Title II
Higher Education Act

SUBMIT REPORTS

SUC Oswego
Traditional Program
2011-12

Print Report Card

Institution Information

Name of Institution: SUC Oswego
Institution/Program Type: Traditional
Academic Year: 2011-12
State: New York

Address: 7060 State Route 104
Oswego, NY, 13126

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of

Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
ADOLESCENCE EDUCATION: BIOLOGY -BS	No
ADOLESCENCE EDUCATION: BIOLOGY -MST	No
ADOLESCENCE EDUCATION: CHEMISTRY -MST	No
ADOLESCENCE EDUCATION: CHEMISTRY -BS	No
ADOLESCENCE EDUCATION: EARTH SCIENCE -BS	No
ADOLESCENCE EDUCATION: EARTH SCIENCE -MST	No
ADOLESCENCE EDUCATION: ENGLISH - MST	No
ADOLESCENCE EDUCATION: ENGLISH -BS	No
ADOLESCENCE EDUCATION: FRENCH -MST	No
ADOLESCENCE EDUCATION: FRENCH -BS	No
ADOLESCENCE EDUCATION: GERMAN -BS	No
ADOLESCENCE EDUCATION: GERMAN -MST	No
ADOLESCENCE EDUCATION: MATHEMATICS -BS	No
ADOLESCENCE EDUCATION: MATHEMATICS -MAT	No
ADOLESCENCE EDUCATION: MATHEMATICS -MST	No
ADOLESCENCE EDUCATION: PHYSICS -BS	No
ADOLESCENCE EDUCATION: PHYSICS -MST	No
ADOLESCENCE EDUCATION: SOCIAL STUDIES -BS	No
ADOLESCENCE EDUCATION: SOCIAL STUDIES -MST	No
ADOLESCENCE EDUCATION: SPANISH -MST	No
ADOLESCENCE EDUCATION: SPANISH -BS	No
ADOLESCENCE EDUCATION:CHEMISTRY -MAT	No
AGRICULTURAL EDUCATION -BS	No
AGRICULTURAL EDUCATION -MSED	No
AGRICULTURAL SUBJECTS (INITIAL) -CERT	No
AGRICULTURAL SUBJECTS -BS	No
AGRICULTURAL SUBJECTS -MSED	No
ART EDUCATION -MAT	No
BUSINESS AND MARKETING EDUCATION -BS	No
BUSINESS AND MARKETING EDUCATION -MSED	No
BUSINESS AND MARKETING SUBJECTS (INITIAL) -CERT	No
BUSINESS AND MARKETING SUBJECTS -BS	No
BUSINESS AND MARKETING SUBJECTS -MSED	No
CHILDHOOD EDUCATION -BS	No
CHILDHOOD EDUCATION 1-6 - MST	No
FAMILY & CONSUMER SCIENCES EDUCATION -MSED	No

FAMILY/CONSUMER SCI EDUCATION (INITIAL) -CERT	No
FAMILY/CONSUMER SCIENCE SUBJECT - MSED	No
FAMILY/CONSUMER SCIENCES EDUCATION -BS	No
HEALTH CAREERS EDUCATION (7-12) - BS	No
HEALTH CAREERS EDUCATION -MSED	No
HEALTH CAREERS EDUCATION 7-12 (INITIAL) -CERT	No
TEACHING ENGLISH TO SPEAKERS OF OTH LANG -BS	No
TECHNICAL EDUCATION (7-12) -BS	No
TECHNICAL EDUCATION 7-12 (INITIAL) -CERT	No
TECHNOLOGY EDUCATION -BS	No
TRADE EDUCATION (7-12) -BS	No
TRADE EDUCATION -MSED	No
TRADE EDUCATION 7-12 (INITIAL) -CERT	No
Total number of teacher preparation programs: 49	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Freshman year

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions requirements can be found:
http://www.oswego.edu/admissions/

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

- Although all students are admitted into education majors at freshman year (admission process to SUNY Oswego), students are allowed to continue into teacher education courses if they maintain a minimum of 2.5 GPA.

