Program Information

Name of Institution: College of New Rochelle - Main
Institution/Program Type: Traditional
Academic Year: 2010-11
State: New York
Address: 29 Castle Place
New Rochelle, NY, 10805
Contact Name: Dr. Marie Ribarich
Phone: 914-654-5320
Email: mribarich@cnr.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No
Transcript	Yes	Yes
Fingerprint check	Yes	No
Background check	No	No
Experience in a classroom or working with children	Yes	No
Minimum number of courses/credites/semester hours completed	Yes	No
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No

Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	No
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify:)	No	No

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

Indicate when students are formally admitted into your initial teacher certification program:
Other Sophomore, Junior years for undergraduate and at admission for post graduate

Does your initial teacher certification program conditionally admit students? Yes

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

Sometimes the undergraduate program accepts students on a conditional basis and monitors their progress by evaluating the students' GPA and has discussion with students' advisor. The graduate program does, at times, admit students on probation if their undergraduate GPA is below the required for admission. The students are then rereviewed after their first semester to see if they have maintained the required GPA.

Section I.b 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 2010-11:	431
Unduplicated number of males enrolled in 2010-11:	29

Unduplicated number of females enrolled in 2010-11:	402

2010-11	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	55
Race	
American Indian or Alaska Native:	0
Asian:	7
Black or African American:	126
Native Hawaiian or Other Pacific Islander:	1
White:	241
Two or more races:	1

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	400
Number of full-time equivalent faculty in supervised clinical experience during this academic year	13
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	142

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	0
Teacher Education - Special Education	259
Teacher Education - Early Childhood Education	165
Teacher Education - Elementary Education	154
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	21
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	0

Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education- History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0

Teacher Education - English as a Second Language	8
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify: Gifted Education	7

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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	0
Teacher Education - Special Education	254
Teacher Education - Early Childhood Education	165
Teacher Education - Elementary Education	146
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Agriculture	0
Teacher Education - Art	21
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0

Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0

Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	8
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	5
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0
Sociology	1
Visual and Performing Arts	0
History	0
Foreign Languages	1

Family and Consumer Sciences/Human Sciences	0
English Language/Literature	0
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	0
Mathematics and Statistics	0
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify: Gifted Education (7) Religion (1)	8

Section I.e Program Completers

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

2010-11: 84

2009-10: 128

2008-09: 120

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	Academic year: 2010-11 Goal: 2 Goal met? Yes Description of strategies used to achieve goal: Close collaboration between education and math faculty (co-advisement of math majors, supervision of student teachers), targeted fieldwork requirements for students seeking math certification in elementary and secondary placements. Support of S. Kovalevsky day sponsored through the math department; development of tutoring program with math methods course in New Rochelle elementary school. Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Science	Academic year: 2010-11 Goal: 2 Goal met? Yes Description of strategies used to achieve goal:

	Fall semester presentation to recruit freshmen science majors; targeted fieldwork requirement observing science instruction in elementary and secondary schools; one credit environmental education courses offered each semester with different topics (School Gardens as Teaching Tools, supported by a Candreva Environmental Foundation Grant and Hudson Valley co-taught by SAS Education and Science faculty); campus teach-ins for neighborhood elementary students on environmental issues; partnership with instructor from Education Division at the Wild Life Conservancy (Bronx Zoo) for science methods course. Education Faculty involved in the writing of two innovation grants for undergraduate and graduate students, with members of the Education Division at the Wild Life Conservancy (Bronx Zoo) and NY Hall of Science education to be directed at teachers within 5 school districts (unfortunately, we did not receive the grants) Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Special education	Academic year: 2010-11 Goal: 200 Goal met? Yes Description of strategies used to achieve goal: The graduate school increased their enrollment effort and increased the applications to the Special Education programs. These programs continue to be the most sought after by prospective students. At the undergraduate level, there were fieldtrips to programs in a variety of special education settings, guest speakers representing the field: a parent, disability specialists, Higher Education faculty, classroom teacher, counselor of medically fragile and terminally-ill children, adults with disabilities; simulation activities, extensive fieldwork in special education settings, for some students inclusion in CSE meetings; IEP training at local special education school, participation in mock IEP meeting; Special Olympics participation by students; films on members of different disability categories; faculty involved in speaking on panels and giving presentations (within the college and external communities), and fieldwork involving conflict resolution and bullying. Offering of special topics course, Response to Intervention (RTI) that trained students in assessment methods that they implemented as part of an RTI team at a nearby elementary school. Continued research of special education involving members of different departments and colleges within the NYC area targeting faculty and students within general and special education schools. As course assignments, students create curriculum units and lessons with opportunities for differentiation built in to address the students' diversity of learning needs

	and styles of students. Multiple course offerings of special education focusing on foundation; diversity, and assessment – combining an undergraduate and graduate course. Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Instruction of limited English proficient students	Academic year: 2010-11 Goal: 10 Goal met? No Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal: The Master's Degree program in Multilingual/Multicultural Education leading to TESOL certification was revised and approved this year. In addition, we developed two new certificate programs in TESOL and five ITI certificate programs in TESOL and Bilingual Education. We anticipate enrollment to increase with these new and revised program offerings.
N/A	Academic year: 2010-11 Goal: 0 Goal met? Yes Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.
Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
Yes

