NY | **SUC Geneseo**
Traditional Report AY 2023-24
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

1 College Circle

220 Erwin

CITY

Geneseo

STATE

New York ▼

ZIP

14454

SALUTATION

Dr. ▼

FIRST NAME

Matthew

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Pastizzo

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), 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

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1337	Teacher Education - Earth Science	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1329	Teacher Education - Physics	UG	
13.1315	Teacher Education - Reading	PG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

13

Program Requirements

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

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

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

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- ● Yes
- ○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

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

Element	Admission		Completion	
	Yes	No	Yes	No
Essay or personal statement	○	●	○	●
Interview	○	●	○	●
Other Specify: Respond to 4 disposition prompts	●	○	○	●

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.)

2.75

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:

A transcript is required for admission to SUNY Geneseo but not the School of Education.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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	
	Yes	No	Yes	No
Transcript	●	○	○	●
Fingerprint check	●	○	○	●
Background check	●	○	○	●
Minimum number of courses/credits/semester hours completed	●	○	●	○
Minimum GPA	●	○	●	○
Minimum GPA in content area coursework	●	○	●	○
Minimum GPA in professional education coursework	●	○	●	○
Minimum ACT score	○	●	○	●
Minimum SAT score	○	●	○	●
Minimum basic skills test score	○	●	○	●

Element	Admission		Completion	
Subject area/academic content test or other subject matter verification	● Yes	○ No	○ Yes	● No
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify:	○ Yes	○ No	○ Yes	○ No

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

> 3

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

> 3

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

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2023-24. **(§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))**

Are there programs with student teaching models?

● Yes
○ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	100
Number of clock hours required for student teaching	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	
Years required of teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	11.5
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	36
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	351
Number of students in supervised clinical experience during this academic year	224

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

Average number of clock hours of supervised clinical experience required prior to student teaching is 150 dual certification and 100 for Adolescence Education.

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

2023-24 Total	
Total Number of Individuals Enrolled	1045
Subset of Program Completers	257

Gender	Total Enrolled	Subset of Program Completers
Male	222	47
Female	823	210
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	4	0
Asian	19	2
Black or African American	11	1
Hispanic/Latino of any race	62	15
Native Hawaiian or Other Pacific Islander	3	1
White	898	226
Two or more races	7	1

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	41	11

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2023-24.

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 2023-24**

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**	67
13.1202	**Teacher Education - Elementary Education**	146

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	76
13.1210	Teacher Education - Early Childhood Education	79
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	17
13.1306	Teacher Education - Foreign Language	5
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	13
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	35
13.1316	Teacher Education - Science Teacher Education/General Science	9
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	32
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	32
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	3
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. 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?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2023-24**

If this provider 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	67
13.1202	Teacher Education - Elementary Education	146
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	76
13.1210	Teacher Education - Early Childhood Education	79
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	17
13.1306	Teacher Education - Foreign Language	5
13.1307	Teacher Education - Health	0

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	13
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	35
13.1316	Teacher Education - General Science	9
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	32
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	31
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	3
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: 0	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0
09	Communication or Journalism	0

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	5
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	17
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	4
27	Mathematics and Statistics	13
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	9
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	0
52	Business/Management/Marketing	0
54	History	32

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. 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

Note: This section is preloaded from the prior year's IPRC.

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:

Our programs are aligned with the commissioner's regulation 52.21 which cover the same constructs as the assurances. 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. Many of our teacher candidates volunteer (mentor/tutor) in local schools.

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))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Our goal is to increase enrollment by at least 1 student. This goal is based upon 22-23 in progress numbers and Fall 2022 enrollment counts as of May 2023.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

No specific strategies to recruit for Mathematics

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

N/A

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

N/A

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Our goal is to increase enrollment by at least 1 student. This goal is based upon 23-24 in progress numbers and Fall 2023 enrollment counts as of April 2024.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Our goal is to increase enrollment by at least 1 student. This goal is based upon 24-25 in progress numbers and Fall 2024 enrollment counts as of April 2025.

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))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Our goal is to increase enrollment by at least 6 students. This goal is based upon 22-23 in progress numbers and Fall 2022 enrollment counts as of May 2023.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

We currently have two NSF Noyce Grants to recruit science candidates. The project teams meet regularly to discuss various aspects of the grant including recruitment.