-Technology Education a copy of initial certification -- allow conditional admission.

-A minimum Undergraduate GPA of 2.7 is required for ALL graduate teacher education programs. For GPA below 2.69, GRE or MAT (Miller Analogies Test) is required for admission to specific programs. For Adolescence Chemistry and Math, 7-12 MST/MAT programs, if the GPA is 2.69 or below, ONLY GRE score is accepted (MAT score not accepted).

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit

Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	Yes	No
Interview	No	No
Other		

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

90.26

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2011-12

3.22

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes

Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other Bachelors Degree or higher	Yes	Yes

What is the minimum GPA required for admission into the program?

2.7

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.28

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2011-12

3.8

Section I.c Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2011-12:	1196
Unduplicated number of males enrolled in 2011-12:	451
Unduplicated number of females enrolled in 2011-12:	745

2011-12	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	45
Race	
American Indian or Alaska Native:	3
Asian:	10
Black or African American:	30
Native Hawaiian or Other Pacific Islander:	0
White:	1086
Two or more races:	18

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	12.5
Number of full-time equivalent faculty supervising clinical experience during this academic year	14
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	22
Number of students in supervised clinical experience during this academic year	414

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

We have 500+ Cooperating Teachers in School Districts helping our Teacher Candidates in Supervised Clinical Experiences. These have not been included in the above numbers under "Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)". It is difficult to calculate the FTE equivalent for them.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	142
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	6
Teacher Education - Art	15
Teacher Education - Business	9
Teacher Education - English/Language Arts	34
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	3
Teacher Education - Technology Teacher Education/Industrial Arts	64
Teacher Education - Mathematics	14
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	

Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	61
Teacher Education - Technical Education	8
Teacher Education - Computer Science	
Teacher Education - Biology	14
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	3
Teacher Education - German	1
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	11
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	9
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	142
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	6
Teacher Education - Art	15
Teacher Education - Business	9
Teacher Education - English/Language Arts	34
Teacher Education - Foreign Language	

Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	3
Teacher Education - Technology Teacher Education/Industrial Arts	64
Teacher Education - Mathematics	14
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	61
Teacher Education - Technical Education	8
Teacher Education - Computer Science	
Teacher Education - Biology	14
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	3
Teacher Education - German	1
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	11
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	9
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	

Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2011-12: 395

2010-11: 453

2009-10: 424

Section II. Annual Goals - Mathematics

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

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

10

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

High school and community college students visit campus attending particular session

Open House: collaboration through the community to include individuals outside the School of Education on advisory-type (review) committees.

Faculty diversity coordinator. See additional comments and explanations in the overall section below.

Outreach to students in discipline-specific majors (e.g., math BA students)

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

Targeting high school students at an earlier grade level, attending more graduate fairs

Working collaboratively with CLAS faculty (e.g., math department faculty) to identify undergrads who may be interested in dual majors (e.g. math ed and math) or undergrads wishing to enter an MAT program.

Provide any additional comments, exceptions and explanations below:

Since 2008, we have had a 44% decrease in enrollment in Teacher Preparation programs that lead to certification in Adolescence Education fields. This is reflective of a national trend. However, we have been successful in maintaining steady enrollment in high need areas such as mathematics, the sciences, special education, and TESOL.

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

10

Provide any additional comments, exceptions and explanations below:

We received Race to the Top funding from NYSED (2011-2014) to support a small graduate level clinically rich teacher preparation pilot project to prepare teachers for high need areas. This allowed us to support several candidates obtaining an initial certification in Adol Ed Mathematics.

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

10

Provide any additional comments, exceptions and explanations below:

Our goal is to continue to increase enrollment. We are always looking for grants to attract students

Section II. Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of

prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

10

Did your program meet the goal for prospective teachers set in science in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

High school and community college students visit campus attending particular session

Open House: collaboration through the community to include individuals outside the School of Education on advisory-type (review) committees.

