title II
higher
education
act

2019 TITLE II REPORTS
National Teacher Preparation Data

NY | **Adelphi University**
Traditional Report AY 2017-18
New York

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

1 South Ave

Harvey Hall

CITY

Garden City

STATE

New York

ZIP

11530-4213

SALUTATION

Ms.

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Patricia

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Esposito

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

○ **Yes**
● **No**

If yes, provide the following:

AWARD YEAR

[   ]

GRANTEE NAME

[   ]

PROJECT NAME

[   ]

GRANT NUMBER

[   ]

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

○ **Residency**

○ **Pre-baccalaureate**

○ **Both Residency and Pre-baccalaureate**

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

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 **https://www2.ed.gov/programs/tqpartnership/awards.html**.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Adolescence Stud w/Disabilities Dual with extension-Postgraduate	No	
Art Education-Postgraduate	No	
Art Education-Undergraduate	No	
Bilingual Childhood Special Education 1-6 Postgraduate	No	
Childhood Education-Postgraduate	No	
Childhood Special Education Dual 1-6 - Postgraduate	No	
Communication Disorders-Speech and Language Disabilities-Postgraduate	No	
Early Childhood Special Education Dual B-2 - Postgraduate	No	
Educational Theatre-Postgraduate	No	
English Education 7-12 - Postgraduate	No	
English to Speakers of Other Languages-Postgraduate	No	
Health Education-Postgraduate	No	
Mathematics Education 7-12 - Postgraduate	No	
Music Education-Undergraduate	No	

Total number of teacher preparation programs: 22

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Physical Education and Health Education-Undergraduate	No	
Physical Education-Postgraduate	No	
Physical Education-Undergraduate	No	
Scholars Teacher Education 5 yr. Program BA/MA	No	
Scholars Teacher Education 5 yr. Program BS/MA	No	
Science Education 7-12 Areas - Postgraduate	No	
Science Education 7-12 Areas with Bilingual Extension - Postgraduate	No	
Social Studies Education 7-12 - Postgraduate	No	
Total number of teacher preparation programs: 22		

Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> Admissions

>> Undergraduate Requirements

>> Postgraduate Requirements

>> Supervised Clinical Experience

Admissions

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

Other ▼

If Other, please specify:

see below

2. Does your initial teacher certification program conditionally admit students?

● Yes
○ No

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

http://admissions.adelphi.edu/

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

There are three main pathways in which teacher candidates are enrolled: 1. they may be accepted as freshman (physical education, Physical/Health education, music and art), 2. they may be accepted prior to earning 64 credits as an undergraduate student into a five year undergraduate/graduate program, and 3. they may be accepted as graduate students post bachelors.

Undergraduate Requirements

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

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 rest of the page blank (or clear responses already entered) then click save at the bottom of the page.**

Element	Required for Entry		Required for Exit	
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
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 was the median GPA of individuals accepted into the program in academic year 2017-18?

3.2

4. 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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.4

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

Postgraduate Requirements

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

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 rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
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
Essay or personal statement	◉ Yes	○ No	○ Yes	◉ No
Interview	○ Yes	◉ No	○ Yes	◉ No
Other Specify: Graduate Record Exam (GRE) or equivalent	◉ 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 was the median GPA of individuals accepted into the program in academic year 2017-18?

> 3.34

4. 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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

> 3.52

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. **(§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))**

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	130
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	28.8
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	438.5
Number of students in supervised clinical experience during this academic year	633

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

Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

Enrollment

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 2017-18	398
Unduplicated number of males enrolled in 2017-18	121
Unduplicated number of females enrolled in 2017-18	277

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. **(§205(a)(1)(C)(ii)(H))**

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	63
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	0
Asian	18
Black or African American	17
Native Hawaiian or Other Pacific Islander	0
White	279
Two or more races	49

2017-18	Number Enrolled
American Indian or Alaska Native	0
Asian	18

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.

