



Adelphi University
Traditional Report AY 2018-19
New York



100% COMPLETE

STATUS: **IN PROGRESS**

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

188429

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

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SALUTATION

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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), Institution Information Postgraduate level (PG), or both.
(\$205(a)(C))

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

- [Teacher Preparation Program](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	PG	
13.01	General Education (alternative programs/programs providing pedagogy only)	Both	
13.1	Special Education	PG	
13.1302	Teacher Education - Art	Both	
13.1324	Teacher Education - Drama and Dance	PG	
13.14	Teacher Education - English as a Second Language	PG	
13.1316	Teacher Education - General Science	PG	
13.1307	Teacher Education - Health	PG	
13.1311	Teacher Education - Mathematics	PG	
13.1312	Teacher Education - Music	UG	
13.99	Teacher Education - Other	PG	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1315	Teacher Education - Reading	PG	
13.1318	Teacher Education - Social Studies	PG	

Total number of teacher preparation programs:

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\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

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

- ☒ Yes
- ☐ No

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

Element	Admission	Completion
Transcript	☒ 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

Element	Admission	Completion
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:

Postgraduate Requirements

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

☒ Yes

☐ No

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

Element	Admission	Completion
Transcript	☒ 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

Element	Admission	Completion
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 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

Provide the following information about supervised clinical experience in 2018-19. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

☒ Yes
☐ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	130
Number of clock hours required for student teaching	480

Are there programs in which candidates are the teacher of record?

☐ Yes
☒ No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Number of years required for teaching as the teacher of record in a classroom	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

15

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

24

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

229

Number of students in supervised clinical experience during this academic year

199

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

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))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	448
Subset of Program Completers	232

Gender	Total Enrolled	Subset of Program Completers
Male	145	40
Female	303	192
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	12	12
Black or African American	26	11
Hispanic/Latino of any race	21	15
Native Hawaiian or Other Pacific Islander	2	0
White	294	160

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	63	26
No Race/Ethnicity Reported	30	8

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

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

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

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

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

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

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

What are CIP Codes?

☐

No teachers prepared in academic year 2018-19

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	65
13.1202	Teacher Education - Elementary Education	74

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	25
13.1210	Teacher Education - Early Childhood Education	18
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	6
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	24
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	7
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	30
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	29
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	21
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	6
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	2
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	88

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	5
13.99	Education - Other Specify: Teacher Education - Secondary Education	73

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2018-19

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	6
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
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	2
13.1314	Teacher Education - Physical Education and Coaching	18
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	6

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	2
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	22
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	6
27	Mathematics and Statistics	18
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	23
44	Public Administration and Social Service Professions	1
45	Social Sciences	9
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	1
51	Health Professions and Related Clinical Sciences	49
52	Business/Management/Marketing	2
54	History	13

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. [\(§205\(a\)\(1\)\(A\)\(iii\); §206\(b\)\)](#)

Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
- Yes

No
2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
- Yes

No
3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
- Yes

No

Program does not prepare special education teachers
4. Prospective general education teachers are prepared to provide instruction to students with disabilities.
- Yes

No
5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.
- Yes

No
6. Prospective general education teachers are prepared to provide instruction to students from low-income families.
- Yes

No
7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
- Yes

No
8. Describe your institution’s most successful strategies in meeting the assurances listed above:

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 courses 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.

Annual Goals: Mathematics

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- ☒ Yes
☐ No

2. Describe your goal.

Our goal in 2018-2019 to ensure that our courses were meeting the standards for mathematics teachers set down by the National Council of Teachers of Mathematics, and revise our programs to meet CAEP accreditation. In particular, we needed to revise our courses so that we were attending more carefully to mathematics-specific pedagogy in their field experiences, and that mentor and supervising instructors were guiding them to develop learning environments where the mathematical practices of reasoning, problem solving, etc., were emphasized. This goal resonates with another goal we had in 2018-2019, which was to further focus on multi-modal aspects of learning and doing mathematics, and in particular diagrammatic strategies rather than alpha-numeric ones, so that we might better connect with students who are typically alienated from math, or who are ELL students. In addition, the goal was to increase opportunities for teacher candidates to enhance their own professional development in formal and informal settings, including online virtual communities such as NTCM math forum or the various American Mathematical Society online discussion forums. Although we have always emphasized the use of technology, we continue to set goals regarding this dimension, since technology is always rapidly changing. We thus aimed to further modify our mathematics content component, so that future mathematics teachers were learning mathematics with more mathematics-specific technology.