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

N/A

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

N/A

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Our goal is to increase enrollment by at least 7 students. This goal is based upon 23-24 in progress numbers and Fall 2023 enrollment counts as of April 2024.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Our goal is to increase enrollment by at least 1 student. This goal is based upon 24-25 in progress numbers and Fall 2024 enrollment counts as of April 2025.

Annual Goals: Special Education

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

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Our goal is to increase enrollment by at least 1 students. This goal is based upon 22-23 in progress numbers and Fall 2022 enrollment counts as of May 2023.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

No specific recruitment strategies for Special Education

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

N/A

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

N/A

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Our goal is to increase enrollment by at least 1 students. This goal is based upon 23-24 in progress numbers and Fall 2023 enrollment counts as of April 2024.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Our goal is to increase enrollment by at least 1 students. This goal is based upon 24-25 in progress numbers and Fall 2024 enrollment counts as of April 2025.

Annual Goals: Instruction of Limited English Proficient Students

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

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 blank (or **clear responses already entered**).

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

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

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

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- ○ Yes
- ● No

10. Describe your goal.

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 RTI's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

>> Assessment Pass Rates

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
160 -BIOLOGY CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
160 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2023-24	3			
160 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2022-23	1			
160 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2021-22	2			
161 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2023-24	1			
161 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
162 -EARTH SCI CST Evaluation Systems group of Pearson All program completers, 2023-24	1			
162 -EARTH SCI CST Evaluation Systems group of Pearson All program completers, 2022-23	1			
162 -EARTH SCI CST Evaluation Systems group of Pearson All program completers, 2021-22	2			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	17	548	17	100
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson Other enrolled students	3			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2023-24	182	539	182	100
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2022-23	191	540	191	100
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2021-22	211	541	210	100
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2023-24	13	555	13	100
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2022-23	17	549	17	100
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2021-22	17	550	17	100
121 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2022-23	1			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2023-24	11	549	9	82

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2022-23	11	568	11	100
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2021-22	18	561	18	100
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2023-24	52	1678	51	98
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2022-23	62	1668	61	98
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2021-22	63	1666	62	98
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
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, 2023-24	110	1670	102	93
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2022-23	120	1670	118	98
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2021-22	136	1667	134	99
163 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2023-24	1			
163 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2022-23	1			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2023-24	20	546	19	95

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2022-23	30	552	30	100
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2021-22	25	550	24	96
129 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2023-24	3			
129 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2022-23	4			
129 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2021-22	2			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2023-24	51	558	51	100
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2022-23	55	554	55	100
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2021-22	69	554	69	100
Assessment code - Assessment name Test Company Group	**Number taking tests**	**Avg. scaled score**	**Number passing tests**	**Pass rate (%)**

Summary Pass Rates

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

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	185	177	96
All program completers, 2022-23	191	190	99
All program completers, 2021-22	211	208	99

Low-Performing

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

Note: This section is preloaded from the prior year's IPRC.

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

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.**

   Teacher candidates are expected to integrate technology in their lessons as they progress through their coursework. In all courses, teacher candidates use the SOE standard lesson plan which requires the integration of technology into each lesson. During coursework at the initial level, the use of technology is modeled in courses starting with INTD 203 (Block 1) - Social Foundations of Education in the US. As candidates progress through the blocks that culminate in student teaching, they are expected to continually improve their ability to integrate technology into their lessons and curriculum. This requirement spans certification areas. In the Social Foundations of Education in the US course, which is required in all initial preparation programs, teacher candidates are fully immersed in the use of instructional technology in a course that later leads to field work. Teacher candidates are asked to incorporate technology and reflect on their choices as part of coursework that is integrated within their field experiences in CURR 316 or EDUC 204/206. Item 3b on the assignment rubric "Integrating and Applying Instructional Technology," measures this. Instructors scored 64.5% of candidates Distinguished (3 out of 3) and 27.9% Proficient (2 out of 3) for a combined 92.4%. All candidates are also required to complete a technology-based lesson plan during student teaching which is evaluated by both the cooperating teacher and university supervisor. To further strengthen the connection between school partners and the SOE, certain class sessions of 213/316 and 313/317 take place at partner school sites to allow for cooperating teachers to attend and gain knowledge on new technological applications. The rating that undergraduate student teachers receive while student teaching is reflective of the instruction and practice they have completed in prior semesters. Student teachers are rated highly on the use of media and technology as reflected below: Criterion 25 is "intentionally engaging students in the effective use of technology." Evaluators rated 48.0% Distinguished (3 out of 3) and 50.2% Proficient (2 out of 3) for a combined 98.2%. In our advanced program, candidates have engaged students in creating wikis,