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. 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))**

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	45
13.1210	Teacher Education - Early Childhood Education	18
13.1202	Teacher Education - Elementary Education	80
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	21
13.1205	Teacher Education - Secondary Education	43
13.1206	Teacher Education - Multiple Levels	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	13
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	24
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	3
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	10
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	26
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	13
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	1
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	3

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	89
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	2
13.14	Teacher Education - English as a Second Language	4
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	14
13.99	Education - Other Specify: educational leadership- sbl	2

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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.

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	19
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	10
42	Psychology	13
45.01	Social Sciences	
45.02	Anthropology	1
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	
45.11	Sociology	6
50	Visual and Performing Arts	
54	History	4
16	Foreign Languages	3
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	16
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	
14	Engineering	

CIP Code	Academic Major	Number Prepared
26	Biology	2
27	Mathematics and Statistics	6
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	2
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	1
52	Business/Business Administration/Accounting	2
11	Computer and Information Sciences	
99	Other Specify:	

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

Program Completers

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

2017-18	235
2016-17	246
2015-16	257

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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 **https://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 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

> 1

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- ● Yes
- ○ No
- ○ Not applicable

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:

7. Is your program preparing teachers in mathematics in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

1

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

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

1

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

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 **https://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 2017-18

1. Did your program prepare teachers in science in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

1

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- ○ Yes
- ● No
- ○ Not applicable

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:

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- ◉ Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

1

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

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- ◉ Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

1

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

In 2019, faculty submitted a National Science Foundation/Noyce Scholarship Program proposal entitled, "The New York Noyce STEAM Pipeline: Preparing Next Generation Science Teachers: Phase II" which is currently pending but with indication as selected for funding and will support 24 science teachers over 4 years. Furthermore, faculty have submitted three program proposals to support the New York City Department of Education Teaching Fellows program with the goal of increasing enrollment in science education including; 1) Alternative Certification Program; Master of Arts (M.A.): Science Education Immersion Program; Transitional B Certificate: 7-12 Biology, Chemistry, Earth Science or Physics; 2) Traditional Pipeline, Master of Arts (M.A.): Science Education Immersion Program, 7-12 Biology, Chemistry, Earth Science or Physics and Master of Arts (M.A.); and 3) Bilingual Science, 7-12 Biology, Chemistry, Earth Science or Physics with a Bilingual Extension.

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 https://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 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

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

> 1

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- ○ Yes
- ● No
- ○ Not applicable

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:

Certification in Special education is still a high need area in New York State so this may help us recruit more students.

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

> 1

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

We're looking into the following: • Low enrollments with consultants. • Reducing program load (number of required credits) to make us more competitive with local area universities. • Adding guided electives to make our program unique, blended and online courses to attract more students. Two online advanced certificate programs are launching in Fall of 2018. Adding program of Advanced Graduate Study (CAGs) in Childhood Special Education.

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

1

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

Planning to launch Advanced Graduate Study (CAGs) program in Adolescent Special Education in Hauppauge in Fall 2019 and CAGs in Childhood Special Education in Hauppauge in Spring 2020. Faculty have submitted four program proposals to support the New York City Department of Education Teaching Fellows program with the goal of increasing enrollment in special education including: 3 Certificates of Advanced Graduate Study (CAGs) program in Childhood, Adolescent, and Autism; and 1 Dual Adolescent Special Education Master's Program.

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 **https://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 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

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

1

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- ○ Yes
- ● No
- ○ Not applicable

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:

Three proposals were submitted to the NYC DOE Office of English Language Learners by TESOL and Childhood Education Professors in January to provide Professional Development Services (classroom coaching) and workshop series at the Manhattan Center, developed specifically for New York

City teachers of Ells.