3. Did your program meet the goal?

- ☒ Yes
☐ No

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

Yes, we met our goal, and we are now nationally recognized by National Council of Teachers of Mathematics until 2023. We are approaching our goal with respect to the use of technology in undergraduate mathematics classes, as we increase collaboration across education and math faculty. Faculty representatives conferred with NCTM representatives regarding field placements and how to ensure that teacher candidates were creating inclusive learning environments where practices, and not just content, was being emphasized. There were initial consultations across departments and schools, where education faculty worked with arts and science faculty, and in particular the mathematics department, to ensure that standards were being met. Research was performed in order to find additional opportunities for teacher candidates, in informal learning environments (the Manhattan Math Museum), as well as suitable and robust online learning communities, hosted by credible institutions such as NCTM (National Council of Teachers of Mathematics) and AMS (American Mathematical Society).

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

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

Review Current Year's Goal (2019-20)

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

- ☒ Yes
☐ No

8. Describe your goal.

One of our current goals is to develop our teachers' capacity to engage in rich non-routine problem solving, with particular focus on perseverance and modeling, and the capacity to communicate their reasoning in a multi-modal manner using technology. We feel that such a goal is relevant to current concerns about online learning experiences, as it emphasizes communication skills using technology, with particular attention to problematizing and problem-posing. This goal is about developing teachers' comfort with the uncertainty of problem solving. It is also a goal that stays close to our continued focus to increase teacher candidate understanding of the NCTM mathematical practices. A second goal is to link our curriculum with current interest in the power of mathematics in climate science and epidemiology, and the turn to modeling more generally, as these are not fully understood by the public, introducing new concerns about mathematical literacy. In other words, our goal is to revisit a previous goal from years past, and renew it, that being an emphasis on critical mathematics education, and the need to help teachers prepare to teach in classrooms where science and mathematics are seen as elitist and not to be trusted. The goal is to revise reading lists in our courses, and to alter assignments slightly, so that lesson planning in particular is more focused on links between mathematics and social and scientific modeling. This is meant to be a goal that is responsive to changes in our communities, where students' digital lives are increasingly shaped by online media and virtual participation.

Set Next Year's Goal (2020-21)

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

- ☒ Yes

10. Describe your goal.

We are actively developing a STEM institute at our Manhattan campus, where we can serve urban populations with limited educational resources. This institute will offer workshops for teachers in integrated curriculum projects, where math and science and art will be woven together. We are targeting communities in NYC with highly diverse populations, and aim to work with teacher-candidates and develop their distinctive skills and perspectives around STEAM pedagogy, developing an appreciation for the plurality of mathematical practices, and an awareness of the diverse material practices where mathematical thinking is at work. We continue the goals from the previous year, restated here: One of our current goals is to develop our teachers' capacity to engage in rich non-routine problem solving, with particular focus on perseverance and modeling, and the capacity to communicate their reasoning in a multi-modal manner using technology. We feel that such a goal is relevant to current concerns about online learning experiences, as it emphasizes communication skills using technology, with particular attention to problematizing and problem-posing. This goal is about developing teachers' comfort with the uncertainty of problem solving. It is also a goal that stays close to our continued focus to increase teacher candidate understanding of the NCTM mathematical practices. A second goal is to link our curriculum with current interest in the power of mathematics in climate science and epidemiology, and the turn to modeling more generally, as these are not fully understood by the public, introducing new concerns about mathematical literacy. In other words, our goal is to revisit a previous goal from years past, and renew it, that being an emphasis on critical mathematics education, and the need to help teachers prepare to teach in classrooms where science and mathematics are seen as elitist and not to be trusted. The goal is to revise reading lists in our courses, and to alter assignments slightly, so that lesson planning in particular is more focused on links between mathematics and social and scientific modeling. This is meant to be a goal that is responsive to changes in our communities, where students' digital lives are increasingly shaped by online media and virtual participation.

Annual Goals: Science

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

The science program continued to set the goal of recruiting students to become science teachers in grades 5-12 across the four disciplines of earth science, physics, chemistry and biology.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

Yes, we reached the goal of recruiting and preparing science candidates in both the undergraduate/5-year and graduate programs. We continue to work

closely with our colleagues in Arts and Sciences to alert undergraduates of the opportunities of our 5-year program. Together, we build on our programming and advising of these candidates.

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

We believe that seeking external funding is needed to increase our graduate candidate cohorts in science and will identify funding opportunities for the coming year.

