title II | higher education act

2023 TITLE II REPORTS
National Teacher Preparation Data

NY | **Adelphi University**
Traditional Report AY 2021-22
New York

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

188429

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

1 South Ave

Harvey Hall

CITY

Garden City

STATE

New York ▼

ZIP

11530-4213

SALUTATION

Ms. ▼

FIRST NAME

Patricia

LAST NAME

Esposito

PHONE

(516) 877-4075

EMAIL

esposito2@adelphi.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

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

- Teacher Preparation Program

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	PG	
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	
13.1305	Teacher Education - English/Language Arts	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:

25

Program Requirements

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

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

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

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

- ● Yes
- ○ No

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

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

Element	Admission		Completion	
	Yes	No	Yes	No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify:	○ Yes	● No	○ Yes	● No

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

> 3

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

> 3

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

2.75 overall, 3.0 in STEP Program

Postgraduate Requirements

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

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

● Yes
○ No

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

Element	Admission		Completion	
	Yes	No	Yes	No
Transcript	● 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

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

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

> 3

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

> 3

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

> #2 question: up to 50% may be below 3.0 per state law.

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2021-22. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● Yes
○ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	100
Number of clock hours required for student teaching	480

You have programs with the teacher of record model, but "years required for teaching as the teacher of record" is 0. Please correct the data, or confirm.

☑ I confirm that there are 0 hours required

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	50
Years required of teaching as the teacher of record in a classroom	0

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	53
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	839
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	788
Number of students in supervised clinical experience during this academic year	394

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

Teacher of Record Teaching Fellows Program - This program prepares those who do not have a degree in teaching. Rather than completing a traditional teacher education program prior to entering the classroom, teaching fellows pursue a master's degree in education while teaching full time in a New York City public school. During our SBS Fellows course in the summer, they will have completed approximately 90 hours of supervised clinical experience. Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom is a range from 50-540

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2021-22 Total	
Total Number of Individuals Enrolled	700
Subset of Program Completers	280

Gender	Total Enrolled	Subset of Program Completers
Male	201	66
Female	499	214
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	23	9
Black or African American	32	5
Hispanic/Latino of any race	27	11
Native Hawaiian or Other Pacific Islander	1	0
White	472	187

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	85	34
No Race/Ethnicity Reported	59	33

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	85	34
No Race/Ethnicity Reported	59	33

Teachers Prepared

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

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

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

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

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 2021-22**

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	9
13.1202	Teacher Education - Elementary Education	78

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	8
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	29
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	13
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	12
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	49
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	8
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	10
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	71

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	4
13.99	Education - Other Specify: Secondary Education	37

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

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

What are CIP Codes?

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

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2021-22**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	1
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	7
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	
13.1314	Teacher Education - Physical Education and Coaching	24
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	5

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	1
16	Foreign Languages, Literatures, and Linguistics	14
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	1
23	English Language/Literature	23
24	Liberal Arts/Humanities	1
25	Library Science	
26	Biological and Biomedical Sciences	1
27	Mathematics and Statistics	16
30	Multi/Interdisciplinary Studies	1
38	Philosophy and Religious Studies	
40	Physical Sciences	2
41	Science Technologies/Technicians	
42	Psychology	46
44	Public Administration and Social Service Professions	
45	Social Sciences	9
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	28
51	Health Professions and Related Clinical Sciences	49
52	Business/Management/Marketing	8
54	History	12

CIP Code	Academic Major	Number Prepared
99	**Other Specify:** sport management,athletic training,ex science,physical ed. non-cert, american studies,general study	15

CIP Code	Academic Major	Number Prepared
99	**Other Specify:** sport management,athletic training,ex science,physical ed. non-cert, american studies,general study	15

Program Assurances

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

Program Assurances

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

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

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

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

1. Strategies for Preparing Adelphi University Teacher Candidates to Teach Children with Disabilities All Teacher candidates in the Childhood education, Early Childhood Special Education, and TESOL 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). 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 each course meets the New York State mandate on training in the needs of children with autism. 2. Preparing Teacher Candidates to respond to the identified needs of the local educational agencies The Office of Student Success 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, and 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 teacher candidate to professional. In compliance with NYSED mandates, all teacher candidates must have at least one diverse and/or high-needs placement in their fieldwork and/or student teaching. Placements are arranged through the Office of Student Success. Year-Long Student Teaching Experiences 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. The teacher candidates in the Model program work in one district over the course of an entire school year, rather than 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. 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. 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 continue 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 for teacher candidates to be accepted into this competitive program. The residency program was restructured in 2019 to reflect a sustainable funding model through which partner schools provide financial support to teacher candidates throughout their clinical experience.