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

1

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

A proposal was submitted on January 10, 2018 in response to the New York State Education Department RFP to implement a Clinically Rich ITI-BE (ESOL) and ITI-BE (Bilingual Education) to train and re-certify General Education teachers from 5 Unified School Districts on Long Island: Amityville, Freeport, Hicksville, Roosevelt and South Huntington. (20 students per year for 5 years) Planning to submit new proposal to expand CR ITI BE (ESOL) and CR ITI BE (Bilingual Education) to train and recertify New York City general education teachers working for the NYC DOE (20 students a year for 5 years)

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

1

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

NYSED funded proposals for Clinically Rich ITI-BE (ESOL) and ITI-BE (Bilingual Education) in both Long Island (20 students per year for 5 years) and Manhattan (20 students per year for 5 years) in December 2018. Cohorts began in Manhattan and Long Island in January 2019. Faculty have submitted two program proposals to support the New York City Department of Education Teaching Fellows program with the goal of increasing enrollment in teachers for ENLs, including 1) M.A. TESOL and 2) Bilingual Science, 7-12 Biology, Chemistry, Earth Science or Physics with a Bilingual Extension.

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.

1. 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:

1. Strategies for Preparing Adelphi University Teacher Candidates to Teach Children with Disabilities All Teacher candidates in the Childhood education programs are required to take one special education course, Introduction to Special Education (600), or for the Undergraduates, The Child with Special Needs (305). Teacher candidates in the secondary education programs are required to take Managing Inclusive Environments (560). These course meet the NYSED requirement for autism. All teacher candidates in Childhood and Secondary education are required to take Health Education for Teachers: Child Abuse, Violence, HIV/AIDS, ATOD Education and other Health Issues (610) 600 - Introduction to Special Education This course is designed to introduce regular education and prospective special education teachers to students with special needs. Topics include the legal/historical foundation of special education, referral and identification processes, family involvement, and descriptions of student with the various classifications as well as students with special health care needs. The course will focus on the Individual Education Plan (IEP) and research-based teaching strategies. Field (practicum) experiences constitute part of the course requirements, including the child study and observation in settings that include special education students. 560 – Managing Inclusive Environments - Course Description This course is designed to introduce educators to the legal and structural changes in the current educational landscape that permit the accommodation of students with special needs in general education classrooms; to explore professional obligations that attach to these changes for example, and to study classroom management options that maximize learning and minimize distractions in inclusive secondary classrooms. 610 - Health Education for Teachers: Child Abuse, Violence, HIV/AIDS, ATOD Education and other Health Issues This course explores health issues relevant to students (K-12); child abuse and abduction prevention, violence prevention, HIV/AIDS education, sexuality education, chronic and communicable diseases, puberty, sexual orientation, tobacco, alcohol and other drugs, nutrition, physical fitness, body image, and mental health. Course work in violence prevention, drug education, HIV/AIDS and child abuse will satisfy NYS certification mandates for school teachers. Students will utilize concepts such as multiple intelligence, cooperative education, curriculum integration and skill acquisition as they relate to curricula that they can implement in their own classrooms. Additionally, in compliance with NYSED mandates, all teacher candidates must have at least one diverse and/or high-needs placement in their fieldwork and student teaching. This is arranged through the Office of School and Community Partnership. 2. Teaching Special Populations Adelphi University offers multiple programs that are focused on preparing teachers for populations with special needs including Special Education for Early Childhood, Childhood, Adolescence, and Bilingual. Additionally, there is a TESOL program which prepares Teachers for Teaching English to Speakers of Other Languages. We have started to purchase Adaptive Technology equipment for faculty to use in teaching courses. This is a move towards putting an emphasis on instructional methodology and Adaptive Technology for all programs in special education. We envision that in the future we would have a structured setting where our teacher candidates can explore in greater detail components of the classroom in a controlled environment. Pieces of the curriculum taught in our courses can be better modeled in a lab setting. With this lab we would be able to incorporate cutting edge best practices into our core courses. Candidates would be able to examine specific Adaptive Technologies that are not currently available to them to differentiate instruction with hands-on experience which we could not provide without a separate lab. Teacher candidates will be able to use the lab to practice skill sets such as administering assessments, practicing peer-to-peer strategies and lesson design, and utilizing extant technologies and experimentation with newer devices, particularly in view of our developing curriculum in autism and moderate and severe disabilities. 3. To Prepare Teacher Candidates to Work Effectively with Low Income Populations and Students with Limited English Proficiency The Office of Professional Experiences and Community Engagement (PECE) is committed to supporting students throughout their fieldwork and clinical experiences. We seek school placements that will better position them to secure employment. School sites are considered based on their commitment to provide a rich student teaching experience through the collaborative work between mentor teachers and university field supervisors. Sites are also selected to match certification area(s) sought and the school environment that can support university expectations and NYSED standards. Sites include public, private, center-based schools. The various student teaching models provide students with an