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children from low-income families.
Yes

Prospective teachers receive training on how 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 undergraduate and graduate programs maintain regular, on-going contact with administrators in local public and private schools and frequently invite them to campus as guest speakers. A recruiter from the New York City Department of Education gives annual recruitment presentations to our student teachers, as well as to all invited departmental students. A joint undergraduate and graduate meeting with administrators from NYC/Westchester Catholic Diocese schools helped identify this school system's professional development needs, staffing needs, and hiring policies. Additionally, many full-time faculty members serve as consultants to local school districts and have first-hand knowledge of current needs in the schools.

At the undergraduate level a new special topics course, Research Based Student Assessment has continued to be offered each semester. It is offered in response to a local elementary school's request for student observers to collect behavioral data on struggling students in the classroom. Training took place on campus at the beginning of the semester. At the school, our students assess elementary student's behaviors through observational forms, and mathematics understanding using math measures. Students are also trained and well prepared to administer individualized reading assessments used in many local schools. Students who take the Special Education assessment course gain practice giving and scoring assessments to students with academic, behavioral and social difficulties. They have the opportunity to practice these assessments during their fieldwork and student teaching placements.

Prospective special education teachers receive coursework in core academic subjects through their college core requirements in the liberal arts, and their Education Department liberal arts requirements in science, history, etc. Those prospective special education teachers for middle and adolescent education all major in the content area they expect to teach.

Various courses within the Graduate School such as, Foundations of Education, Child Development and Differentiated Instruction incorporate the different learning characteristics of a variety of diverse populations including limited English proficient students, children from low-income families, and training to teach in urban and rural schools. The required graduate level course in differentiation incorporates strategies that use a variety of entry points to develop language proficiency. This includes, for example, using arts integration, kinesthetic representational instruction with specific scaffolding techniques that bridge the experience to new vocabulary and expressive language. We expose teachers to ways of how to use best practice models in consideration of educating culturally diverse groups of children to meet the needs of children in rural or urban school populations. Our students also become aware of how poverty affects cognitive and affective development and they incorporate this knowledge into their lesson plans throughout the program.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
090 -Elementary ATS-W Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	19	260	19	100	96	255
090 -Elementary ATS-W Evaluation Systems group of Pearson Other enrolled students	88	252	85	97	99	260
090 -Elementary ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	90	260	89	99	99	262
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	108	260	108	100	100	262
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2008-09	103	256	103	100	100	262
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson	2				94	244

All program completers, 2009-10						
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2008-09	2				95	245
022 -Esol CST Evaluation Systems group of Pearson Other enrolled students	1				94	248
022 -Esol CST Evaluation Systems group of Pearson All program completers, 2010-11	1				97	249
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2009-10	5				98	250
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2008-09	4				99	254
064 -Gifted Education CST Evaluation Systems group of Pearson All program completers, 2010-11	2					
064 -Gifted Education CST Evaluation Systems group of Pearson All program completers, 2008-09	1				82	230
001 -Liberal Arts & Sciences Test (LAST) Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	29	255	28	97	94	251
001 -Liberal Arts & Sciences Test (LAST) Evaluation Systems group of Pearson Other enrolled students	159	245	145	91	96	256
001 -Liberal Arts & Sciences Test (LAST) Evaluation Systems group of Pearson All program completers, 2010-11	88	248	88	100	98	258
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2009-10	101	251	101	100	99	258
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2008-09	109	250	109	100	99	259
065 -Literacy CST	1				99	260

Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses						
065 -Literacy CST Evaluation Systems group of Pearson Other enrolled students	1				96	262
065 -Literacy CST Evaluation Systems group of Pearson All program completers, 2010-11	15	250	15	100	98	260
065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2009-10	21	256	21	100	99	260
065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2008-09	10	251	9	90	99	259
002 -Multi-Subject CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	9				86	239
002 -Multi-Subject CST Evaluation Systems group of Pearson Other enrolled students	53	227	36	68	88	243
002 -Multi-Subject CST Evaluation Systems group of Pearson All program completers, 2010-11	70	239	59	84	94	246
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2009-10	78	244	71	91	96	248
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2008-09	85	240	81	95	98	248
091 -Secondary ATS-W Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				98	257
091 -Secondary ATS-W Evaluation Systems group of Pearson Other enrolled students	8				98	258
091 -Secondary ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	4				99	260

091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	8				100	261
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2008-09	12	258	12	100	100	262
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2009-10	1				94	244
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2008-09	1				95	243
060 -Students With Disabilities CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	9				81	233
060 -Students With Disabilities CST Evaluation Systems group of Pearson Other enrolled students	32	223	21	66	85	236
060 -Students With Disabilities CST Evaluation Systems group of Pearson All program completers, 2010-11	56	238	51	91	93	240
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2009-10	58	242	56	97	94	240
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2008-09	66	237	62	94	95	240
079 -Visual Arts CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				97	241
079 -Visual Arts CST Evaluation Systems group of Pearson Other enrolled students	1				82	240
079 -Visual Arts CST Evaluation Systems group of Pearson All program completers, 2010-11	6				92	242
079 -VISUAL ARTS CST Evaluation Systems group of Pearson	15	243	15	100	94	242

All program completers, 2009-10						
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2008-09	15	243	13	87	97	243

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	106	93	88	93
All program completers, 2009-10	125	117	94	96
All program completers, 2008-09	120	113	94	97

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:
State

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

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 how your program 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 how your program 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.

