SUC Oswego
Traditional Program

2016 Title II Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: SUC Oswego
Institution/Program Type: Traditional
Academic Year: 2014-15
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

http://www.oswego.edu/admissions.html

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

--Candidates may be admitted into the initial teacher certification program upon admittance to SUNY Oswego. Candidates who did not declare an education major in their application to SUNY Oswego may be admitted into the education majors in their sophomore and junior years.

-- A minimum undergraduate cumulative GPA of 3.0 is required for admission into all graduate teacher education programs, including those leading to both initial and professional certification. Candidates less than 3.0 may be in the program conditionally and upon completion of 9 credits and earning a GPA of 3.00 or better such applicants can be admitted fully in the program.

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	No	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	Data not reported	Data not reported

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

3

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.18

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 2014-15

3.22

Please provide any additional comments about the information provided above:

-- Effective in the Fall 2015, candidates for admission into any teacher preparation program will be required to have earned a GPA of 3.00 or better.

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?

3

What was the median GPA of individuals accepted into the program in academic year 2014-15

4

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.92

Please provide any additional comments about the information provided above:

Section I.c 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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2014-15:	602
Unduplicated number of males enrolled in 2014-15:	216
Unduplicated number of females enrolled in 2014-15:	386

2014-15	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	44
Race	
American Indian or Alaska Native:	0
Asian:	12
Black or African American:	22
Native Hawaiian or Other Pacific Islander:	0
White:	514
Two or more races:	10

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	109
Average number of clock hours required for student teaching	576
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	44

Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	467

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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	22
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	89
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	3
Teacher Education - Art	5
Teacher Education - Business	2
Teacher Education - English/Language Arts	19
Teacher Education - Foreign Language	
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	3
Teacher Education - Technology Teacher Education/Industrial Arts	24
Teacher Education - Mathematics	5
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	34
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	19
Teacher Education - Technical Education	3
Teacher Education - Computer Science	
Teacher Education - Biology	6
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	2
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	4
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: Trade Education	5

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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	22
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	89
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	3
Teacher Education - Art	5
Teacher Education - Business	2
Teacher Education - English/Language Arts	19
Teacher Education - Foreign Language	
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	3
Teacher Education - Technology Teacher Education/Industrial Arts	24
Teacher Education - Mathematics	5
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	34
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	19
Teacher Education - Technical Education	3
Teacher Education - Computer Science	
Teacher Education - Biology	6
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	2
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	4
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: Trade Education	5

Section I.f Program Completers

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

2014-15: 285

2013-14: 417

2012-13: 299

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 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

3

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

4

Provide any additional comments, exceptions and explanations below:

We have seen a significant decline in enrollment across all Education majors, including mathematics education majors, in spite of Noyce funding (we understand that this is a national trend). In 2011, we added an intensive 15-month MST program for initial certification of mathematics. Still the enrollment of Adolescence Education Mathematics majors (undergraduate) and MST Mathematics Education majors has continued to be low.

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

4

Provide any additional comments, exceptions and explanations below:

In spite of Noyce funding, the enrollment remains very low in our undergraduate and MST programs. We are working with the Mathematics department to revise our recruitment practices for Noyce, Teach grant, and non-funded candidates.

We have also been awarded funding from a State University of New York (SUNY) Expanded Investment and Performance Fund for a SUNY Undergraduate Mathematics Success (SUMS) program. The goals of this program are to increase success, retention, and graduation rates of STEM, education, and increasingly business and social sciences student who encounter mathematics courses as a barrier to academic success. The project includes the creation of Mathematics Learning Success Center; offer a comprehensive summer bridge camp, and institute a technologically enhanced instruction and learning cohorts for select gateway mathematics courses. We anticipate that this focus on success in mathematics courses will provide us an opportunity to recruit more mathematics education majors.

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 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

3

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

3

Provide any additional comments, exceptions and explanations below:

We have seen a significant decline in enrollment across all Education majors, including science education majors, in spite of Noyce funding (we understand that this is a national trend). In 2011, we added an intensive 15-month MST program for initial certification of science educators. Still the enrollment of Adolescence Education science majors (undergraduate) and MST Science Education majors has continued to be low.

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

3

Provide any additional comments, exceptions and explanations below:

The enrollment has dropped significantly in the past few years in both the undergraduate and MST programs. We will continue to recruit candidates to be supported by Noyce and Teach grant funding, for our Adolescence Education (7-12) Science Education BS and MST programs (Bio, Chem, Earth Sci, Physics).

We have also been awarded funding from a State University of New York (SUNY) Expanded Investment and Performance Fund for a SUNY Undergraduate Mathematics Success (SUMS) program. The goals of this program are to increase success, retention, and graduation rates of STEM, education, and increasingly business and social sciences student who encounter mathematics courses as a barrier to academic success. The project includes the creation of Mathematics Learning Success Center; offer a comprehensive summer bridge camp; and institute a technologically enhanced instruction and learning cohorts for select gateway mathematics courses. We anticipate that this project will help us recruit more candidates for our undergraduate and MST Adolescence Science programs.

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 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

10

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

Our MSED in Special Education 1-6 has enrolled an average of 26 candidates each year since 2004. We expect this program to continue to be a strong contributor to the region's special education field.

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

10

Provide any additional comments, exceptions and explanations below:

In addition to a strong Childhood Special Education MSED program, we anticipate implementing a new MSED program in Special Education 7-12 generalist starting officially in fall 2016 to serve the needs of Adolescents who have special educational needs. We will recruit candidates who have initial certification in an Adolescence core area for this program, and anticipate up to 10 additional candidates each year.

Section II Annual Goals - Instruction of Limited English Proficient Students

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

Information about teacher shortage areas can be found at 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 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

In addition, through a new partnership with Syracuse City School District and the New York State Education department we provided a 12-month TESOL graduate certificate program and recommendation for ESOL certification for 15 classroom teachers each year. We are optimistic that this graduates certificate program will continue to support us working with up to 20 teachers each year that will complete the program so they can earn an additional certification in ESOL.

We also received support through a School Improvement Grant (with Syracuse CSD) to support eight candidates who are completing a clinically rich residency in SCSD with stipends for living and travel expenses.

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

10

Provide any additional comments, exceptions and explanations below:

We will continue to offer strong undergraduate clinically rich residency and graduate certificate programs for our TESOL candidates.

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 Education's general education, and special education teachers.

SUNY Oswego's Team Sheldon is a partnership among the Oswego county public schools, the Oswego County Board of Cooperative Education 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 Field Placement (including early field experiences and 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 Professional Development Schools (PDS) in Oswego County schools while supporting the development of Professional Development Partnership Schools (PDPSs) in four additional sites that may eventually become full-fledged PDSs. The PDPS model is unique in using college student teacher

Childhood, Adolescence, TESOL, and Technology Education programs.

The School of Education is involved in numerous professional develop 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 and inquiry-based approach to address the diverse learning needs of P-12 students. More than a dozen faculty members of the departments of Curriculum & Instruction, Technology, and Counseling & Psychological Services participate in various PDS initiatives. Additionally, the Onondaga Nation School Partnership is a literacy professional development initiative that involves candidates in our Literacy program.

Expanding our influence beyond Oswego County and into the region's urban school districts (Syracuse, Utica, Rochester, Albany/Troy, and New York City, our School of Education Center for Urban Schools serves a resource center for communication among students, staff, faculty, and urban partners. 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. The Center for Urban Schools works with the Field Placement Office to ensure that every candidate has at least one field experience in an urban, high-need school setting. The Center has also worked with the Field Placement Office to support a NYSED Teacher Opportunity Corps project for recruiting and supporting candidates from urban backgrounds who are interested in teaching in urban schools.

Most recently the Center has supported, a NYS Education Department funded Intensive Teacher Institute (ITI) TESOL graduate certificate program, a federal First in the World project aimed at increasing support for transfer students (mostly from urban backgrounds) who study at SUNY Oswego, and NYSED, School Improvement Grant (SIG) to support clinically rich residency candidates in the Syracuse City School District. The Center is also working with the Vocational Teacher Preparation Department to develop of a Career and Technical Education certificate program in partnership with the Syracuse City School District.

The Technology Education program prepares teachers for positions across the state (and country); this includes student teaching experiences in all corners of New York State. One key method that this program uses to collect data on school district needs in the technology field, is to hold an annual Technology Conference where more than 100 teachers and technology experts spend 2-3 days on campus delivering presentations, discussing issues and trends in the field, and providing input to the Technology and other School of Education faculty. Technology Education candidates and professors learn from, teach, and strengthen existing partnerships with teachers and school leaders during this annual event. In the fall of 2015, we held our 76th annual Technology conference.

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 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. This culminating experience is evidenced with the completion of an edTPA portfolio. All of our teacher preparation programs are assessed by means of program assessment components in each required course, tracked on our TK20 electronic program assessment system, and analyzed for our SPA reports and NCATE review.

All Childhood, TESOL, and MST candidates take a required course, SPE 304/504, Instruction Planning for Students with Disabilities. We are in the process of revising the Adolescence Education program to require this course as well. This course provides an introduction and overview to federal laws and state regulations for educating students with disabilities. 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, and collaboration with special education teammates).

Further, field-based experiences require students to observe and explore the roles and responsibilities of classroom teachers, and team-based problem solving, related to teaching learnings 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 rational for collaborative teamwork related to inclusive education and articulate multiple strategies to facilitate student success.

Teaching with students with Limited English proficiency is infused in all Literacy and methods coursework. Childhood Education and TESOL candidates complete a required course, Lit 311, Language and Literacy Development for All Learners, and Adolescence Education candidates complete Lit 313, Adolescence Literacy: Assessment and Intervention, addressing the needs all learners including those of Limited English proficiency students. Coursework is guided by local, state, and national learning standards as planning, instructional strategies, assessment strategies, and management models are introduced. Instruction includes development of a theoretical knowledgebase concerning the nature of language, the function of language across social class, geographic regions, and time, the acquisition of language, and the nature of proficiency.

In addition to a vibrant TESOL Education undergraduate program, curriculum supporting teacher understanding of the needs of English Language learners has been incorporated in all pedagogy and methods courses in all of our teacher preparation programs. In addition, we are in the process of adding a course requirement, EDU 383/583, Teaching English Language Learners across the Content Areas for all C&I initial certification programs (undergraduate and graduate levels). Additionally, all candidates in the C&I department programs complete coursework that addresses issues of culture, diversity, and socioeconomic realities as they impact and influence classroom practice (either EDU 380, Culturally Relevant Teaching, or EDU 381, Schools and Urban Society).

We are redesigning our programs to incorporate extensive clinically rich residency opportunities for our candidates. Our undergraduate TESOL program has been redesigned to support candidates who complete a full year of field experience and student teaching in TESOL classrooms while completing pedagogical coursework. Thus far, three cohorts (total 28 candidates (2013-16) have participated in this residency model.

Moving forward toward a clinically rich residency model, in 2015-16, Adolescence Social Studies and English Education candidates piloted an enhanced practicum experience (2-4 days of practicum) in the semester preceding a spring student teaching experience in local partnerships with Oswego County schools.

Responding to a NYSED urban school district needs, we are in the process of developing an undergraduate certificate in Career and Technical Education will provide a program (18 credits) to cohorts of experts in a range of Career and Technical fields who are interested in becoming certified to teach in Syracuse City schools. We anticipate expanding this program to other districts and vocational centers in the region.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
202 -ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson Other enrolled students	61	528	47	77

202 -ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All program completers, 2014-15	127	535	110	87
202 -ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All program completers, 2013-14	155	535	134	86
068 -AGRICULTURE CST Evaluation Systems group of Pearson All program completers, 2012-13	3			
068.1 -AGRICULTURE CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2014-15	4			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2013-14	11	252	11	100
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2012-13	6			
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, 2014-15	1			
069 -BUSINESS AND MARKETING CST Evaluation Systems group of Pearson All program completers, 2013-14	1			
069 -BUSINESS AND MARKETING CST Evaluation Systems group of Pearson All program completers, 2012-13	1			
069.1 -BUSINESS AND MARKETING CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
TP102 -BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson Other enrolled students	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2014-15	2			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2013-14	2			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2012-13	2			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2014-15	1			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2013-14	1			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2012-13	1			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson Other enrolled students	41	528	37	90
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2014-15	150	530	144	96

201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2013-14	138	532	133	96
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson Other enrolled students	1			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2014-15	5			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2013-14	70	264	69	99
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2012-13	130	266	130	100
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	54	51	43	80
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	35	52	31	89
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2014-15	6			
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2013-14	14	50	12	86
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson Other enrolled students	1			
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2014-15	3			
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2013-14	21	242	21	100
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2012-13	15	239	15	100
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson Other enrolled students	1			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	13	533	12	92
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2013-14	2			
022 -ESOL CST Evaluation Systems group of Pearson Other enrolled students	1			
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2014-15	9			
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2013-14	25	255	25	100
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2012-13	17	246	17	100
TP117 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2014-15	1			
072 -FAMILY AND CONSUMER SCIENCES CST Evaluation Systems group of Pearson All program completers, 2014-15	1			

072 -FAMILY AND CONSUMER SCIENCES CST Evaluation Systems group of Pearson All program completers, 2013-14	2			
072 -FAMILY AND CONSUMER SCIENCES CST Evaluation Systems group of Pearson All program completers, 2012-13	1			
072.1 -FAMILY AND CONSUMER SCIENCES CST.1 Evaluation Systems group of Pearson Other enrolled students	1			
072.1 -FAMILY AND CONSUMER SCIENCES CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	2			
012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2014-15	2			
012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2012-13	2			
013 -GERMAN CST Evaluation Systems group of Pearson All program completers, 2012-13	2			
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson Other enrolled students	2			
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2013-14	113	259	112	99
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2012-13	287	258	286	100
004 -MATHEMATICS CST Evaluation Systems group of Pearson Other enrolled students	2			
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2014-15	5			
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2013-14	16	268	16	100
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2012-13	16	275	16	100
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson Other enrolled students	1			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	2			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson Other enrolled students	22	251	22	100
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2014-15	34	249	34	100
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2013-14	112	248	102	91
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2012-13	122	250	120	98
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson Other enrolled students	10	1648	9	90
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2014-15	50	1648	47	94

1241 -MULTI SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2014-15	9			
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2014-15	1			
009 -PHYSICS CST Evaluation Systems group of Pearson Other enrolled students	1			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2014-15	3			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2013-14	2			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2012-13	4			
969 -SAFETY NET BUSINESS & MARKETING Evaluation Systems group of Pearson Other enrolled students	1			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson Other enrolled students	2			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2014-15	12	263	12	100
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2013-14	92	261	92	100
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2012-13	153	262	153	100
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	11	44	8	73
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	9			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	6			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	3			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	6			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	5			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	6			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	7			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	2			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2014-15	15	240	14	93

005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2013-14	17	239	16	94
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2012-13	27	238	25	93
020 -SPANISH CST Evaluation Systems group of Pearson Other enrolled students	3			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2014-15	2			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2013-14	6			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2012-13	4			
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	1			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson Other enrolled students	1			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2014-15	9			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2013-14	18	250	18	100
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2012-13	11	247	9	82
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson Other enrolled students	5			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	13	555	13	100
TP143 -TECHNOLOGY AND ENGINEERING EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
TP143 -TECHNOLOGY AND ENGINEERING EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	16	49	14	88
TP143 -TECHNOLOGY AND ENGINEERING EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	3			
077 -TECHNOLOGY EDUCATION CST Evaluation Systems group of Pearson Other enrolled students	15	257	15	100
077 -TECHNOLOGY EDUCATION CST Evaluation Systems group of Pearson All program completers, 2014-15	31	247	31	100
077 -TECHNOLOGY EDUCATION CST Evaluation Systems group of Pearson All program completers, 2013-14	36	252	35	97
077 -TECHNOLOGY EDUCATION CST Evaluation Systems group of Pearson All program completers, 2012-13	38	251	37	97
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	2			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson Other enrolled students	5			

079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2014-15	8			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2013-14	10	249	10	100
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2012-13	11	243	11	100
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2014-15	2			
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2013-14	3			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	218	175	80
All program completers, 2013-14	276	239	87
All program completers, 2012-13	295	289	98

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 Use of 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 placements (including both early field experiences and students teaching) collaborate on development and implementation of both written assignments and pedagogical experiences targeted at the candidates' development of skills of assessment, use of instructional technology, and critical reflection and analysis on student learning. Through the implementation of multiple instructional strategies, including the incorporation of a variety of technologies and technological supports, candidates develop a both of knowledge and targeted process skills for directed application of knowledge through practice and promotion of authentic learning environments and success in the classroom.

One of the undergraduate Curriculum & Instruction Department programs' requirements is a computer Literacy course, CSC 103, Computing Tools and Information Literacy for Educators, to ensure candidates are aware of, knowledgeable about, and able to use education based hardware and software tools. Most sections are taught by adjunct instructors with Masters level Education degrees. Assignments in the course are customized for pre-service teachers. Textbook chapters address the integration of technology into curricular goals and unit plans. Basic concepts in productivity software are part of the computer lab component of the course. In addition, SPE 304, Education Planning for Students with Disabilities, required of all Adolescence, Childhood, and TESOL Education majors contains a component about assistive technologies for use with students with disabilities; and a focus on universal design for learning. Literacy and methods courses in our programs also address universal design for learning principles. Of course, all of the courses in our Technology Education program are rich the use of technology for planning, instruction, and assessment.

taught online, modeling instructional and assessment strategies for the candidates; and many courses include online discussion group assignments. Additional professional development is available to our pre-service teachers in workshops that are held several times each semester. Such instruction included using the Tk20 system, SmartBoard technology, and classroom videotaping for assessment and analysis. In the Methods course required of each pre-service teacher, integrating technology into unit and lesson planning is a major component. Additionally, writing assignments develop skills of assessment, use of instruction technology, and critical reflection and analysis of student learning.

All of the School of Education courses offered to pre-service (initial certification) and in-service (professional certification) teachers are taught online or in our technology enhanced classrooms which allow instructor to use a wide variety of presentation tools and candidates to experience these technologies. 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. Sheldon, Park and Wilber halls the home of the School of Education has been undergoing major renovations since 2009. Sheldon reopened in 2012, Park Hall reopened in Spring 2013; and Wilber Hall is expect to re-open in Spring 2016. Computer access within the School of Education, targeted to the SOE population is included in labs and classroom spaces in Sheldon, Park, and Wilber Halls. Additional access is provided in multiple open computer labs across campus. All SUNY Oswego students, faculty, and staff have access to lynda.com, an online subscription library that teaches the latest software tools and skills through high-quality instructional videos taught by recognized industry experts.

Candidates in methods courses and student teachers in all departments are required to purchase a subscription to Tk20, an online portfolio, course management, and program assessment system. Candidates submit electronic artifacts that demonstrate their ability to plan, deliver, and assess standards based instruction sequence. Tk20 contains templates for the candidate to upload lesson plans, assessment plans, and evaluations, and reflect on their preparation and execution. College faculty and cooperating teachers make online assessment of the candidates' work in methods and student teaching placements. TK20 is also aligned with the Pearson platform, thereby enabling candidates to submit the edTPA (required by New York State as a teacher certification assessment) directly to Pearson.

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.

All Childhood, TESOL, and MST candidates take a required course, SPE 304/504, Instruction Planning for Students with Disabilities. We are in the process of revising the Adolescence Education program to require this course as well. This course provides an introduction and overview to federal laws and state regulations for educating students with disabilities. 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, and collaboration with special education teammates).

Further, field-based experiences require students to observe and explore the roles and responsibilities of classroom teachers, special education specialists, and team-based problem solving, related to teaching learnings 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 rational for collaborative teamwork related to inclusive education and articulate multiple strategies to facilitate student success.

Teaching with students with Limited English proficiency is infused in all Literacy and methods coursework. Childhood Education and TESOL candidates complete a required course, Lit 311, Language and Literacy Development for All Learners, and Adolescence Education candidates complete Lit 313, Adolescence Literacy: Assessment and Intervention, addressing the needs all learners including those of Limited English proficiency students. Coursework is guided by local, state, and national learning standards as planning, instructional strategies, assessment strategies, and management models are introduced. Instruction includes development of a theoretical knowledgebase concerning the nature of language, the function of language across social class, geographic regions, and time, the acquisition of language, the nature of proficiency, and the importance of collaboration between classroom teachers and Literacy and ESL specialists.

In addition to a vibrant TESOL Education undergraduate program, curriculum supporting teacher understanding of the needs of English Language learners has been incorporated in all pedagogy and methods courses in all of our teacher preparation programs. In addition, we are in the process of adding a course requirement, EDU 383/583, Teaching English Language Learners across the Content Areas requirement for all C&I initial certification programs (undergraduate and graduate levels). Additionally, all candidates in the C&I department programs complete coursework that addresses issues of culture, diversity, and socioeconomic realities as they impact and influence classroom practice (either EDU 380, Culturally Relevant Teaching, or EDU 381, Schools and Urban Society).

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

The curricular emphasis in the Special Education MSED programs focuses on candidates' transformation into professionals through reflective and practical application of theory and research to build professional understanding. Specific coursework includes detailed preparation in the referral process of special education and the roles and responsibilities of general educators as members of the IEP team. These courses also explore utilization of effective practices for English Language Learners as well as other diverse student populations.

SUNY Oswego's prospective special education teachers enter into the School of Education's MSED Special Education (1-6) program already certified as classroom teachers, having received instruction and coursework in core academic subjects as well as specialized training in providing instruction to children with disabilities. We are adding a new MSED Special Education for grades 7-12, starting in 2016 for candidates who are already in an Adolescence Education content area, and interested in a specialization in Special Education.

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.

In 2014, following a thorough and rigorous NCATE accreditation process, the SUNY Oswego School of Education passed all NCATE Unit and Program Standards with no concerns. All programs including: Adolescence (Biology, Chemistry, Earth Science, Mathematics, English, Spanish, French, German, and Social Studies), Childhood, Educational Leadership, Literacy, Special Education, TESOL, Technology, and Vocational Teacher Preparation, at the undergraduate and graduate level were nationally recognized by their Specialized Professional Associations (SPA)with no conditions. In addition to SPA program review, this NCATE process also included the collection and analysis of candidate, program, department, and unit assessment data from stakeholders including: candidates, education faculty, arts & science faculty, and school leaders, teachers, and students, and NYS Teacher Certification Exams. In support of on-going candidate, program, and unit assessment, the School of Education relies on Tk20, a comprehensive data management system. Using Tk20, we capture field placement data, key course and program assessment data, NYS Teacher Certification exam results (including the edTPA assessment), graduation data, and post-graduation data that inform our program improvement process. Faculty members in the School of Education are committed to developing candidates' knowledge, skills and dispositions in support of P-12 student learning. Our conceptual framework weaves together the interactive, recursive and transformative nature of the teaching and learning process. Educators continually weave strands of KNOWLDEGE, PRACTICE, REFLECTION, COLLABORATION AND Leadership, thus creating a school fabric in which AUTHENTIC LEARNG and SOCIAL JUSTICE are everyday realities for diverse students. Our goal is to prepare educators to function effectively as socially conscious catalysts for change and who create and sustain school environments where excellence is cherished and social justice flourishes. 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. This fabric illustrates the expression of professional values, commitments and ethics that educators must articulate in order to promote authentic learning by all students in social just school environments. We expect the potential for these dispositions to be exhibited by candidates at entrance to and throughout 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. 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 at high levels. 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 other 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. A new model for teacher preparation, clinically rich residency teacher preparation, has emerged from our on-going commitment to develop effective educators. In 2012, we received two Race to the Top grants that supported pilot programs for a graduate level clinically rich teacher preparation pilot MAT program leading to certification in Adolescence Math, Science, or TESOL with Special Education (the ORITE project); and an undergraduate level clinically rich teacher preparation pilot BS program leading to certification in TESOL (the Bridges project —2013-15)). This clinically rich residency model provides for a residency in both the fall semester and spring semester of the senior year. In addition to a full immersion (5 days a week, all day, for 15-20 weeks), candidates complete two education courses (methods and methods-related), better aligning educational theories and practice. Candidates also participate with their mentor teacher, and some college faculty, in monthly professional development workshops that focus on mentoring, co-teaching, data driven instruction, and clinically rich teaching. Throughout the year, candidates are supported by methods professors, student teaching supervisors, and their mentor teachers. As a result of the impact of these projects, we are moving toward clinically rich residency programs for all of our initial certification programs: • Institutionalized our undergraduate TESOL program as a clinically rich residency program • Piloted a (non-funded) a clinically rich residency program with our MST Childhood candidates in 2013-14 and 2014-15 • Piloted our Adolescence Social Studies and English candidates in 2014-15. • Piloted an enhanced practicum experience in our undergraduate Childhood and Adolescence programs in Fall 2014-Spring 2016. This project is continuing into 2016-17. When candidates are immersed in a school setting for an entire semester (15-20 weeks), they have time to more deeply examine their planning, teaching, and assessment problem solving process that can lead to more P-12 student learning. Candidates also have more time to practice teaching strategies, learn from their mentor teachers and other teachers in the building, learn about the culture of the school and school community, and become socialized into the complex and dynamic profession of teaching. Mentors and college faculty have more time to learn from each other. Most importantly, candidates and their mentor teachers operate as a team whose mission is to enhance learning for all students in their classes. Thus, P-12 students have more chances to learn from two trained and dedicated teachers in the classroom. The shift from our traditional seven-week student teaching experiences into this clinically rich residency model required only a small realignment of courses, but the opportunities to focus on candidate and P-12 student learning improved significantly with this model.

Supporting Files

Complete Report Card

AY 2014-15