



VIEW TITLE II REPORTS

SUBMIT REPORTS

About Title II | Contacts

Login

Webinars

Technical Assistance

User Manuals

SUC Geneseo
Traditional Program

2017 | Title II Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: SUC Geneseo
Institution/Program Type: Traditional
Academic Year: 2015-16
State: New York

Address: 1 College Circle
 221 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 comments 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	Data not reported	Data not reported

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 2015-16

3.51

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 2015-16

3.33

Please provide any additional comments about the information provided above:

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	Data not reported	Data not reported

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 2015-16

3.56

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.92

Please provide any additional comments about the information provided above:

Section I.c 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.

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

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

Total number of students enrolled in 2015-16:	639
Unduplicated number of males enrolled in 2015-16:	131
Unduplicated number of females enrolled in 2015-16:	508

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	30
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	27
Black or African American:	9
Native Hawaiian or Other Pacific Islander:	0
White:	507
Two or more races:	15

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

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	8
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	26
Number of students in supervised clinical experience during this academic year	139

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

To clarify something, we only included the adjunct lectures in our count of 26 for "Number of adjunct faculty supervising clinical experience during this academic year. However, if you look at IHE and PreK-12 staff involved, we have an additional 278 cooperating teachers that are not technically labeled as adjunct. If you are looking for the combined number for that it would be 304.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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	68
Teacher Education - Early Childhood Education	9
Teacher Education - Elementary Education	80
Teacher Education - Junior High/Intermediate/Middle School Education	52
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	44
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	16
Teacher Education - Foreign Language	7
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	9
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	35
Teacher Education - Science Teacher Education/General Science	8
Teacher Education - Social Science	
Teacher Education - Social Studies	12
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	12
Teacher Education - Physics	2
Teacher Education - Spanish	6
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	

Education - Other Specify:	
-------------------------------	--

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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	68
Teacher Education - Early Childhood Education	9
Teacher Education - Elementary Education	80
Teacher Education - Junior High/Intermediate/Middle School Education	52
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	16
Teacher Education - Foreign Language	7
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	9
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	35
Teacher Education - Science	8
Teacher Education - Social Science	
Teacher Education - Social Studies	12
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	12
Teacher Education - Physics	2
Teacher Education - Spanish	6
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
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	

ECONOMICS	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	12
Foreign Languages	7
Family and Consumer Sciences/Human Sciences	
English Language/Literature	16
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	2
Mathematics and Statistics	9
Physical Sciences	6
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	4
Geological and Earth Sciences/Geosciences	
Physics	2
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2015-16: 167

2014-15: 199

2013-14: 277

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 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

5

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

Our strategic enrollment and marketing plan calls for a 10% increase in adolescence mathematics majors in the School of Education each year for the next three years. Currently, through our college's participation in New York State's Master Teacher Program, a cohort of master teachers in local school districts encourage their own students to consider a career in mathematics teaching.

NOYCE Grant which provides scholarships for math and science candidates and for summer internships. In addition, we are partnering with local schools in the area as well as New York City and Long Island to market our program. We are also reaching out to area community colleges in a variety of ways including the creation of seamless admission and fee waiver programs for students who are dually admitted.

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 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

7

Provide any additional comments, exceptions and explanations below:

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. (**S205(a)(1)(A)(ii)**, **S206(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 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

5

Did your program meet the goal for prospective teachers set in science in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

Our strategic enrollment and marketing plan calls for a 10% increase in adolescence science majors in the School of Education each year for the next three years. Through this plan, we plan to combine the efforts of the School of Education, Office of Admissions, and Marketing & Communication to focus our efforts in recruitment. Currently, through our college's participation in New York State's Master Teacher Program, a cohort of master teachers in local school districts encourage their own students to consider a career in science teaching. In addition, they are a valuable resource in terms of hosting our teacher candidates both in field placements and student teaching. We are in the third year of a 5-year NOYCE Grant which provides scholarships for math and science candidates and for summer internships. We did have a 3-year grant from PhysTEC to recruit physics students into teaching and activities begun in the grant are continued by students and faculty in the physics department.

In addition, we are partnering with local schools in the area as well as New York City and Long Island to market our program. We are also reaching out to area community colleges in a variety of ways including the creation of seamless admission and fee waiver programs for students who are dually admitted.

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 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

8

Provide any additional comments, exceptions and explanations below:

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 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

10

Did your program meet the goal for prospective teachers set in special education in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

Our strategic enrollment and marketing plan calls for a 10% increase in special education majors in the School of Education each year for the next three years. Through this plan, we plan to combine the efforts of the School of Education, Office of Admissions, and Marketing & Communication to focus our efforts in recruitment. Currently we are working with partner schools who have expressed interest in hiring Geneseo Special Education candidates and with schools with specialized settings for students with severe disabilities who consistently choose to work with Geneseo candidates. We are in the process of opening a master's level program in Adolescence Special Education.

In addition, we are partnering with local schools in the area as well as New York City and Long Island to market our program. We are also reaching out to area community colleges in a variety of ways including the creation of seamless admission and fee waiver programs for students who are dually admitted.