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

Review Current Year's Goal (2019-20)

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

- ☒ Yes
☐ No

8. Describe your goal.

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.

Set Next Year's Goal (2020-21)

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

- ☒ Yes
☐ No

10. Describe your goal.

Our grant submission to the National Science Foundation was selected for funding: 1.2 million dollars over five years to support and prepare 26 science teachers across the four disciplines to teach grades 7-12 in under resourced school districts. Our program description can be found here: <https://steam-pipeline.adelphi.edu/> Our program will be housed at our Manhattan Center within The Institute for STEM and the Imagination. Through multiple recruitment strategies, our first cohort of eight science candidates will begin May, 2020. Recruitment included efforts from a broad range of stakeholders from offices including admissions, financial aid, marketing, communications and faculty from Arts and Sciences and the College of Education and Health Sciences. Currently, we are awaiting notification of funding specific to last year's submission of science programs to the New York City Teaching Fellows program. If funded, this will increase our program numbers to over 20 additional science teachers each over four years.

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\(a\)\)](#)

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- [Quantifiable Goals](#)

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

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

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

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

- ☒ Yes
☐ No

2. Describe your goal.

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.

3. Did your program meet the goal?

- ☒ Yes
☐ No

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

We started streamlining our Childhood and Adolescent programs by re-designing the curricula to combine existing courses (to reduce credits). Where we are still working is in the creation and design of electives that fit within the program (so as not to increase program load) and we are working to move the Advanced Certificate to the Academic Affairs Committee (then the Univ. Senate). The Childhood SPED CAGS was approved by the RSASOE (formerly C&I). The online programs are on hold as fully only and are hybrid and blended only. Special Education faculty meetings to design and restructure the curriculum. Conversations with AUI and marketing to address enrollment.

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

We will now use Curriculog to move the CAGS forward. Will seek to design more blended courses.

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

Review Current Year's Goal (2019-20)

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

- ☒ Yes
☐ No

8. Describe your goal.

Special Education faculty will start revising curricula and re-write/develop new courses to address the reduction of credits while maintaining NYS program requirements and program integrity (e.g., foundations, pedagogy, management, etc.). Faculty will address fieldwork placements and assignments to align with the curriculum. Faculty will work on a marketing brochure with Adelphi Communications. Faculty will develop Special Topics courses that may eventually run as electives. To address enrollment, Special Education faculty will review our current course offerings to determine the semesters in which courses are offered and by which mode (e.g., blended, hybrid, etc.).

Set Next Year's Goal (2020-21)

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

- ☒ Yes
☐ No

10. Describe your goal.

We want to continue to redesign the curriculum and add tracks in order to fit in electives. We would like to have limited offerings of courses (e.g., not offer each course each semester). We want to expand fieldwork assignments to include CSD (e.g., speech pathologists, ot/pt, etc.) placements. Part of our redesign will include more blended and fully online courses (which will also assist with enrollment and offerings for our Manhattan students). We want to have marketed a completed special education programs brochure. We would like to offer the Autism Certificate as part of a "track" which may attract additional students. We would like to have our additional Childhood SPED CAGS sent to NYS for approval. We would like to develop more elective courses (which have been our traditional Special Topics courses).

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\(a\)\)](#)

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

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

A proposal was submitted on January 10, 2018 in response to the New York State Education Department 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) We submitted and received a 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)

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

We were able to partially meet this goal. Through the ITI grants we trained and prepared for an advanced certificate 15 teachers from Long Island and the rest of New York State and 14 candidates in New York City for a total of 29 teachers. We used multiple recruiting and outreach methods including cooperating with superintendents and State organizations such as the BOCES offices. We created a website for the ITI program, and gave multiple in person and online recruitment open houses. With the students who enrolled in the program, we provided extensive support and follow-up to better train the program mentors, prepare the students for the NY State certification exams, and assist students in finding ways to complete required prerequisite language courses.

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

We were able to get permission from the State of NY to expand our ITI recruitment to the rest of the State of NY (not just in selected Long Island districts). We developed a fully online program in order to reach teachers who were unable to attend classes in person.

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

Review Current Year's Goal (2019-20)

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

- ☒ Yes
☐ No

8. Describe your goal.

NYSSED 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) were submitted in December 2018 and renewed in 2019. Cohorts began in Manhattan and Long Island in January 2020. 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.