Faculty diversity coordinator. See additional comments and explanations in the overall section below.

Outreach to students in discipline-specific majors (e.g., biology, earth science, chemistry, physics BA students)

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

Targeting high school students at an earlier grade level, attending more graduate fairs.

Provide any additional comments, exceptions and explanations below:

Since 2008, we have had a 44% decrease in enrollment in Teacher Preparation programs that lead to certification in Adolescence Education fields. This is reflective of a national trend. However, we have been successful in maintaining steady enrollment in high need areas such as mathematics, the sciences, special education, and TESOL.

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

10

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

10

Provide any additional comments, exceptions and explanations below:

Our goal is to continue to increase enrollment. We are always looking for grants to attract students.

Section II. Annual Goals - Special Education

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

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

10

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

High school and community college students visit campus attending particular session

Open House: collaboration through the community to include individuals outside the School of Education on advisory-type (review) committees.

Faculty diversity coordinator. See additional comments and explanations in the overall section below.

Encourage candidates completing an undergrad degree in Childhood Education to consider graduate work in Childhood Special Education

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

Targeting high school students at an earlier grade level, attending more graduate fairs

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

10

Provide any additional comments, exceptions and explanations below:

We received Race to the Top funding from NYSED (2011-2014) to support a small graduate level clinically rich teacher

preparation pilot project to prepare teachers for high need areas. This allowed us to support several candidates obtaining an initial certification in Adol Ed Special Education

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

10

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - LEP

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

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

10

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

High school and community college students visit campus attending particular session

Open House: collaboration through the community to include individuals outside the School of Education on advisory-type (review) committees.

Faculty diversity coordinator. See additional comments and explanations in the overall section below.

Outreach to students in discipline-specific majors (e.g. linguistics)

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

Targeting high school students at an earlier grade level, attending more graduate fairs

Provide any additional comments, exceptions and explanations below:

Targeting high school students at an earlier grade level, attending more graduate fairs

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

10

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

10

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

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

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

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

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

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

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

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

The following strategies/initiatives/partnerships have contributed to SUNY Oswego's success in meeting the assurances

listed in Section II regarding the rigor and breadth of training of the School of Educations' special education and general education teachers:

SUNY Oswego's Team Sheldon is a partnership among the Oswego County public schools, the Oswego County Board of Cooperative Educational Services (BOCES), and the SUNY Oswego School of Education. Team Sheldon looks at issues surrounding provision of appropriate training for prospective teachers in identifying educational needs at the local level, through this collaborative forum. Other collaborative issues addressed by this partnership include, but are not limited to, Field Placement (student teaching), needs assessment for new programs, implementation of instructional techniques for diverse populations, and review of programmatic coursework to ensure that the rigor of the curriculum is meeting the needs of the (continuously) changing learning environment.

Team Sheldon maintains three PDS sites while supporting the development of Professional Development Partnership Schools (PDPSs) in four sites that may eventually become full-fledged PDSs as well. The PDPS model is unique in utilizing college student teacher supervisors as professional development coordinators in the school, supported by funding from the school district and SUNY. These sites host candidates in our Childhood, Adolescence, TESOL, and Technology Education programs.

The School of Education is involved in numerous professional development school (PDS) initiatives in Oswego and Onondaga Counties. All are designed to promote authentic learning for P-12 students, promote professional growth among pre-service and in-service teachers, and use an inquiry approach to address the diverse learning needs of P-12 students. More than a dozen faculty members from the departments of Curriculum & Instruction, Technology, and Counseling & Psychological Services participate in various PDS initiatives.

Professional development school initiatives are established at several schools in the Syracuse City School District that host candidates in our Adolescence, Childhood, and TESOL programs, including Henninger High School, Huntington K-8 School, Fowler High School and Delaware Elementary. The Onondaga Nation School Partnership is a literacy professional development initiative that involves candidates in our Literacy program.

Further, our Center for Urban Schools in the School of Education is a resource center for communication among students, staff, faculty, and others who are interested in urban education issues. The initiatives of the Center for Urban Schools support the School of Education's goal to provide every candidate a field experience in an urban high needs school setting. The Center works to establish a presence in those schools where student poverty rates are the highest, student diversity is the norm not the exception, educational resources are extremely scarce, and where student achievement as well as teacher availability are the lowest, namely New York State urban schools. Since the Center for Urban Schools was created, the numbers of SUNY Oswego teachers taking positions in urban schools has risen slightly, and the numbers of urban field placements, participation in urban education courses, faculty engaged in urban education scholarship, and urban school partnerships have risen dramatically.

SUNY Oswego's prospective special education teachers enter into the School of Educations' graduate program already certified, having received instruction and coursework in core academic subjects as well as specialized training in providing instruction to children with disabilities. Further, general education teachers, as part of their core curriculum requirements, must participate in coursework focused at providing an introduction to federal laws and state regulations for educating students with disabilities. Characteristics of various disabilities are presented and discussed with a focus on educational implications. Course content emphasizes effective strategies for meeting individual student needs within the regular classroom (e.g., curriculum, instruction and assessment practices for diverse groups, collaboration with special education teammates).

We have developed a course on Culturally Relevant Teaching. In addition, we regularly organize seminars/discussions on using culturally relevant teaching to help students learn. Topics include "Addressing Issues Related to Academic Achievement through Multicultural Education"; "Philosophical Aspects of Cultural Difference in Learning"; and "Responding to Cultural Difference in Teaching and Learning."

Throughout the program, students are taught about culturally relevant pedagogical practices, and discuss how this concept is applied in different contexts – i.e. urban and rural schools. In addition, ongoing conversations on how context impacts students' ability to learn occur throughout the program, and include discussions on children from low-income families.

One of the most successful strategies includes the culminating experience offered at the end of the program. Candidates are expected to provide an overview of the students in their classes while in clinical experiences. At that time they:

assess the needs of their students; plan to meet the individual needs of all students in their classes; provide instruction according to the plan; assess students' progress; and begin the cycle again after they reflect on the success of their practice.

We are redesigning our programs to incorporate extensive clinically rich opportunities for our candidates. We received Race to the Top funding from NYSED (2011-2014) to support a small graduate level clinically rich teacher preparation pilot project (O-RITE: Oswego Residency Initiative for Teacher Excellence) to prepare teachers for high need areas. Our first cohort of candidates in this program worked in secondary school classrooms for the complete academic year (10 months) while completing coursework synchronously on line evenings and weekends. Our undergraduate TESOL program (BRIDGES) has been redesigned to support candidates who complete a full year in TESOL classrooms while completing pedagogical coursework. Our MAT initial certification programs for those preparing for Childhood or Adolescence certifications are all clinically rich and combine extensive classroom experiences with allied, simultaneous coursework.

Finally, curriculum supporting teacher understanding of the needs of ELL students has been incorporated in all pedagogy and methods courses in all of our teacher preparation programs.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
068 -AGRICULTURE CST Evaluation Systems group of Pearson Other enrolled students	3			
068 -AGRICULTURE CST Evaluation Systems group of Pearson All program completers, 2011-12	3			
068 -AGRICULTURE CST Evaluation Systems group of Pearson All program completers, 2010-11	3			
068 -AGRICULTURE CST Evaluation Systems group of Pearson All program completers, 2009-10	2			
006 -BIOLOGY CST Evaluation Systems group of Pearson Other enrolled students	5			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2011-12	5			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2010-11	3			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2009-10	8			
069 -BUSINESS AND MARKETING CST Evaluation Systems group of Pearson Other enrolled students	1			
069 -BUSINESS AND MARKETING CST Evaluation Systems group of Pearson All program completers, 2011-12	7			

069 -BUSINESS AND MARKETING CST Evaluation Systems group of Pearson All program completers, 2009-10	13	240	11	85
007 -CHEMISTRY CST Evaluation Systems group of Pearson Other enrolled students	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2011-12	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2010-11	3			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2009-10	3			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson Other enrolled students	2			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2010-11	8			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2009-10	2			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson Other enrolled students	43	267	43	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2011-12	154	266	154	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	118	263	117	99
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	221	264	221	100
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson Other enrolled students	10	244	10	100
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2011-12	29	242	27	93
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2010-11	28	234	25	89
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2009-10	28	240	26	93

022 -ESOL CST Evaluation Systems group of Pearson Other enrolled students	2			
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2011-12	7			
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2010-11	11	243	10	91
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2009-10	10	243	10	100
072 -FAMILY AND CONSUMER SCIENCES CST Evaluation Systems group of Pearson Other enrolled students	4			
072 -FAMILY AND CONSUMER SCIENCES CST Evaluation Systems group of Pearson All program completers, 2010-11	13	259	13	100
072 -FAMILY AND CONSUMER SCIENCES CST Evaluation Systems group of Pearson All program completers, 2009-10	1			
012 -FRENCH CST Evaluation Systems group of Pearson Other enrolled students	1			
012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2010-11	1			
012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2009-10	3			
013 -GERMAN CST Evaluation Systems group of Pearson Other enrolled students	1			
013 -GERMAN CST Evaluation Systems group of Pearson All program completers, 2011-12	1			
013 -GERMAN CST Evaluation Systems group of Pearson All program completers, 2009-10	1			
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson Other enrolled students	187	258	183	98
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2011-12	336	260	336	100
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2010-11	322	257	320	99

001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2009-10	468	257	464	99
065 -LITERACY CST Evaluation Systems group of Pearson Other enrolled students	1			
065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2011-12	37	266	36	97
065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2009-10	61	256	59	97
004 -MATHEMATICS CST Evaluation Systems group of Pearson Other enrolled students	10	275	10	100
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2011-12	9			
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2010-11	16	271	16	100
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2009-10	15	273	15	100
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson Other enrolled students	25	257	25	100
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2011-12	116	250	112	97
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2010-11	113	253	113	100
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2009-10	155	249	150	97
009 -PHYSICS CST Evaluation Systems group of Pearson Other enrolled students	2			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2010-11	1			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2009-10	3			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson Other enrolled students	68	258	67	99

091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2011-12	187	260	187	100
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	205	256	204	100
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	250	258	249	100
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	3			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2011-12	36	234	28	78
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2010-11	48	240	42	88
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2009-10	65	239	56	86
020 -SPANISH CST Evaluation Systems group of Pearson Other enrolled students	3			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2011-12	10	239	7	70
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2010-11	5			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2009-10	10	233	10	100
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2011-12	4			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2009-10	11	253	11	100
077 -TECHNOLOGY EDUCATION CST Evaluation Systems group of Pearson Other enrolled students	14	248	14	100
077 -TECHNOLOGY EDUCATION CST Evaluation Systems group of Pearson All program completers, 2011-12	50	247	49	98
077 -TECHNOLOGY EDUCATION CST Evaluation Systems group of Pearson All program completers, 2010-11	48	249	48	100

077 -TECHNOLOGY EDUCATION CST Evaluation Systems group of Pearson All program completers, 2009-10	61	252	61	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, 2011-12	9			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2010-11	12	235	12	100
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2009-10	14	243	14	100

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	383	364	95
All program completers, 2010-11	342	328	96
All program completers, 2009-10	502	481	96

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

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

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes
- **use technology effectively to collect data to improve teaching and learning**
  Yes
- **use technology effectively to manage data to improve teaching and learning**

Yes

- **use technology effectively to analyze data to improve teaching and learning**
  Yes

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

Course instructors, student teaching supervisors, and practitioners in the field, during field experiences (pre-student teaching and student teaching), collaborate on development and implementation of both written assignments and field experiences targeted at development of skills of assessment, use of instructional technology, and critical reflection and analysis on student learning. Students are exposed to professional education courses and an aggregate of technology laboratory courses in order to encourage our students to foster and participate in authentic learning tasks. Through the implementation of multiple instructional strategies, including, the incorporation of a variety of technology, students develop a body of knowledge as well as processes for directed application of knowledge through practice and promotion of authentic learning environments and success in the classroom.