Within the Graduate School, we require students to take various courses such as Math, Science and Technology in the Classroom, and Computer Graphics and Technology in the Art Classroom that incorporate technology depending upon the specific certification program. Teachers are given instruction on how to use Smart Board technology within lesson planning, as well as, utilizing a variety of digital media within their own presentation of their curriculum. The faculty also integrate technology within their courses by using the ANGEL Learning Management System for communication, dissemination of materials, and minimal instruction. In addition, some faculty members in the Graduate School have integrated the use of hybrid learning into several teacher education courses.

In all undergraduate courses, students use Angel, an online learning management system. In all education courses, students must provide Technology-based presentations and projects. Students use laptops and iPads to take notes and reflect on their work. Faculty receive technology training with Angel and Smart board instruction. The undergraduate program collects, manages and analyzes data- from fieldwork evaluations, assignments and projects and final portfolio. In terms of UDL, undergraduate faculty use a variety of video and pod casts, you tube to teach. Students incorporate online and information access the web when presenting their work.

Section VI. Teacher Training

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 how your program 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.

At the undergraduate level we infuse training of effective inclusion practices in all of our pedagogical classes; there is a special focus in our introductory courses. Students in the general education program take two introductory courses in the teacher education program: Orientation

to Teaching, with field trips to Special Education programs incorporated in the course, and Educating Students with Diverse Needs, with accompanying 15 hours of fieldwork experience in a setting serving student's with special needs. In both courses, they are taught the special education continuum from identifying someone with special needs to the implementation of the IEPs, and the focus of initial, annual and triennial reviews.

Students in the general education program are taught about individuals with each of the disabilities as outlined in IDEA. Through instruction using multiple modalities, students are trained to be effective teachers. Students listen to lectures on all of the disability groups, read chapters on special education in their textbooks and related articles, read special education journal articles, view power points and films, go on field trips to special education programs, participate in disability simulations, take quizzes and tests, and create a disability awareness project. Students learn about the roles of the members of the IEP meetings through lecture and case studies. Chapter readings from students' texts cover the topic of ELL learners. Students also read additional articles, and discuss case studies focusing on students, who are limited English proficient, and the impact this has on other students, schooling and family life. Students take a Theory and Practice course in which they learn methods of teaching students with limited English proficiency. Methods of teaching ELL students are covered in courses that teach Math, Science, and Literature Methods, as well as those which teach Foreign Language, and Multicultural Education.

At the graduate level general education students are made aware of characteristics of students with learning and behavioral disabilities as outlined in IDEA and taught to use best practice instruction to serve the needs of all students within the classroom. Classes such as Foundations of Education, Child Development, and Differentiated Instruction focus on different learning characteristics of a variety of diverse populations. We model instruction within our courses as a means of demonstrating a variety of strategies of how to teach children with disabilities. All lesson plans in the methods courses and student teaching require students to include ways in which they will differentiate for children with a variety of disabilities. Also within the methods courses students understand the laws and terminology of special education.

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 how your program 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.

Although learning about students with disabilities occurs in all of our classes, at the undergraduate level students preparing to be Special Education teachers have three specialized courses in which the topics of students with disabilities, IEP programs and ELL students are analyzed: Educating Students with Disabilities, Curriculum and Techniques of Teaching Students with Disabilities in Inclusive and Self-Contained Settings, and Assessment of Students in Inclusive Settings. In all courses, training is presented through multiple modalities. In addition, students in the upper level special education courses participate in a mock IEP meeting and are directed to attend IEP meetings during additional fieldwork experiences. Students learn to teach ELL learners in many ways. In the upper level courses, students preparing to teach participate in additional simulations involving ELL students and family members. In their methods courses, they learn strategies in teaching reading, math, and science, and for some, a foreign language that are geared towards emergent English language learners. Their multicultural course also provides teacher training in this area.

At the graduate level students who are training to become special education teachers have specialized courses that cover topics in learning and behavior disorders, autism and severe disabilities, testing and assessment, planning and implementation of effective programs and interventions, and student behavioral strategies in the classroom. Within these courses students learn about differential diagnosis and collaborative teams, educational and curriculum planning, federal and state statutes, policies and processes, best practice models in consideration of educating culturally diverse groups of children, and how to select, administer, score and interpret formal and informal assessments. In addition to the coursework students are required to work in community-based educational settings or agencies that serve young children with disabilities in the least restrictive environment under the supervision of faculty using validated special education methods that reflect current best practices in the field.

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.

Supporting Files