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 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

How many prospective teachers did your program plan to add in special education in 2016-17?

10

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

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

26

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional

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

Information about teacher shortage areas can be found at <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 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

NA

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 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

No

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

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 Data Dates

SECTION III ASSESSMENT PASS RATES

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
202-ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson Other enrolled students	51	531	39	76
202-ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All program completers, 2015-16	102	542	100	98
202-ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All program completers, 2014-15	117	542	109	93
202-ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All program completers, 2013-14	104	542	99	95
006-BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2015-16	2			
006-BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2014-15	4			
006-BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2013-14	6			
007-CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2015-16	3			
007-CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2014-15	4			
007-CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2013-14	1			
TP014-EARLY CHILDHOOD Evaluation Systems group of Pearson Other enrolled students	1			
TP014-EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2015-16	3			
TP014-EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2014-15	5			
TP014-EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2013-14	2			
008-EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2014-15	1			
008-EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2013-14	1			
201-EDUCATING ALL STUDENTS Evaluation Systems group of Pearson Other enrolled students	39	535	37	95
201-EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2015-16	114	538	114	100
201-EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2014-15	123	539	121	98
201-EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2013-14	104	541	104	100

090-ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2015-16	11	273	11	100
090-ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2014-15	5			
090-ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2013-14	18	272	18	100
TP110-ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
TP110-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	45	57	44	98
TP110-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	63	60	62	98
TP110-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	42	58	42	100
003-ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2013-14	6			
003.1-ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson Other enrolled students	6			
003.1-ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	12	541	11	92
003.1-ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	9			
012-FRENCH CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
012-FRENCH CST Evaluation Systems group of Pearson All program completers, 2014-15	1			
012-FRENCH CST Evaluation Systems group of Pearson All program completers, 2013-14	1			
001-LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2013-14	12	267	12	100
004-MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
004-MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2014-15	10	280	10	100
004-MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2013-14	11	277	11	100
004.1-MATHEMATICS CST.1 Evaluation Systems group of Pearson Other enrolled students	8			
004.1-MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	8			
004.1-MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	3			
1211-MULTI-SUBJECT BIRTH TO GRADE 2	3			

Evaluation Systems group of Pearson Other enrolled students				
1211-MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2015-16	6			
1211-MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2014-15	3			
002-MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2015-16	6			
002-MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2014-15	46	259	45	98
002-MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2013-14	62	256	60	97
1221-MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson Other enrolled students	18	1693	18	100
1221-MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2015-16	64	1681	64	100
1221-MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2014-15	30	1665	28	93
009-PHYSICS CST Evaluation Systems group of Pearson Other enrolled students	3			
009-PHYSICS CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
009-PHYSICS CST Evaluation Systems group of Pearson All program completers, 2014-15	2			
902-SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2015-16	1			
091-SECONDARY ATS-W Evaluation Systems group of Pearson Other enrolled students	1			
091-SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2015-16	6			
091-SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2014-15	5			
091-SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2013-14	6			
TP003-SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	10	49	10	100
TP003-SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	8			
TP003-SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	5			
TP004-SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	11	49	11	100
TP004-SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson	11	47	11	100

All program completers, 2014-15				
TP004-SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	9			
TP005-SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	6			
TP005-SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	12	49	12	100
TP005-SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	11	47	11	100
TP006-SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	5			
TP006-SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	7			
TP006-SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	5			
005-SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	3			
005-SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2015-16	12	255	12	100
005-SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2014-15	10	246	10	100
005-SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2013-14	11	248	11	100
020-SPANISH CST Evaluation Systems group of Pearson Other enrolled students	1			
020-SPANISH CST Evaluation Systems group of Pearson All program completers, 2015-16	6			
020-SPANISH CST Evaluation Systems group of Pearson All program completers, 2014-15	4			
020-SPANISH CST Evaluation Systems group of Pearson All program completers, 2013-14	3			
TP012-SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
TP012-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	5			
TP012-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	3			
060-STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
060-STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2014-15	17	249	17	100
060-STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2013-14	45	252	45	100

060.1-STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson Other enrolled students	7			
060.1-STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	53	553	53	100
060.1-STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	43	559	43	100
060.1-STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2013-14	2			
TP020-WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2015-16	6			
TP020-WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2014-15	4			
TP020-WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2013-14	4			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	123	117	95
All program completers, 2014-15	129	120	93
All program completers, 2013-14	118	110	93

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 Use of 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 are now available in all School of Education instructional classrooms. 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 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 classroom. 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 and Interactive Multimedia Powerpoint, Using EduBlogs and PBWiki, Thinglink, Creating Podcasts and 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. All candidates are now required by state regulation to spend a minimum of 15 field hours working with students with disabilities. 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, working with students who are limited English proficient is a focus.

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.

Evidence that our program uses to demonstrate the extent to which we prepare special education teachers to teach students with disabilities effectively is seen in our September 2016 CEC SPA Report.

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

Complete Report Card

AY 2015-16