Annual Goals: Mathematics

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Our main goal is to continue to develop the STEAM institute at our Manhattan campus, where we can serve urban populations with limited educational resources. This institute will function in various ways, and will support various STEAM education efforts. We have already established support from our administration, and are in the process of sorting out ways to jumpstart the institute. Our NOYCE science teacher candidates will be part of the institute, and we are intending to cultivate a math teacher cohort as well. As a STEAM focused institute, we prize math and science and art woven together. We are targeting communities in NYC with highly diverse populations. In Spring 2021 we forged new partnerships with the NYC Department of Education, and in particular District 13, along with partnering with Bank Street's project Prepared to Teach, which focuses on teacher residencies. We are aiming to bring qualified Adelphi teacher candidates on board, and support them through new residency programs at middle and high schools in NYC. We are meeting with representatives from the districts. These residency programs will commence in 2022. These programs will fold into other programs we are designing at the Manhattan campus, and hope to see launched next year, as part of our new initiative and new institute – in particular, we are designing an interdisciplinary MA in STEAM education, with tracks in math, science and computer science. The program is under review by the university Academic Affairs committee. The STEAM institute is being designed with both faculty development and program development goals, and will therefore have impact at different levels and in different ways, building research capacity in faculty, increasing our partnerships in the city, and building Adelphi networks. As part of this larger goal of establishing a new institute, we continue to be altering our math education curriculum to address the partially met goals of the previous two years, especially the need to develop teacher candidate skills in multimodal teaching (online and in person) and teacher candidate knowledge of the role of mathematics in environment and climate modeling. This goal remains linked to our new curriculum in the literacy course (see above) and our increased focus on current controversies regarding the authority of science and math in contemporary cultures.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Strategies: networking, curriculum redesign, collaboration across disciplines, community outreach

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

Support for initiatives needs concrete funding from the university. This has to be put in place. We wasted lots of time in meetings with many different layers of administration, who were all avoiding the responsibility of funding initiatives, yet demanding that such initiatives were necessary.

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Our goal for 2022-23 is to further develop our Noyce math pipeline and D13 residency in mathematics teaching in urban schools. This is a recruitment goal, but linked to our curriculum emphasis on critical and creative STEM learning, and our goal of preparing teachers to offer high quality math instruction in under-resourced schools. Our goal is to teach the first iteration of our STEAM courses at the Manhattan campus (30 credits, commencing summer 1, 2022), serving approximately 40 enrolled students, and assess the impact on math graduates during the first year of the program, based on student and staff experiences. A second goal is to review and revise our undergraduate math degree programs, to ensure that they are meeting the NCTM guidelines for math teacher education. In addition, we will be revising our math pedagogy assignments, to correlate them to the new 2020 CAEP standards in the field of math education.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Our main goal is to continue to develop the STEAM institute at our Manhattan campus, after the upcoming move to Brooklyn address, in Fall 2023. We are managing large cohorts of Teaching Fellows and Teaching Collaboratives (DOE funded) and we mix this cohort with our NOYCE fellows who will also serve urban populations with limited educational resources. We are targeting communities in NYC with highly diverse populations. We designed the Adelphi University Manhattan Institute for Studies of STEM and the Imagination (The institute is called MIXI) to be interdisciplinary, like STEAM, and we hosted an extremely successful conference April 18-10, 2023, where we attracted MA and PhD students, as well as speakers who were distinguished research chairs in STEM and in STS, addressing the new institute's objectives. Our NOYCE teacher candidates and Teaching Fellow candidates will be part of the institute, and we have cultivated a small math teacher cohort as well. As a STEAM focused institute, we prize math and science and art woven together. We are also hoping to recruit some of our math MA students into another program we are developing, a PhD in the Learning Sciences, which will launch in 2024. MIXI now has a website and a large national grant from the Spencer Foundation (250,000 USD) and we

are using this to further develop our integrated approach to math and science education, with a heavy emphasis on technology in schools, as well as making and design principles. Our goals are to see how the recent alterations to mathematics curriculum assessments (in the summer of 2022) will serve our math students in these programs.

