

| Subject Area | Number Prepared |
|---|---|
| Education - General | |
| Teacher Education - Special Education | 97 |

| | |
|---|---|
| Teacher Education - Early Childhood Education | 18 |
| Teacher Education - Elementary Education | 114 |
| Teacher Education - Junior High/Intermediate/Middle School Education | |
| Teacher Education - Secondary Education | 89 |
| Teacher Education - Multiple Levels | |
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | |
| Teacher Education - English/Language Arts | 17 |
| Teacher Education - Foreign Language | 8 |
| Teacher Education - Health | |
| Teacher Education - Family and Consumer Sciences/Home Economics | |
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | 23 |
| Teacher Education - Music | |
| Teacher Education - Physical Education and Coaching | |
| Teacher Education - Reading | 67 |
| Teacher Education - Science Teacher Education/General Science | |
| Teacher Education - Social Science | |
| Teacher Education - Social Studies | 28 |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | 8 |
| Teacher Education - Chemistry | 5 |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | 1 |
| Teacher Education - German | |
| Teacher Education- History | |
| Teacher Education - Physics | 1 |
| Teacher Education - Spanish | 7 |
| Teacher Education - Speech | 48 |
| Teacher Education - Geography | |
| Teacher Education - Latin | |
| Teacher Education - Psychology | |
| Teacher Education - Earth Science | 2 |

| | |
|---|---|
| Teacher Education - English as a Second Language | |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education | |
| Education - Other<br>Specify: | |

## Section I.e Teachers Prepared by Academic Major

**Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))**

| Academic Major | Number Prepared |
|---|---|
| Education - General | |
| Teacher Education - Special Education | 97 |
| Teacher Education - Early Childhood Education | 18 |
| Teacher Education - Elementary Education | 114 |
| Teacher Education - Junior High/Intermediate/Middle School Education | |
| Teacher Education - Secondary Education | 89 |
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | |
| Teacher Education - English/Language Arts | 17 |
| Teacher Education - Foreign Language | 8 |
| Teacher Education - Health | |
| Teacher Education - Family and Consumer Sciences/Home Economics | |
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | 23 |
| Teacher Education - Music | |
| Teacher Education - Physical Education and Coaching | |
| Teacher Education - Reading | 67 |
| Teacher Education - Science | |
| Teacher Education - Social Science | |
| Teacher Education - Social Studies | 28 |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | 8 |
| | |

| | |
|---|---|
| Teacher Education - Chemistry | 5 |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | 1 |
| Teacher Education - German | |
| Teacher Education - History | |
| Teacher Education - Physics | 1 |
| Teacher Education - Spanish | 7 |
| Teacher Education - Speech | 48 |
| Teacher Education - Geography | |
| Teacher Education - Latin | |
| Teacher Education - Psychology | |
| Teacher Education - Earth Science | 2 |
| Teacher Education - English as a Second Language | |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education | |
| Education - Curriculum and Instruction | |
| Education - Social and Philosophical Foundations of Education | |
| Liberal Arts/Humanities | |
| Psychology | |
| Social Sciences | |
| Anthropology | |
| Economics | |
| Geography and Cartography | |
| Political Science and Government | |
| Sociology | |
| Visual and Performing Arts | |
| History | |
| Foreign Languages | |
| Family and Consumer Sciences/Human Sciences | |
| English Language/Literature | |
| Philosophy and Religious Studies | |
| Agriculture | |
| Communication or Journalism | |
| Engineering | |
| Biology | |
| Mathematics and Statistics | |

| | |
|---|---|
| Physical Sciences | |
| Astronomy and Astrophysics | |
| Atmospheric Sciences and Meteorology | |
| Chemistry | |
| Geological and Earth Sciences/Geosciences | |
| Physics | |
| Business/Business Administration/Accounting | |
| Computer and Information Sciences | |
| Other<br>Specify: | |

## Section I.f Program Completers

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

2011-12: 286

2010-11: 264

2009-10: 230

## Section II. Annual Goals - Mathematics

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

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

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

**Academic year 2011-12**

**Did your program prepare teachers in mathematics in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2011-12?**

16

**Did your program meet the goal for prospective teachers set in mathematics in 2011-12?**

No

**Description of strategies used to achieve goal, if applicable:**

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

Candidates in Adolescence Math are being held to a high standard in terms of entry into the program.