Set Next Year's Goal (2020-21)

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

- ☒ Yes
☐ No

10. Describe your goal.

We will continue the NYSSED funded proposals for Clinically Rich ITI-BE (ESOL) and ITI-BE (Bilingual Education) in both New York City (20 students per year for 5 years) and the rest of NY State outside of New York City (20 students per year for 5 years) in 2020-21. We are planning to have cohorts beginning in September 2020 and January 2021. This program will be conducted fully online. Due to delays as a result of Covid, we are still waiting to hear about our submitted program proposal 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. We hope to have this proposal awarded in 2020-2021.

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

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2018-19	3			
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			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2018-19	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			

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, 2018-19	8				
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2017-18	7				
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2016-17	2				
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				
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	24	521	22	92	
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson Other enrolled students	104	521	90	87	
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2018-19	220	526	218	99	
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2017-18	222	526	216	97	
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2016-17	223	523	217	97	
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				
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	33	56	32	97	
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	42	57	42	100	
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	53	59	53	100	

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2018-19	3			
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			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson Other enrolled students	5			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	12	543	12	100
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
116 -ESOL CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
022 -ESOL CST Evaluation Systems group of Pearson Other enrolled students	1			
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2018-19	4			
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2018-19	1			
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2017-18	4			
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, 2016-17	8			

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, 2018-19	1			
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, 2018-19	7			
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			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2018-19	2			
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			
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	27	41	24	89
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	21	44	20	95
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	21	45	19	90
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson Other enrolled students	4			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	16	537	15	94
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				
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, 2018-19	8				
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				
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2018-19	1				
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2017-18	2				
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	6				
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2018-19	36	1646	31	86	
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2017-18	39	1638	37	95	
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2016-17	51	1631	47	92	
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson Other enrolled students	1				
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2018-19	12	1651	9	75	

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 program completers, 2017-18	1			
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2016-17	3			
075 -MUSIC CST Evaluation Systems group of Pearson Other enrolled students	2			
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2018-19	1			
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			
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson Other enrolled students	1			
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson Other enrolled students	15	528	11	73
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	30	548	30	100
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	27	546	24	89
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	24	547	23	96
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2017-18	1			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
904 -SAFETY NET MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	5				
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				
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				
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2016-17	6				
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	11	49	11	100	
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	
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	7				
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				
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	15	43	15	100	

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	6			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	7			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	4			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	8			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	10	51	10	100
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	3			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	3			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2018-19	3			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2018-19	9			
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			
129 -SPANISH CST Evaluation Systems group of Pearson Other enrolled students	1			
020 -SPANISH 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 (%)	
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1				
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2016-17	1				
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5				
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson Other enrolled students	5				
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	40	548	39	98	
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	36	539	35	97	
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	43	538	36	84	
078 -THEATRE CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2				
078 -THEATRE CST Evaluation Systems group of Pearson All program completers, 2018-19	1				
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				
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	4				
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	8				
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1				
079 -VISUAL ARTS CST Evaluation Systems group of Pearson Other enrolled students	4				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2018-19	3			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2017-18	12	229	11	92
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2017-18	1			

Summary Pass Rates

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

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

THIS PAGE INCLUDES:

>> [Summary 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](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	226	213	94
All program completers, 2017-18	228	212	93
All program completers, 2016-17	224	211	94

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

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

- ☒ State
- ☒ CAEP
- ☐ AAQEP
- ☒ Other specify:

ASHA

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

- ☐ Yes
- ☒ No

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.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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 Curricula and Instruction Adelphi College of Education and Health Sciences provides technology rich teacher preparation through courses and clinical partnerships. Technology is integrally infused within our approach to teacher preparation, and cannot be separated from other aspects of our education. Teacher candidates are exposed to the latest and most important technologies for teaching in their fields through both core and elective courses. All programs model how digital technologies are used to acquire new skills and knowledge that is crucial to educators, how to collaborate with peers and mentors to design learning experiences, and how to produce materials for use in their classrooms. All programs integrate these technologies "across the curriculum", others offer elective and required courses that focus on the specific technologies for their domains. The process of establishing technology integration in the EPP was represented in 2011 with the Technology Committee's decision to use the Hunter Competencies. However, the initiatives involving technology integration began before that date, both in terms of course and field- based learning for teacher candidates (Smartboard Training in 2007) and field-based projects with P-12 students (the iPad Initiative in Mineola School District in 2010-11). The Hunter framework provided a way to establish a common language and basis for collecting meaningful evidence of progress with learning and technology. EPP faculty use the following types of technology in teacher education courses: SmartBoard, Moodle (a Google-based system), discussion boards, Google Suite (Drive, Classroom, Docs, Slides, Hangouts),