Annual Goals: Science

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

We will continue to recruit and prepare science teachers for all three of our science education pathways: the Noyce Fellowship, Adelphi Accelerated Program in Adolescent Science Education and our traditional two-year MA program in science education. Through recruitment efforts and scholarship support, we look to prepare a cohort of five candidates at the minimum.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

The Noyce scholarship shifted to full tuition support which allowed us to recruit students in the STEAM program while also continuing our STEP and MA programs at our Garden City Campus, recruiting from our Long Island locations. Two students participated in a year-long residency program where they are paid for substituting one or two days per week (and full-time student teaching on all other days).

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

We have learned that students need full financial support to shift career paths into teaching. We also have found that offering coursework through flexible

formats has allowed more students to join our program. Clear advertisement of the residency program alongside the other student teaching pathways is another goal so students can decide from a range of options to pursue their degrees and certifications that best fits their needs.

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

We will continue to work closely with our marketing and recruitment team at the University and with our partners in the NYC DOE to seek new students interested in the teaching profession. We have also launched the Teacher Interest Program (TIP) at Adelphi where we are supporting paid internships in STEAM after school programs for Adelphi junior and senior science and math students as a way to engage them in the profession of teaching with hopes that they will move into a teacher education program upon graduation. Finally, we are working closely with colleagues at Bank Street Prepared To Teach where we are submitting a US Department of Education SEED grant that will offer additional funding for science and math preservice candidates to join a residency program where they will be supported by the closely integrated ties of both clinical practice and coursework in STEAM teaching.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

We will continue to work closely with our marketing and recruitment team at the University and with our partners in the NYC DOE to seek new students interested in the teaching profession. We continue to sustain our Teacher Interest Program (TIP) at Adelphi where we are supporting paid internships in STEAM after school programs for Adelphi junior and senior science and math students as a way to engage them in the profession of teaching with hopes that they will move into a teacher education program upon graduation. We continue to work closely with our Bank Street Prepared to Teach partners in identifying financial support to offer to our science, computer science and math preservice candidates to join a residency program where they will be supported by the closely integrated ties of both clinical practice and coursework in STEAM teaching. Our NSF/Noyce scholarship program provides full tuition assistance for eligible candidates with STEM degrees seeking a profession in teaching STEM to students in grades 7-12. Finally, three STEP students are again slated for the residency program, which, in part by its continued presence in the same district(s)/school(s), is beginning to reveal further opportunities, i.e., well beyond the compensation students get for substitute teaching, to enrich the experiences of all involved.

Annual Goals: Special Education

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Our goal with the waning of the pandemic will be to offer more in-person instruction. While we will reduce the number of remote classes and incorporate more hybrid and blended instruction into our curriculum. Our faculty will review the many effective aspects of distance learning to design and create new courses and assignments as part of the overall curricular changes. We will continue to work with the Office of University Communication and Marketing to market our program as we have already started to design a program brochure. We will finalize program changes and seek Adelphi Academic Affairs approval and NYS registration. We will continue to address fieldwork placements and fieldwork assignments for our pre-student teaching/practicum courses.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

With the increase of distance learning courses due to the pandemic, our faculty reviewed the curriculum and the overall effectiveness of online modalities. While our initial goal was to reduce the number of remote classes as the pandemic waned, student interest for online learning increased considerably. Special Education faculty was able to successfully design and implement additional sections of synchronous, asynchronous, and blended course modalities - and will continue to assess its efficacy. Changes to our curricula were approved by Academic Affairs, Faculty Senate, and NYS Department of Education. Strategies used to meet this goal were collaborative practices between special education faculty and related disciplines, and staff and Adelphi administrators responsible for fieldwork placement, registration and programming - and those for their knowledge of higher education resources.