**Provide any additional comments, exceptions and explanations below:**

114 enrolled in program 2010-2011. Goal of 130. 127 enrolled in 2011-2012. Did not achieve goal.

**Academic year 2012-13**

**Is your program preparing teachers in mathematics in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2012-13?**

3

**Provide any additional comments, exceptions and explanations below:**

127 enrolled in program 2011-2012. Goal of 130. 93 enrolled in 2012-2013. Did not achieve goal.

**Academic year 2013-14**

**Will your program prepare teachers in mathematics in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2013-14?**

37

**Provide any additional comments, exceptions and explanations below:**

93 enrolled in program 2012-2013. Goal of 130. Hope to add 37 to program for 2013-2014.

## Section II. Annual Goals - Science

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

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

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

**Academic year 2011-12**

**Did your program prepare teachers in science in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in science in 2011-12?**

11

**Did your program meet the goal for prospective teachers set in science in 2011-12?**

No

**Description of strategies used to achieve goal, if applicable:**

Funding for teacher education in physics and an increased focus on Physics faculty partnering with area schools.

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

**Provide any additional comments, exceptions and explanations below:**

89 enrolled 2010-2011. Goal of 100 for 2011-2012. Did not meet goal.

**Academic year 2012-13**

**Is your program preparing teachers in science in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in science in 2012-13?**

16

**Provide any additional comments, exceptions and explanations below:**

84 enrolled 2011-2012. Goal of 100 for 2012-2013, 84 enrolled. Did not meet goal.

**Academic year 2013-14**

**Will your program prepare teachers in science in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in science in 2013-14?**

11

**Provide any additional comments, exceptions and explanations below:**

89 enrolled 2012-2013. Goal of 100 for 2013-2014.

## Section II. Annual Goals - Special Education

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

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

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

**Academic year 2011-12**

**Did your program prepare teachers in special education in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in special education in 2011-12?**

0

**Did your program meet the goal for prospective teachers set in special education in 2011-12?**

Yes

**Description of strategies used to achieve goal, if applicable:**

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

**Provide any additional comments, exceptions and explanations below:**

384 enrolled 2010-2011. Target enrollment 375. Total enrolled 2011-2012, 384.

**Academic year 2012-13**

**Is your program preparing teachers in special education in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in special education in 2012-13?**

0

**Provide any additional comments, exceptions and explanations below:**

384 enrolled 2011-2012. Target enrollment 375. Total enrolled 2012-2013, 352. Enrollment dropped. Did not maintain goal of 375.

**Academic year 2013-14**

**Will your program prepare teachers in special education in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in special education in 2013-14?**

23

**Provide any additional comments, exceptions and explanations below:**

352 enrolled for 2012-2013. Goal of 375 for 2013-2014.

Enrollment numbers generally within the School of Ed are reflective of the current job market. This is also true of Special Education.

## Section II. Annual Goals - LEP

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

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

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

**Academic year 2011-12**

**Did your program prepare teachers in instruction of limited English proficient students in 2011-12?**

No

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?**

**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?**

**Description of strategies used to achieve goal, if applicable:**

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

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2012-13**

**Is your program preparing teachers in instruction of limited English proficient students in 2012-13?**

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?**

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2013-14**

**Will your program prepare teachers in instruction of limited English proficient students in 2013-14?**

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?**

**Provide any additional comments, exceptions and explanations below:**

## Section II. Assurances

**Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.**

**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

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

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

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

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

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

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

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

All students who complete field experience and student teaching gain experience in working in high need schools. Many of our graduates either student teach in Rochester, NY, or have a field experience placement there. Our Xerox Center for Multicultural Education provides a series of weekly seminars focused on working with students with disabilities, students from low-income families, and students in urban environments. In addition, the Xerox Center sponsors a two-week summer camp and corresponding 'Saturday School' for urban secondary students (Grades 7-10). Many of our teacher candidates volunteer (mentor/tutor) in local schools.