opportunity to consider their academic, financial, and personal commitments. Our goal is to keep in mind the needs of our students and to offer an experience that facilitates their transition from student to professional. Year-Long Student Teaching Experience University Model Program Adelphi University continues to offer a Model Program, which is a collaborative effort between our university and school district personnel to best prepare teacher candidates for professional practice. Our emphasis is on shared responsibility for teacher preparation, collaboration, and cooperation between the university and the school community. This program was created in 2004 with 5 districts in Nassau County, and has now expanded to 17 districts across Nassau, Suffolk, and Queens counties. Of special note for this program, 75% of the districts in the program are diverse sites, which are defined by NY State by the percentage of non-white students, free/reduced lunch, and LEP (Limited English Proficiency). The teacher candidates in this program work in one district over the course of an entire school year, rather than merely one semester. They first work as participant observers in the fall semester of the school year, and then as student teachers in the spring semester of the school year. As participant observers from September through December, they work for one day each week with individual students, groups of students and progress to teaching whole class lessons. They follow the school calendar of their school district and are assigned two mentor teachers, each for an eight week period. During the second semester, the teacher candidates continue their student teaching experience with "Mentor Teacher B" for an additional eight weeks and then return to "Mentor Teacher A" for the last eight week experience. In the spring, they are expected to be at the school each school day and complete a total of 480 hours, 240 hours at each placement. Their field supervisor from Adelphi University meets with them once a week for the entire two semester experience. Residency Program The residency program was developed in 2014 to provide teacher candidates with an opportunity to student teach for a full academic year (2 semesters). The fall semester consists of a 4-day week experience and 5-day week for the spring semester. The opportunity was to better position teacher candidates to fulfill their student teaching experience with schools that provide rich and real-life experiences with faculty, students, and the community. The residency program is being restructured for the 2018-2019 to reflect a sustainable funding model for RSASOE and our partner schools to financially support teacher candidates throughout their clinical experience. School partners that have committed to working with our teacher candidates have also shared their intention to hire residents upon graduation. Our goal is to continuing working with our school partners in a co-constructive manner in the areas of curriculum, assessment review, and professional development. In addition to submitting the student teaching application, there is an additional screening process and district interview to be accepted into this competitive program.

Assessment Pass Rates

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

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

›› Assessment Pass Rates

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 All program completers, 2015-16	130	534	123	95
006 -BIOLOGY CST Evaluation Systems group of Pearson Other enrolled students	1			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2017-18	3			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2016-17	7			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2015-16	5			
007 -CHEMISTRY CST Evaluation Systems group of Pearson Other enrolled students	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2017-18	2			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2015-16	2			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2017-18	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2016-17	2			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2015-16	9			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2017-18	2			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2016-17	2			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	19	525	18	95
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson Other enrolled students	138	522	124	90
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2017-18	221	526	215	97
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2016-17	222	524	216	97
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2015-16	242	526	240	99
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2017-18	9			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2016-17	9			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2015-16	13	258	13	100
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	42	57	41	98

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	53	59	53	100
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	50	61	50	100
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2017-18	4			
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2016-17	5			
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2015-16	3			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson Other enrolled students	3			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	11	533	10	91
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	14	529	12	86
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	13	531	11	85
116 -ESOL CST Evaluation Systems group of Pearson Other enrolled students	1			
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2017-18	4			
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2016-17	8			
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2016-17	3			
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2015-16	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP119 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
TP119 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	1			
073.1 -HEALTH EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	3			
073.1 -HEALTH EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	4			
073.1 -HEALTH EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	6			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2017-18	5			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2015-16	8			
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	18	44	17	94
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	21	45	19	90
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	19	46	18	95
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
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, 2017-18	6			

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, 2016-17	6			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	5			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson Other enrolled students	3			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2017-18	8			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2016-17	2			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2015-16	8			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2017-18	3			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2015-16	2			
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson Other enrolled students	6			
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2017-18	38	1637	34	89
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2016-17	49	1632	46	94
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2015-16	54	1629	49	91

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2016-17	3			
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2015-16	6			
075 -MUSIC CST Evaluation Systems group of Pearson Other enrolled students	2			
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2017-18	4			
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2016-17	3			
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2015-16	8			
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson Other enrolled students	2			
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson Other enrolled students	15	541	12	80
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	26	547	24	92
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	22	547	21	95
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	23	542	23	100
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2015-16	2			
903 -SAFETY NET ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	1			
973 -SAFETY NET HEALTH ED Evaluation Systems group of Pearson All program completers, 2015-16	1			
904 -SAFETY NET MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	5			
904 -SAFETY NET MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	2			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2017-18	5			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2016-17	4			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2015-16	8			
976 -SAFETY NET PHYSICAL ED Evaluation Systems group of Pearson All program completers, 2017-18	2			
976 -SAFETY NET PHYSICAL ED Evaluation Systems group of Pearson All program completers, 2016-17	1			
960 -SAFETY NET STUDENTS WITH DISABILITIES Evaluation Systems group of Pearson All program completers, 2017-18	1			
960 -SAFETY NET STUDENTS WITH DISABILITIES Evaluation Systems group of Pearson All program completers, 2016-17	1			
960 -SAFETY NET STUDENTS WITH DISABILITIES Evaluation Systems group of Pearson All program completers, 2015-16	3			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2016-17	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2015-16	6			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	12	48	12	100
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	12	50	12	100
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	12	48	12	100
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	7			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	6			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	9			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	5			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	7			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	7			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	7			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	10	51	10	100
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	8			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	2			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	4			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2017-18	1			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2017-18	7			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2016-17	2			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2016-17	5			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2015-16	11	237	9	82
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2017-18	1			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	1			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2015-16	4			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	543	10	100
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson Other enrolled students	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	35	539	34	97
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	42	537	35	83
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	54	543	54	100
078 -THEATRE CST Evaluation Systems group of Pearson Other enrolled students	2			
078 -THEATRE CST Evaluation Systems group of Pearson All program completers, 2017-18	2			
078 -THEATRE CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
078 -THEATRE CST Evaluation Systems group of Pearson All program completers, 2015-16	2			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	1			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	6			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	7			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson Other enrolled students	1			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2017-18	12	225	8	67
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2015-16	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2017-18	1			
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2015-16	1			

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

Summary Pass Rates

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

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	228	205	90
All program completers, 2016-17	224	212	95
All program completers, 2015-16	244	223	91

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Low-Performing

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

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
- ☑ NCATE
- ☐ TEAC
- ☐ CAEP
- ☑ Other specify:

ASHA

2. 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)?

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. **(§205(a)(1)(F))**

    Does your program prepare teachers to:

    a. **integrate technology effectively into curricula and instruction**

    - ● Yes
    - ○ No

    b. **use technology effectively to collect data to improve teaching and learning**

    - ● Yes
    - ○ No

    c. **use technology effectively to manage data to improve teaching and learning**

    - ● Yes
    - ○ No

    d. **use technology effectively to analyze data to improve teaching and learning**

    - ● Yes
    - ○ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

    Adelphi University prepares teacher candidates to integrate technology in their teaching and to use technology in data collection, management and analysis for institutional improvement purposes as described in the following Technology Integration in Curriculum and Instruction: •The CAEP Self Study Report describes student use of technology in student teaching by University Supervisors in Candidate Use of Technology in Clinical Practice chart and lists the types of technology and how they are used in Technology Integration in Programs chart (will be provided upon request) •Wearables are introduced in Physical Education courses • The SOE Tech Committee continued to recommend using Turnitin and other electronic writing tools to improve student writing. •All courses are supported by Moodle, the course management system to enhance traditional classroom course offerings and as a platform for blended and online courses. The SOE Technology Committee is actively involved with the University's Moodle Review Group to enhance faculty use of moodle in their courses and to improve Moodle's interface and features applying principles of universal design for learning. •Technical support and equipment is provided continually for student teachers' video recording for edTPA. A moodle support site provides students with technology resources, instruction and support. •The principles of Universal Design continue to be implemented in the early childhood special education and childhood special education programs. Technology in Data Collection, Management and Analysis for institutional improvement purposes •The SOE Technology Committee in collaboration with the Assessment, Policies and Procedures Committee and the Assessment Office is in the process of validating an instrument to assess students' use of technology midpoint (before student teaching) in the program. This will be used by faculty in

assessing students' technology use and provide quantitative data. •Technology related questions continued to be used in the Exit Survey to provide programs with data on how to improve integration of technology in curriculum and instruction • Data360 continues to help us monitor student data for enrollment, course planning, graduation clearance, and other academic related data to help with institutional improvement. The Assessment Office collects, analyzes and reports data from Data 360 at the school and program level. •Admission software (SLATE) continues to help us understand applicants' needs and interests from the point of inquiry to the University. It also has streamlined data collection, management and analysis of admission data, including the new entrance exam requirement at graduate level. •Moodle is used as a portal for data collection of program key assessment data and school wide survey (exit survey, diversity and technology surveys). All school wide surveys are now electronic. The Assessment Office collects, analyzes and reports data to programs for review and continuous improvement action plans.

Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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. (§205(a)(1)(G))

1. Does your program prepare general education teachers to:

   a. teach students with disabilities effectively

   ● Yes
   ○ No

   b. participate as a member of individualized education program teams

   ● Yes
   ○ No

   c. teach students who are limited English proficient effectively

   ● Yes
   ○ No

2. 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.

   All teacher candidates in Childhood and Secondary education are required to take Health Education for Teachers: Child Abuse, Violence, HIV/AIDS, ATOD Education and other Health Issues (610). Teacher candidates in the Childhood education programs are required to take one special education course from the following options: Introduction to Special Education (600) for graduates and Child with Special Needs for undergraduates. Teacher candidates in the secondary education programs are required to take Managing Inclusive Environments (560). These courses include training on issues of Autism. Additionally, one of the most successful strategies employed by the School of Education has been the introduction of Dual Certification programs for all our candidates in all our programs to include a certification in special education (e.g. Early Childhood + Special Education, Childhood + Special Education, Adolescence and Special education and Physical Education and Special Education). These programs ensure that teacher candidates are trained with the skills to teach students who have special needs and to collaborate with service providers to meet the needs of the students. Training on being members of individualized education program teams as well as teaching students who are limited English proficient is offered in a Team Collaboration course, 705. Realizing the need for dual certification many of our candidates are enrolled in these dual programs. All students in the Physical Education program are required to take Adapted Physical Education (852-469), which provides a knowledge base and skills necessary to teach students with disabilities. Field experiences are required, and it meets New York State mandate on training the needs of children with autism. Finally, Adelphi University offers two programs as extensions for teacher candidates of other languages: ITI-BE/ITI-BSE programs preparing bilingual general education or special education classroom teachers for a bilingual extension. ITI-BE/BSE programs preparing TESOL general education or special education classroom teachers for P-12 TESOL certification.

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

   a. **teach students with disabilities effectively**

   - ● Yes
   - ○ No
   - ○ Program does not prepare special education teachers

   b. **participate as a member of individualized education program teams**

   - ● Yes
   - ○ No
   - ○ Program does not prepare special education teachers

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

   - ● Yes
   - ○ No
   - ○ Program does not prepare special education teachers

4. **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.**

Adelphi's Special education programs have focused on meeting the shortage of qualified special education personnel in New York State, particularly for Long Island and New York City districts, by reconfiguring our certification programs in response to recent changes in NYSED regulations. • A Masters Program in Adolescent Student with Disabilities Dual Certification in Grades 7-12 leading to certification in content areas: Math, Science, Social Studies, English and Generalist SWD and SWD Extension in the aforementioned content areas. • Certificate of Advanced Graduate Studies in Student with Disabilities for grades 7-12 leading to a Generalist with extension in a content area. The special education programs have core foundational courses specific to the student population (e.g. Early Childhood – birth through grade 2, Childhood- grades 1-6, and Adolescent – grades 7-12). All initial certification programs require Intro to Special Education (EEC 600) before or during the foundational coursework. The methods courses focus on differentiating instruction for both students with special needs and English Language Learners. In addition to the foundational coursework in special education, students are required to complete fieldwork with placement in partner sites that match the course focus/ topic (e.g. Working with Children with Disabilities, Literacy for Exceptional Students, Creating Inclusive Environments, etc). Most recently, there is a new program which prepares students for both special education and bilingual education: • A Tri-Certification Masters of Science bilingual program and childhood-special education that serves candidates from New York City, most of them paraprofessionals from District 75.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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.

Challenges Recruiting and Retaining New Teacher candidates: The impact of the current economic climate on school districts and the NYSED budgets continues to have an impact on the New York education sector. This is negatively impacting enrollment in most areas of our education programs. The CEHS engages in a number of on-going activities to maintain effective relationships and ensure quality clinical experiences for our teacher and other school personnel preparation. NYS continues to use edTPA as a high stakes exam as part of the teacher certification process, and has become part of what is required of student teachers as they complete their program. The faculty have had several years to incorporate the content into curriculum. The Adelphi University pass rates for the Adelphi students are scoring above NYS and national averages on the 15 rubric handbook (which includes all subjects for except childhood). For example, the AU average on the 15 rubric handbook for 2018 is M=44.98, vs. total New York State M=44.18, and National M=44.03. On the 18 item rubric handbook (Childhood), Adelphi students score M = 55.43 on average, well above NYS (M= 52.79) and National (M = 52.08) averages. Overall, our teacher candidates seem to perform very well on the edTPA, suggesting that our teacher candidates are well prepared. There are two other teacher certification exams required by NYS; Educating All Students (EAS) and CST (Content Specialty Test). The AU 2017-18 pass rate for the EAS was 98% for 17-18 program completers. The pass rate for the CST exams for AU students in 17-18 was 90%, and we have not yet seen the NYS pass rate posted for two exams. The NYSED data reporting website has been unavailable; it is unclear when it will be live again with data. Faculty continued to review and monitor for significant trends and reflect on test results through the 2017-18 academic year. Our faculty have also agreed to engage in training on scoring the edTPA. This will prove to be beneficial to our students as this added insight can assist novice teachers in their preparation and understanding of what is expected of them.

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **398**.

Number of program completers from Section I: Program Information, Program Completers is **235**.

For a total enrollment of **633**.

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:

Patricia Esposito

TITLE:

Director, 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:

Anne Mungai, Ph.D

TITLE:

Interim Dean, College of Education and Health Sciences

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	374	398	6.42%
Male Enrollment	105	121	15.24%
Female Enrollment	269	277	2.97%
Hispanic/Latino Enrollment	77	63	-18.18%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	15	18	20.00%
Black or African American Enrollment	20	17	-15.00%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	246	279	13.41%
Two or more races Enrollment	64	49	-23.44%
Average number of clock hours required prior to student teaching	130	130	0.00%
Average number of clock hours required for student teaching	480	480	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	36.5	28.8	-21.10%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	387.5	438.5	13.16%
Number of students in supervised clinical experience during this academic year	620	633	2.10%
Total completers for current academic year	246	235	-4.47%
Total completers for prior academic year	257	246	-4.28%
Total completers for second prior academic year	239	257	7.53%