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

Improvement for the performance in meeting goals will start with earlier collaborative practices and a more comprehensive mapping and design of curricula, including detailed syllabi.

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Our program will move forward the Transitional B Adolescence Students with Disabilities Generalist Grades 7-12 Master's program for final NYS approval and seek prospective applicants who are currently teaching in the NYCDOE. We will continue to offer the Certificate of Advanced Graduate Study for Adolescence Students with Disabilities Generalist Grades 7-12 for NYCDOE teachers who hold a Master's Degree in an area other than special education. We will apply for final NYS approval for our revised Autism Certificate and move forward our revised Advanced Certificate in Childhood Special Education Grades 1-6. We will continue to work with the Office of Communication and Marketing to market our programs, and especially to re-institute and re-engage our special education programs at the Manhattan Center which have been dormant since the start of the pandemic. We will work toward creating a more permanent host of formats (online and in-person) with NYS. Special education faculty will continue to meet regularly to discuss curriculum and fieldwork and to collaborate with related service providers and colleagues within our College (e.g., Communication Sciences & Disorders) for diverse and experiential clinical assignments in the field. Our program faculty will also review current key assessments throughout our curriculum and redesign specific assignments and rubrics. Special education faculty will continue to explore our process of progress monitoring of teacher candidates and re-examine our advisement policies and documents to remain current. We will also align our syllabi and assignments with the most recent Council for Exceptional Children (CEC) and CAEP standards.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Our program will start accepting applicants for our recently approved Transitional B Adolescence Students with Disabilities Generalist Grades 7-12 Master's program for pre-service teachers employed by the NYCDOE. We will graduate the last cohort of our Certificate of Advanced Graduate Study (CAGS) for Adolescence Students with Disabilities Generalist Grades 7-12 for NYCDOE teachers who hold a Master's Degree in a content area other than special education. We are awaiting final NYS registration for our revised Autism Certificate having been fully approved by Adelphi Academic Affairs and the faculty Senate. We will continue to work with the Office of Communication and Marketing to market our programs, especially two new registered NYS Department of Higher Education fully online Advanced Certificate programs in Childhood Special Education grades 1-6 and Adolescence Special Education grades 7-12. We will work toward creating more dual modality sections of existing courses (in-person and online) as well as further develop our distance learning courses. We plan to create a more permanent presence at our New York Center (formerly Manhattan

Center) which is now located in Brooklyn. Special education faculty will continue to meet regularly to discuss curriculum and fieldwork and to collaborate with colleagues within our College of Education and Health Sciences. We will continue to revise and implement diverse and experiential clinical assignments in the field. Our program faculty will also review current key assessments throughout our curriculum and make any necessary revisions based on student data and feedback. We will start to implement our new CEHS Teacher Performance Assessment (TPA) during the student teaching and practica experiences, particularly in the areas of Diversity, Equity, Inclusion, and Belonging (DEIB); and technology. Special education faculty will continue to explore our process of progress monitoring of teacher candidates and re-examine our advisement policies and documents to remain current. We will also align our syllabi and assignments with the most recent Council for Exceptional Children (CEC) and CAEP standards. As the NYS certification requirements for special education (Students with Disabilities - SWD) has changed to a broader licensing scope of Prek-12 in a single license, our faculty in collaboration with Adolescence Education, TESOL/Bilingual, Literacy, and now Early Childhood will work to develop courses - and a series of pre-service and inservice programs to meet the new NYS regulations and is competitive with other NYS institutions of higher education. We will work toward the sunsetting of our current licensing programs in Childhood Special Education Grades 1-6 and Adolescence Special Education Grades 7-12.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

We will continue the NYSED 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 2021-22. We are planning to have cohorts beginning in September 2021 and January 2022. This program will be conducted fully online. We reached our goal of registering 40 CR-ITI teachers. The 2021-2022 CR-ITI-NYS program for the rest of New York State has registered 28 students in total. The 2021-2022 CR-ITI NYC program for New York City has registered 12 students in total. We used fully online classes and enhanced recruitment strategies to reach our goal. Next year is the last year of the CR-ITI grant program, and we are not sure if it will be renewed. We are starting to look for additional scholarship funds for our students.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

We continued the NYSED funded Clinically Rich ITI-BE (ESOL) and ITI-BE (Bilingual Education) programs in both New York City and the rest of NY State outside of New York City) in 2021-22. We are planning to have cohorts beginning in September 2021 and January 2022. This program will be conducted fully online. We reached our goal of registering 40 CR-ITI teachers. The 2021-2022 CR-ITI-NYS program for the rest of New York State has registered 28 students in total. The 2021-2022 CR-ITI NYC program for New York City has registered 12 students in total. We used fully online classes and enhanced recruitment strategies to reach our goal. The fall of 2023 is the last semester of the CR-ITI grant program, and we will learn in July of 2023 whether or not

the program will be renewed.

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

We conducted these programs fully online in order to serve the entire state of New York.

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

We are also looking for additional scholarships for our students that could be used if CR-ITI funding is not renewed.

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

We will continue the NYSED 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 2022-23. We are planning to have cohorts beginning in September 2022 and January 2023. This program will be conducted fully online.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

We have applied to continue our CR-ITI grant for another 5 years. We expect to know by July of 2023 whether or not we have received an additional 5 years of grant funded scholarship money. Our goal is to receive this funding and train another 40 students to work with limited English proficient students in 2023-24.

Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
160 -BIOLOGY CST Evaluation Systems group of Pearson Other enrolled students	3			
160 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2020-21	2			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2020-21	4			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2019-20	2			
161 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2021-22	2			
161 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2020-21	4			

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, 2019-20	7			
162 -EARTH SCI CST Evaluation Systems group of Pearson All program completers, 2020-21	4			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2020-21	1			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2019-20	1			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson Other enrolled students	93	524	86	92
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2021-22	259	530	247	95
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2020-21	255	531	253	99
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2019-20	248	526	243	98
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2020-21	107	264	107	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2019-20	47	261	47	100
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	1			
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	27	54	27	100
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2019-20	6			
003.1 -ENGLISH LANGUAGE ARTS CST.1 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 (%)
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson Other enrolled students	4			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2021-22	13	545	12	92
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2020-21	9			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2019-20	12	539	12	100
116 -ESOL CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2021-22	12	552	12	100
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2020-21	10	552	9	90
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2019-20	1			
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2019-20	9			
073.1 -HEALTH EDUCATION CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
073.1 -HEALTH EDUCATION CST.1 Evaluation Systems group of Pearson Other enrolled students	1			
073.1 -HEALTH EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2021-22	3			
073.1 -HEALTH EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2020-21	3			
073.1 -HEALTH EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2019-20	1			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	31	42	28	90
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson Other enrolled students	3			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2021-22	11	537	10	91
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2020-21	7			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2019-20	6			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2021-22	4			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2020-21	7			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2019-20	7			
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
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, 2021-22	55	1640	48	87
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2020-21	46	1646	45	98
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2019-20	42	1647	40	95
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2020-21	5			
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2019-20	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
165 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2021-22	3			
165 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2020-21	3			
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2019-20	3			
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson Other enrolled students	4			
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2021-22	45	544	42	93
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2020-21	47	542	45	96
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2019-20	60	546	58	97
163 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2021-22	1			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2020-21	77	267	76	99
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2019-20	17	255	17	100
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	7			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	4			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	6			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
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 (%)
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	5			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2021-22	6			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2020-21	14	547	14	100
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2019-20	4			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2019-20	1			
129 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2020-21	2			
129 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2019-20	1			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson Other enrolled students	3			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2021-22	26	542	25	96
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2020-21	30	545	30	100
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2019-20	36	547	35	97
166 -THEATER CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
166 -THEATER CST Evaluation Systems group of Pearson Other enrolled students	1			
166 -THEATER CST Evaluation Systems group of Pearson All program completers, 2021-22	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
166 -THEATER CST Evaluation Systems group of Pearson All program completers, 2020-21	1			
078 -THEATRE CST Evaluation Systems group of Pearson All program completers, 2021-22	1			
078 -THEATRE CST Evaluation Systems group of Pearson All program completers, 2020-21	1			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2020-21	2			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2019-20	7			
167 -VISUAL ARTS CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
167 -VISUAL ARTS CST Evaluation Systems group of Pearson Other enrolled students	13	553	13	100
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, 2021-22	7			
167 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2021-22	17	552	17	100
167 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2020-21	6			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2020-21	19	246	19	100
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2019-20	12	240	12	100
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2019-20	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 RTI's Title II Support Center and your testing company representative.

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	262	236	90
All program completers, 2020-21	260	253	97
All program completers, 2019-20	254	244	96

Low-Performing

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

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

Low-Performing

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

- ● Yes
- ○ No

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

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

  ASHA

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

- ○ Yes
- ● No

Use of Technology

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

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

Use of Technology

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

   Does your program prepare teachers to:

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   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 below. Technology Integration in Curricula and Instruction Adelphi Ruth S. Ammon 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. Faculty have progressed dramatically in the use of technology instruction, especially in AY 2020-2021 when the pandemic forced the university to provide 85% of its courses in a fully online environment through synchronous or asynchronous instruction. The Faculty Center for Professional Education (FCPE) has been instrumental in providing support for faculty to further develop their skills in instructional technology and communication with students in an online environment. The FCPE has

provided a series of workshops on online and blended course development, which include the following topics: Online and Blended Course Design Moodle Basics The Art of Online Discussion Forums Moodle Gradebook Preparing Online Quizzes in Moodle 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). With recent advancements in artificial intelligence technology (such as ChatGPT), efforts are underway to train EPP faculty on navigating students' use of these tools in course assignments. The university has also established a ChatGPT Task Force to help faculty understand the implications of ChatGPT to teaching and learning, education policies, and academic honesty. Evidence of Teacher Candidate Use of Technology Adelphi evaluates candidate use of technology through three surveys: the exit survey completed by teacher candidates in their last semester, the alumni survey completed by teacher alumni 1-5 years post graduation, and the employer survey, completed by principals or assistant principals who supervise Adelphi teacher alumni. Exit Survey Data In 2018, the exit survey was revised to include four questions about the completers' perceptions of preparation in instructional technology. Questions inquired about candidates' ability to 1) use of technology to aid in differentiating instruction to meet individual needs; 2) use technology to track, share, and evaluate student learning; 3) access databases, digital media, and tools to improve P-12 learning; and 4) ability to design and facilitate digital learning, mentoring, and collaboration including social media. Candidates were asked to rate their preparation in each area on a likert scale (1 = strongly disagree; 5= strongly agree). The average mean of the four responses for initial candidates were 3.91 (AY 20-21, n=56) and 3.92 (AY 21-22, n=59). There is a wide range of scores by program, with highest means in Art Education at 4.40 (AY 20-21, n=5) and Childhood Education at 4.10 (AY 21-22, n=22). One must be cautious about drawing too firm conclusions, as the n is below 5 for most programs. However, the range indicates that the EPP should continue to include technology as part of faculty meetings and encourage sharing across programs of instructional technology. The exit survey was conducted with candidates in advanced programs, but they are not reported due to a low n. Alumni Survey Data An Alumni survey was administered by the Office of Assessment and Accreditation in Spring 2021, with a response rate of 17%. Alumni teachers were asked to use a likert scale (1 = strongly disagree; 5 = strongly agree) the following question: "Adelphi prepared me well to use technology (specific skill set) to facilitate learning." The mean response was a 3.61 with a .8 standard deviation, indicating that most alumni teachers agreed with this statement. In 2021, the Alumni Survey was postponed due to an overlap in timing with administering the Employer Survey. The EPP plans to administer this survey in October 2023. Employer Survey Data An employer survey was administered by the Office of Assessment and Accreditation in 2018, with a response rate of 24%. Employers of Adelphi teacher alumni were asked to evaluate teacher preparation on a likert scale (1=unsatisfactory; 4 = distinguished) with the following question: "Utilizes various instructional technology resources to engage student learning." The mean response was 3.25 with a standard deviation of .5 points, indicating that most employers rate alumni teachers between proficient and distinguished in their use of instructional technology. In 2021, the Employer Survey was postponed due to an overlap in timing with administering the Alumni Survey. The EPP plans to administer this survey in October 2023. Technology in Data Collection, Management and Analysis for Student Success 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 advisees 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.

Teacher Training

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

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

Teacher Training

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

   a. **Teach students with disabilities effectively**

   NYSED requires that all teacher candidates take a course on teaching students with disabilities effectively. Adelphi teacher education programs prepare teacher candidates to teach students in diverse and inclusive settings through foundations, instruction, 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 of teacher candidates' meeting this requirement include; fieldwork assignments, coursework, and the clinical setting capstone during student teaching and practica. All teacher candidates are required to take at least one 3-credit special education course. 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 (305) for undergraduates. Teacher candidates in the secondary education programs are required to take Managing Inclusive Environments (560). 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 courses meet New York State mandates on training the needs of children with autism. Below are the course descriptions for each of these courses: 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 students 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 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. 305 - The Child with Special Needs Introduction to students with special needs and a historical perspective on special education. Topics include teaching resources, family involvement, referral and identification processes and Individual Education Plans. Twenty-five hours of fieldwork is required. 469 - Adapted Physical Education Introductory knowledge base and skills necessary to teach students with disabilities. Field experiences required. 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.***

   NYSED requires that all teacher candidates take a course on teaching students with disabilities effectively. Each of the courses listed above, which meet this NYSED requirement, includes a section on diagnosing a learning disability and on working within an IEP Team. In addition, teacher candidates review student's IEP's during their clinical practice and design appropriate lessons. 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.

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

   NYSED requires that all teacher candidates must take six credit hours of instruction with the following content: (iv) language acquisition and literacy development by native English speakers and students who are English language learners—and skill in developing the listening, speaking, reading, and writing skills of all students, including at least six semester hours of such study for teachers of early childhood education, childhood education,

middle childhood education, and adolescence education; teachers of students with disabilities, students who are deaf or hard-of-hearing, students who are blind or visually impaired, and students with speech and language disabilities; teachers of English to speakers of other languages; and library media specialists. (8 CRR-NY 52.21 Registration of Curricula in Teacher Education, NYSED). The majority of our Childhood and Adolescent teacher candidates, who have enrolled in the STEP 4 +1 program, are required to take a 3-credit literacy course and a 3-credit course entitled Sociolinguistics, which includes information and teaching methodology for ENLs. This course is tailored for the grade level which teacher candidates are preparing to teach. The two courses focus on second language acquisition, theories on how students can achieve full biliteracy, and content-based instruction for ENL students with a variety of cultural backgrounds and English proficiency levels. 310 - Sociolinguistic Perspectives in Childhood Education Introduces the sociolinguistic perspectives on language use and language learning. Concepts of language contact, language variation and language acquisition in childhood education are explored, particularly as related to English language learners. 311 - Sociolinguistic Perspectives in Adolescence Education Introduces the sociolinguistic perspectives on language use and language learning. Concepts of language contact, language variation and language acquisition in adolescent education are explored, particularly as related to English language learners. For teacher candidates who enter an Adelphi Master's degree program, content on ENL language and literacy acquisition is embedded within the required 6 credits of literacy instruction. In addition, 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 a state-funded program for inservice teachers who wish to improve their skills in effectively teaching ENL students in their content area classrooms. The ITI-BE/BSE program prepares classroom teachers for an advanced certificate in P-12 TESOL and provides 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 tutelage in special education foundations, 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

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

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

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.

The Council for the Accreditation of Educator Preparation (CAEP) has granted Adelphi University's Ruth S. Ammon College of Education and Health Sciences (CEHS) with accreditation for teacher and teacher leader programs at the initial and advanced levels. This accreditation status is effective from spring 2020 to spring 2027. Adelphi University is proud to publicly share impact and outcome measures identified by CAEP which demonstrate that our graduates are effective teachers and teacher leaders who contribute to student learning. The following is the list of Adelphi's data for CAEP Annual Reporting Measures. Additional supporting evidence and corresponding data tables are available at https://www.adelphi.edu/education/about/accreditation/caep-accountability-measures/

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:

Patricia Esposito

TITLE:

Director of Assessment and Accreditation

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Dr. Emily Kang

TITLE:

Associate Dean for Academic Affairs