One of the undergraduate School of Education requirements is a computer literacy course. In 2009, a new course was created specifically for education majors (CSC103) to ensure the computer literacy for education based hardware and software tools. The sections are taught by full-time faculty or adjunct instructors with Masters level degrees. One of the sections is taught by the Technology Support Professional from the School of Education's Dean's Office. Assignments in the courses are customized for pre-service teachers with authentic learning tasks. Textbook chapters address the integration of technology into lesson plans. Basic concepts in productivity software are part of the computer lab component of the course.

In the Methods course required of each pre-service teacher, integrating technology into lesson planning is a major component. Writing assignments develop skills of assessment, use of instructional technology, and critical reflection and analysis of student learning.

All of the School of Education courses offered to pre-service teachers are taught in our Smart Classrooms. These classrooms are equipped with wireless connectivity and networked computers with projection. Podiums in most of the classrooms also support document cameras, VCR, DVD, and external laptop connections. The School of Education has 5 classrooms equipped with interactive whiteboards by Smart Technologies. There are 7 computer labs with 20-28 PCs or MACs. Student-accessible computers are available in 7 additional classrooms. This equipment is updated every 5-6 years through a state-funded program called SCAP (Student Computing Access Program). SUNY Oswego's Campus Technology Services department supports and manages all of this equipment.

Candidates in methods courses and student teachers in all departments, are required to purchase a subscription to Tk20© , an online assessment system. These candidates are required to submit electronic artifacts that demonstrate their ability to plan, deliver, and assess a standards based instructional sequence. Tk20© contains templates for the candidates to upload lesson plans, assessment plans and evaluations, and reflections on their preparation and execution. College faculty and cooperating teachers make online assessment of the candidates' work in methods and student teaching placements.

Additional professional development is available to our pre-service teachers in workshops that are held several times each semester. We offer instruction in using the Tk20© system and using SmartBoard technology.

Section VI. Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

A stand alone course and/or instructional coursework infused within the curriculum provides an introduction and overview to federal laws and state regulations for educating students with disabilities. Working with students with limited English proficiency is infused in all Literacy coursework. Teacher candidates are oriented to characteristics of various disabilities, with a focus on educational implications. Instruction emphasizes effective strategies for meeting individual student needs within the regular classroom (e.g., curriculum, instruction and assessment practices for diverse groups, collaboration with special education teammates). Further, field-based experiences require students to observe and explore the roles and responsibilities of classroom teachers related to teaching learners with disabilities. Field experiences focus on implementing instructional activities for small groups in classrooms which include students with disabilities. Learned competencies accentuate teaching practices that address the needs of individual students with disabilities within school classrooms. Teacher Candidates are able to provide a rationale for collaborative teamwork related to inclusive education and articulate multiple strategies to facilitate student success.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Specific course work includes detailed preparation in the referral process for special education and the roles and responsibilities of general educators as members of the Individualized Education Plan team.

These courses also explore utilization of effective practices for English language learners as well as other diverse student populations. Other significant coursework is guided by local, state, and national learning standards as planning, instructional strategies, assessment strategies, and management models are introduced for grades 7-12 foreign and second language classrooms. Instruction includes development of a knowledge-base around familiarity with theories concerning the nature of language, the function of language across social class, geographic regions and time, the acquisition of languages, the nature of “proficiency”. The curricular emphasis here is focused on students’ transformation into professionals through reflective and practical application of theory and research to build professional understanding, skill, and dispositions, and encourages continuing growth in second language teaching.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The School of Education's implementation of a comprehensive data management system called Tk20 has moved forward as planned. This data management system enables the School of Education to capture important, key assessment data in pre-student teaching and student teaching in a centralized repository. Implementation phase-in continues with full implementation across the School of Education. Faculty (clinical) supervisors and teacher mentors provide up-to-date evaluations of key assessments (embedded signature assessments, ESAs) on teacher candidates, who in turn are able to review valuable feedback online in a fast, secure, and efficient manner. Further, faculty is committed to habits of mind (professional dispositions) and authentic learning teaching. Professional dispositions are the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to fulfill the vision expressed by the conceptual framework of the School of Education at SUNY Oswego. The conceptual framework uses weaving a braid as a visual metaphor for the interactive, recursive and transformative nature of the teaching and learning process. Educators continually weave strands of KNOWLEDGE, PRACTICE, REFLECTION, COLLABORATION and LEADERSHIP, thus creating a complex braided school fabric in which AUTHENTIC LEARNING is an everyday reality for diverse students. Concern for SOCIAL JUSTICE anchors the educational process; it is the knot at the top of the braid. Educators must express professional values, commitments and ethics in order to promote authentic learning by all students in socially just school environments. We expect the potential for these dispositions to be exhibited by candidates at entrance to all programs. Faculty, administrators, teachers and other school personnel associated with programs in the School of Education support the development of candidates' understanding and practice of these professional dispositions within a socio-cultural perspective. Our goal is to prepare educators to function effectively as socially conscious catalysts for change, who create and sustain school environments where excellence is cherished and social justice flourishes. Educators exhibit enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, equitable environment for all students to learn at high levels; and seek effective new ideas, diverse perspectives, and relevant information to develop continuously as educators for social justice. Educators understand how social structures and power relationships disadvantage some groups of learners; assume an effective leadership role in recognizing and challenging injustice; and act with courage and patience to ensure that all students can learn authentically at high levels in socially just schools. Educators exhibit self-awareness and critical inquiry into their own biases and teaching practice within a socio-cultural perspective; and seek and respond appropriately to constructive feedback from others to improve their own practice. Educators exhibit honesty, fairness, trustworthiness; adhere to professional ethics and standards of behavior; recognize and challenge injustice in effective ways; and act in the best interest of all students and others in the learning community. Educators demonstrate cultural sensitivity, empathy, caring, and rapport; seek to understand others; and believe all students can learn authentically at high levels. Educators hold themselves accountable for authentic learning by all students; and exhibit initiative, reliability, maturity and sound judgment in implementing equitable best practice for all students and others in the learning community. Educators listen, communicate, and work effectively with others from a variety of diverse backgrounds to provide a safe, inclusive, equitable and shared learning environment.

Supporting Files

SUC Oswego
Traditional Program
2011-12

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Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 12/31/2015)

Title II
Higher Education Act

SUBMIT REPORTS

SUC Oswego
Traditional Program
2011-12

Section VIII Report Card Certification

Information in this report has been certified as accurate and complete by:
Dr. Pamela Michel
Interim Dean of School of Education

This submission was reviewed and certified as accurate and complete by:
Dr. Lorrie Clemo
Vice President for Academic Affairs and Provost

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	2032	1196	-41.14%
Male Enrollment	726	451	-37.88%
Female Enrollment	1306	745	-42.96%
Hispanic/Latino Enrollment	74	45	-39.19%
American Indian or Alaska Native Enrollment	5	3	-40.00%
Asian Enrollment	16	10	-37.50%
Black or African American Enrollment	42	30	-28.57%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	1834	1086	-40.79%
Two or more races Enrollment	37	18	-51.35%
Average number of clock hours required prior to student teaching	100	100	0.00%
Average number of clock hours required for student teaching	560	560	0.00%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	14	14	0.00%
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	22	22	0.00%
Number of students in supervised clinical experience during this academic year	752	414	-44.95%
Total completers for current academic year	453	395	-12.80%

Total completers for prior academic year	424	453	6.84%
Total completers for second prior academic year	453	424	-6.40%

SUC Oswego

Traditional Program

2011-12

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