blogs, podcasts, imovies, prezi, short videos through the app Clips, and stop-motion animation. Candidates have asked students to make recordings using Garageband. Also in our advanced program, candidates have the opportunity to work with technology at multiple points during their coursework. Candidates work to reach this goal through time spent working with students during literacy clinics in high needs areas including Avon, NY and Rochester, NY. These clinics provide exposure to different educational contexts while allowing SUNY Geneseo students the opportunity to integrate technology lessons they have learned in the classroom.

Teacher Training

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

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

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

   a. **Teach students with disabilities effectively**

   The coursework in all our education programs are attentive to multiple forms of diversity, as a survey of program course instructors has shown. Furthermore, we attend specifically to disability in, for instance, our teaching & use of Universal Design for Learning in the lesson plans our students use in program courses. 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 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. While not all field visits include students with IEPs, in most of the classrooms a number of students are in the process of being observed & assessed with an eye to possible future classification, and/or are being supported by teacher aides, specialized staff (e.g., OTs, PTs, speech), and/or consultant teachers. The teacher candidates draw on their coursework and field visits to reflect on how well these settings support the education of all students, but with a primary focus on students who have learning challenges.

   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.***

   This rarely happens, except for Childhood with Special Education candidates, but occasionally our non-Special Education student teachers are able to sit in on CSE, CPSE, or PST meetings.

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

   The first undergraduate literacy course, CURR 213, provides introductory instruction on working with multilingual learners such as English Language Learners (ELL) and providing English as a New Language (ENL) specialized instruction. In January 2020, the literacy faculty met to add a major focus to CURR 213 on assessment and instruction of Tier 3 struggling readers, including students with dyslexia. At the same meeting, the faculty added a major focus on English Language Learners and English as a New Language instruction to the second undergraduate literacy course, CURR 313. Full implementation occurred in all course sections during the Fall 2020 semester. Classroom Management for Early Childhood Education, EDUC 326, taken by Early Childhood majors, contains modules on working with culturally and linguistically diverse parents and culturally responsive practices -- including a focus on culturally responsive positive behavior interventions and supports.

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**

   Starting with Intro to Special Education in Block I candidates start working with children with disabilities. In Block II, SPED 224 candidates spend 25 hours in the field and they get the chance to teach a lesson to an inclusive classroom. In Block IV candidates do behavioral observations as part of the

practicum hours . Block V has 25 hours where candidates are placed in a special education setting and have a chance to co-teach with a special education teacher. They also have the opportunity to work on an assessment project.

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.*

Students in the SPED 383 class work on a case study IEP as part of the class and this is a key assignment. During student teaching, students who are in the Childhood/Special Education get the opportunity to work on an IEP - and if they are in the placement and their IEP meetings candidates get the opportunity to participate in the meetings.

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

The two literacy courses, CURR 213 and 313, for which attention to Tier 3/readers with dyslexia and multilingual learners is described in section (a) above, are required for both elementary education and special education majors. Additionally, special education candidates take coursework in high incidence disabilities, which includes modules on teaching methods for culturally and linguistically diverse exceptional learners (SPED 372). Coursework in assessment, SPED 382, incorporates considerations and best practices for assessing students who are English learners. SPED 385, which focuses on collaboration and co-teaching, provides ample background skill development for novice teachers who will be within the current general education classroom collaboration model in NYS for providing ESOL services to students who are LEP.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

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:

Abbey Dziedzic Baird

TITLE:

Director of Assessment and Accreditation

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:

Matthew Pastizzo

TITLE:

Director of Institutional Research and Effectiveness