educational apps such as Kahoot, StarTracker, NearPod, Virtual Reality, and Plickers, Excel Spreadsheets to collect and analyze student data, and online science simulations such as Phet, and National Science Teachers Association Learning Center Class Hub. Example technology identified in the advanced programs included Canva, Voicethread, Twitter, Prezi, PPT, Moodle, email, Google (Sites, Classroom), Wakelet, Turnitin (persuasive writing assignment), and online tools. Chart 1.5.1 Technology Integration provides a detailed list of technology within specific courses, based on a 2019 survey of teacher education faculty (available upon request). In addition, all initial teacher candidates are required to take the edTPA for NYS certification. 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. Technology in Data Collection, Management and Analysis for institutional improvement purposes The following electronic platforms are used regularly to monitor teacher candidate progress throughout the program: 1) candidate admissions through the SLATE enrollment Management platform, 2) Course listing, Advising, and Student Services (CLASS, an online platform for student registration, submission of grades and electronic transcript, 3) Degree Audit, an online platform for students and advisors to monitor degree progress and 4) EAB Navigate, an online tool for communicating with advises and scheduling advising appointments. Data360, an integrated platform for exploring and analyzing University data, 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. 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.

Provide the following information about your teacher preparation program.

[\(§205\(a\)\(1\)\(G\)\)](#)

Teacher Training

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

a. Teach students with disabilities effectively

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. 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.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All teacher candidates receive the following mandatory workshops as required by the New York State Education Department: Child Abuse Identification, School Violence Prevention and Intervention, Training in Harassment, Bullying, Cyberbullying and Discrimination in Schools:Prevention and Intervention (DASA) (required for all candidates). Autism Workshop (required for teacher candidates seeking SWD certification. 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.

c. Effectively teach students who are limited English proficient.

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 Childhood and Adolescent teacher candidates are required to take a course entitled Sociolinguistics, which includes information and methodology for ENLs. Also, as described above, dual certifications are encouraged and many teacher candidates opt to add on a TESOL Advanced Certificate while completing their initial certification. Finally, Adelphi University offers two programs as extensions for teacher candidates in content areas: 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. Both programs provide state funds toward candidate tuition.

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

The Adolescent and Childhood Special Education programs as well as the tri-cert in Bilingual special education prepares teacher candidates to

teach students in diverse and inclusive settings through foundations tutelage, enriching and educative coursework/assignments, and practical field experiences in high needs and diverse settings. Teacher candidates are given opportunities to interact and engage with students who are struggling, at-risk, or classified in public and private school settings. Evidence includes fieldwork assignments, coursework, and the clinical setting capstone during student teaching and practica.

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*.

Teacher candidates complete an IEP collaboratively in the Methods of Instruction class. Concurrently, teacher candidates assess and diagnose students who are struggling academically, behaviorally, emotionally, or socially as case studies during fieldwork in the Formal and Informal Methods of Assessment course. Teacher candidates form a Committee on Special Education Team (CSE) during these two specific courses, but are introduced to the IEP and diagnostics during the Foundation courses. In addition, teacher candidates review student's IEP's during their clinical practice and design appropriate lessons.

c. Effectively teach students who are limited English proficient.

Teacher candidates are able to teach ELL/ENL students during their fieldwork experiences and during their student teaching/practica. Methods coursework prepares our teacher candidates to provide instruction to students who have limited English proficiency.

Contextual Information

THIS PAGE INCLUDES:

>> [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.