## Section III. Assessment Rates

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| 006 -BIOLOGY CST<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | |
| 006 -BIOLOGY CST<br>Evaluation Systems group of Pearson<br>All program completers, 2011-12 | 7 | | | |
| 006 -BIOLOGY CST<br>Evaluation Systems group of Pearson<br>All program completers, 2010-11 | 2 | | | |
| 006 -BIOLOGY CST<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 12 | 269 | 12 | 100 |
| 007 -CHEMISTRY CST<br>Evaluation Systems group of Pearson<br>All program completers, 2011-12 | 2 | | | |
| 007 -CHEMISTRY CST<br>Evaluation Systems group of Pearson<br>All program completers, 2010-11 | 1 | | | |
| 007 -CHEMISTRY CST<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 2 | | | |
| 008 -EARTH SCIENCE CST<br>Evaluation Systems group of Pearson<br>Other enrolled students | 2 | | | |
| 008 -EARTH SCIENCE CST<br>Evaluation Systems group of Pearson<br>All program completers, 2011-12 | 1 | | | |
| 008 -EARTH SCIENCE CST<br>Evaluation Systems group of Pearson<br>All program completers, 2010-11 | 3 | | | |
| 008 -EARTH SCIENCE CST<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 3 | | | |
| 090 -ELEMENTARY ATS-W<br>Evaluation Systems group of Pearson<br>Other enrolled students | 91 | 269 | 90 | 99 |
| 090 -ELEMENTARY ATS-W<br>Evaluation Systems group of Pearson<br>All program completers, 2011-12 | 187 | 271 | 187 | 100 |
| 090 -ELEMENTARY ATS-W<br>Evaluation Systems group of Pearson<br>All program completers, 2010-11 | 203 | 273 | 203 | 100 |
| 090 -ELEMENTARY ATS-W<br>Evaluation Systems group of Pearson | 168 | 272 | 168 | 100 |

| | | | | |
|---|---|---|---|---|
| All program completers, 2009-10 | | | | |
| 003 -ENGLISH LANGUAGE ARTS CST<br>Evaluation Systems group of Pearson<br>Other enrolled students | 6 | | | |
| 003 -ENGLISH LANGUAGE ARTS CST<br>Evaluation Systems group of Pearson<br>All program completers, 2011-12 | 15 | 255 | 15 | 100 |
| 003 -ENGLISH LANGUAGE ARTS CST<br>Evaluation Systems group of Pearson<br>All program completers, 2010-11 | 19 | 254 | 19 | 100 |
| 003 -ENGLISH LANGUAGE ARTS CST<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 22 | 256 | 22 | 100 |
| 012 -FRENCH CST<br>Evaluation Systems group of Pearson<br>Other enrolled students | 3 | | | |
| 012 -FRENCH CST<br>Evaluation Systems group of Pearson<br>All program completers, 2011-12 | 1 | | | |
| 012 -FRENCH CST<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | |
| 001 -LIBERAL ARTS & SCIENCES TEST (LAST)<br>Evaluation Systems group of Pearson<br>Other enrolled students | 185 | 266 | 184 | 99 |
| 001 -LIBERAL ARTS & SCIENCES TEST (LAST)<br>Evaluation Systems group of Pearson<br>All program completers, 2011-12 | 268 | 271 | 268 | 100 |
| 001 -LIBERAL ARTS & SCIENCES TEST (LAST)<br>Evaluation Systems group of Pearson<br>All program completers, 2010-11 | 283 | 271 | 283 | 100 |
| 001 -LIBERAL ARTS & SCIENCES TEST (LAST)<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 257 | 269 | 257 | 100 |
| 065 -LITERACY CST<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | |
| 065 -LITERACY CST<br>Evaluation Systems group of Pearson<br>All program completers, 2011-12 | 40 | 270 | 40 | 100 |
| 065 -LITERACY CST<br>Evaluation Systems group of Pearson<br>All program completers, 2010-11 | 38 | 267 | 38 | 100 |
| | | | | |

| | | | | |
|---|---|---|---|---|
| 065 -LITERACY CST<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 47 | 268 | 47 | 100 |
| 004 -MATHEMATICS CST<br>Evaluation Systems group of Pearson<br>Other enrolled students | 8 | | | |
| 004 -MATHEMATICS CST<br>Evaluation Systems group of Pearson<br>All program completers, 2011-12 | 20 | 283 | 20 | 100 |
| 004 -MATHEMATICS CST<br>Evaluation Systems group of Pearson<br>All program completers, 2010-11 | 19 | 281 | 19 | 100 |
| 004 -MATHEMATICS CST<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 18 | 282 | 18 | 100 |
| 002 -MULTI-SUBJECT CST<br>Evaluation Systems group of Pearson<br>Other enrolled students | 44 | 262 | 44 | 100 |
| 002 -MULTI-SUBJECT CST<br>Evaluation Systems group of Pearson<br>All program completers, 2011-12 | 111 | 264 | 111 | 100 |
| 002 -MULTI-SUBJECT CST<br>Evaluation Systems group of Pearson<br>All program completers, 2010-11 | 130 | 264 | 130 | 100 |
| 002 -MULTI-SUBJECT CST<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 136 | 263 | 136 | 100 |
| 009 -PHYSICS CST<br>Evaluation Systems group of Pearson<br>All program completers, 2011-12 | 1 | | | |
| 009 -PHYSICS CST<br>Evaluation Systems group of Pearson<br>All program completers, 2010-11 | 1 | | | |
| 009 -PHYSICS CST<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | |
| 091 -SECONDARY ATS-W<br>Evaluation Systems group of Pearson<br>Other enrolled students | 28 | 268 | 28 | 100 |
| 091 -SECONDARY ATS-W<br>Evaluation Systems group of Pearson<br>All program completers, 2011-12 | 82 | 272 | 82 | 100 |
| 091 -SECONDARY ATS-W | 89 | 271 | 89 | 100 |

| | | | | |
|---|---|---|---|---|
| Evaluation Systems group of Pearson<br>All program completers, 2010-11 | | | | |
| 091 -SECONDARY ATS-W<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 97 | 270 | 97 | 100 |
| 005 -SOCIAL STUDIES CST<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | |
| 005 -SOCIAL STUDIES CST<br>Evaluation Systems group of Pearson<br>All program completers, 2011-12 | 24 | 253 | 24 | 100 |
| 005 -SOCIAL STUDIES CST<br>Evaluation Systems group of Pearson<br>All program completers, 2010-11 | 19 | 257 | 19 | 100 |
| 005 -SOCIAL STUDIES CST<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 22 | 255 | 22 | 100 |
| 020 -SPANISH CST<br>Evaluation Systems group of Pearson<br>Other enrolled students | 7 | | | |
| 020 -SPANISH CST<br>Evaluation Systems group of Pearson<br>All program completers, 2011-12 | 5 | | | |
| 020 -SPANISH CST<br>Evaluation Systems group of Pearson<br>All program completers, 2010-11 | 10 | 243 | 10 | 100 |
| 020 -SPANISH CST<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 7 | | | |
| 060 -STUDENTS WITH DISABILITIES CST<br>Evaluation Systems group of Pearson<br>Other enrolled students | 34 | 244 | 29 | 85 |
| 060 -STUDENTS WITH DISABILITIES CST<br>Evaluation Systems group of Pearson<br>All program completers, 2011-12 | 83 | 250 | 82 | 99 |
| 060 -STUDENTS WITH DISABILITIES CST<br>Evaluation Systems group of Pearson<br>All program completers, 2010-11 | 91 | 251 | 91 | 100 |
| 060 -STUDENTS WITH DISABILITIES CST<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 89 | 251 | 89 | 100 |
| 078 -THEATRE CST<br>Evaluation Systems group of Pearson | 1 | | | |

| | | | | |
|---|---|---|---|---|
| All program completers, 2010-11 | | | | |

## Section III. Summary Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---|---|---|---|
| All program completers, 2011-12 | 283 | 283 | 100 |
| All program completers, 2010-11 | 306 | 306 | 100 |
| All program completers, 2009-10 | 273 | 272 | 100 |

## Section IV. Low-Performing

**Provide the following information about the approval or accreditation of your teacher preparation program.**

**Is your teacher preparation program currently approved or accredited?**
Yes

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

**Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?**
No

## Section V. Technology

**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.**

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**
  Yes
- **use technology effectively to collect data to improve teaching and learning**
  Yes
- **use technology effectively to manage data to improve teaching and learning**
  Yes
- **use technology effectively to analyze data to improve teaching and learning**
  Yes

**Provide a description of 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.**

Our teacher candidates are provided a wide array of opportunities to study the role of technology in education and to use that technology in curriculum planning and instruction. Since Fall 2004, Milne Library and the School of Education have provided instructional technology training for teacher candidates prior to and during student teaching. In addition, School of Education faculty members have received training in the use of smart boards which have become more accessible within the School of Education. Teacher candidates in all programs are required to participate in a minimum of two instructional technology seminars which are held during the early weeks of their student teaching placements. Seminars include training in the use of different technology tools and are geared toward teaching effectively. After completing an initial technology seminar online - (Module I), which provides students with an overview including the technology requirements included in their student teaching placements, they move on to Module II (online starting Fall 2010) which covers diverse uses of technology in classrooms, kinds of technology available, as well as the technological climate of the internet in today's world. This module is an introductory lesson to appropriate and authentic uses of technology in classrooms. This lesson continues in the full seminar, should the student choose to enroll. Module III addresses the Teacher Education Resource Center, online resources for teacher candidates, Milne Library resources, and other locations students can look for technology resources. Students are guided through online resources, research sites, and they are shown TERC online. Other seminar offerings include topics such as Creating a Teacher Website, Creating an Interactive Multimedia PowerPoint, Using EduBlogs and PBWiki, Creating Podcasts & Enhanced Podcasts, webquests, interactive whiteboards, etc. All Teacher candidates are required to create and teach at least one lesson per placement that integrates educational technology. This is followed by a reflection on that lesson. Supervisors are expected to observe and evaluate the lesson using our Technology Lesson Rubric.

The principles of universal design are embedded in students' coursework, particularly in EDUC 204, SpEd 205, and EDUC 215. As students progress in the program, they are exposed to many strategies involved with differentiating instruction for all learners.

## Section VI. Teacher Training

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare general education teachers to:**

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

**Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively**

**teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

SUNY Geneseo education majors receive training to teach students with disabilities and students who are limited English proficient. They all receive instruction in these areas prior to student teaching. Students in each major (Early Childhood, Childhood, Childhood with Special Education and Adolescence) all receive training in working with students with special learning issues. In our program there is a specialized class that deals with characteristics, behavior, and assessments. In addition, in our CURR 213 class, students who are limited English proficient is a focus.

In addition, they are expected to document instructional modification strategies during their student teaching semester.

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

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

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

Our special education majors are trained to teach students with disabilities and students who are limited English proficient. In addition, they are trained to participate as a member of individualized education program teams. Starting with SPED 231, our Introduction to Special Education course, and concluding with their capstone experience of student teaching, students learn the principles of Universal Design. Differentiating their instructional program to meet the many learning/emotional needs of their students is a major focus of their training. This includes working with individualized education program teams and students who are limited English proficient.

## Section VII. Contextual Information

**Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

### Supporting Files

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 12/31/2015)