Adelphi University hosted a Council for the Accreditation of Educator Preparation (CAEP) site visit in November 2019 and received notification of CAEP Accreditation through 2027. CAEP requires each EPP to report Impact and Outcome Measures, which provide a useful summary of the preparation of our teacher candidates. Impact Measures 1. Impact on P-12 Student Learning The New York State Education Department provided data on Student Achievement Growth ratings for teachers who completed between 2012 and 2016. Student Achievement Growth Rating (AY 14-15 and 15-16) from Adelphi Master's program completers (n=146) were compared to the state average (n=8,605). ELA and Math scores are used for student achievement data, so only teachers of Math or ELA were included in this data set. Data indicate that the scores are comparable: 84% of Adelphi teachers were rated highly effective or effective, based on Student Achievement Growth Rating data, compared to 86% state-wide. 2. Teacher Effectiveness The New York State Education Department data provided data on overall Teacher Effectiveness. Ratings (AY 14-15 and 15-16) of Adelphi Master's program completers (n=720) were compared to the state average (n=38,004). Scores are equivalent: 93% of Adelphi teachers were rated highly effective or effective compared to 94% state-wide. 3. Employer Satisfaction A survey was administered in Summer 2018 to 55 employers, with a 24% return rate. All 14 items on the survey were rated above an average of 3.0 (proficient). When asked whether Adelphi alumni teachers were well-prepared to teach, 92% of the employers rated the alumni teachers as proficient or distinguished. Three comments from school administrators detail our alumni's strengths: "They have a good understanding of the need to differentiate instruction and adjust instruction to meet student needs. Very student centered." "Teachers are better prepared take over a classroom with authority. Teachers are more aware of pedagogical practices and curriculum." The one item with lower ratings involved understanding how to interpret data to identify gaps in student learning, where 23% of the alumni were rated at the "basic" level ("2"). A comment from a school or district administrator on the survey corroborated this and is an area for us to address in our coursework. We recognize that teaching skills takes time and experience to develop and address a plan to focus more on these results in our pedagogy courses. 4. Completer Satisfaction In Spring 2018 survey of recent graduates asked them report, using a Likert scale (5 = Strongly Agree; 1 = Strongly Disagree) whether their Adelphi experience prepared them well in a number of areas related to effective teaching. When asked whether student teaching prepared them well for their first year of student teaching, the mean response was 4.3. Alumni report being well-prepared (4.0 mean or higher) in the following areas based on their experience at Adelphi: reflective practice, teaching in the content area, using a variety of instructional methods, planning and preparing lessons, collaborating with colleagues, working with a diverse population, working with students with special needs, and using technology to support instruction. The lowest ranked items (less than 4.0 mean) included working with English Language Learners, collaborating with students' families, and two markers of classroom management (adjusting to unplanned circumstances in the classroom and managing classroom dynamics). Outcome Measures 5. Graduation Rates The 5 year graduation rate for initial licensure programs are between 97% and 99% during the 16-17, 17-18, and 18-19 academic years. The 5 year graduation rate for advanced certificate programs are between 96% and 99% during the 16-17, 17-18, and 18-19 academic years. 6. Ability of Completers to meet certification requirements Teacher candidates seeking initial licensure in New York State are required to take three certification exams: Educating All Students (EAS), Content Specialty Test (CST), and the Educative Teacher Performance Assessment (edTPA). Comparison data is available for the edTPA. The EAS pass rate for Adelphi candidates seeking initial certification during the 16-17, 17-18, and 18-19 academic years is between 97% and 98%. The CST pass rate for Adelphi candidates seeking initial certification was 86% in AY 16-17, 94% in AY 17-18, and 88% during AY18-19. These scores reflect a time period during which NYS was revising each of the CST exams, which required faculty and students to adapt to the new formats; this may account for some of the variability in pass rates. The edTPA total mean score for Adelphi students seeking initial teaching certification is consistently higher than both the state and national averages, as reported by SCALE and Pearson. For 15-rubric exams, the mean Adelphi score was 45.97 (45.10 – state average; 44.22 – national average). For 18-rubric exams, the mean Adelphi score was 57.40 (53.82 – state average; 53.05– national average). The CST pass rate for Adelphi candidates seeking advanced certification was 81% in AY 16-17, 93% in AY 17-18, and 98% during AY18-19. 7. Ability of completers to be hired in educational positions A follow-up survey was electronically distributed to 128 graduates in October-November 2019 in order to track employment status 6 months post-graduation. 38 out of 128 graduates completed the Employment Follow-up Survey for a response rate of 30%. 92% of graduates responded that they were employed in the education field. 81% of this group were employed full-time. Details about alumni employment are posted on the Annual Reporting Measures page of the Adelphi website. 8. Student loan default rates and other consumer information Adelphi University provides this information through a link to the National Center for Education Statistics (NCES) College Navigator. This data is reported for all Adelphi students and is not disaggregated for teacher candidates. NCES reports that the default rate was 4.2% in Fiscal Year 2016, 3.7% in 2015, and 3.3% in 2014. Adelphi website posts a Student Disclosure page which lists graduation and retention rates, terms and conditions of

federal student loans, the student complaint process, and a copy of the university's annual security report.

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:

TITLE:

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:

TITLE: