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## Fordham Univ. Lincoln Ctr/Rose Hill
Alternative, IHE-based Program

# 2016 | Title II Reports

## Complete Report Card

AY 2014-15

## Institution Information

Name of Institution: Fordham Univ. Lincoln Ctr/Rose Hill
Institution/Program Type: Alternative, IHE-based
Academic Year: 2014-15
State: New York

Address: 113 West 60th Street
Room 1121
New York, NY, 10023

Contact Name: Dr. Nancy Gropper
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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 alternative, ihe-based 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? |
|---|---|
| Master of Science in Teaching - Adolescent Earth Science -Trans B | No |
| Master of Science in Teaching -Early Childhood and Childhood -Trans B | No |
| Master of Science in Teaching Adolescence - Biology 7-12 Trans B | No |
| Master of Science in Teaching Adolescence Chemistry 7-12 | No |
| Master of Science in Teaching Adolescent Biology/ Conservation Life Science - Trans B | No |
| Master of Science in Teaching Adolescent Special Education w/ disabilities (generalist) Trans B) | No |
| Master of Science in Teaching Bilingual Childhood Trans B | No |

| | |
|---|---|
| ~~Master of Science in Teaching Early~~ Childhood Exceptional Students Trans B | No |
| Master of Science in Teaching Exceptional Adolescents w/ Subject Area Extension TRans B | No |
| Master of Science in Teaching General and Exceptional Adolescents Trans B | No |
| Master of Science in Teaching in Childhood Special Education Trans B | No |
| Master of Science in Teaching in Adolescence English 7-12 Education Trans B | No |
| Master of Science in Teaching in Adolescence Physics 7-12 Education Trans B | No |
| Master of Science in Teaching in Adolescence Social Studies 7-12 Education Trans B | No |
| Master of Science in Teaching in Childhood Education Trans B | No |
| Master of Science in Teaching in Early Childhood B-Gr. 2- Trans B | No |
| Master of Science in Teaching in Mathematics 7-12 Education Trans B | No |
| Master of Science in Teaching in Subject (7-12) + Special Education (Dual Certification) Trans B | No |
| Master of Science in Teaching in TESOL K-12 Trans B | No |
| Total number of teacher preparation programs: 19 | |

## Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
http://www.fordham.edu/academics/colleges__graduate_s/graduate__profession/education/admissions/inde

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

## 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?

No

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

| Element | Required for Entry | Required for Exit |
|---|---|---|
| Transcript | Data not reported | Data not reported |
| Fingerprint check | Data not reported | Data not reported |
| Background check | Data not reported | Data not reported |
| Minimum number of courses/credits/semester hours completed | Data not reported | Data not reported |
| Minimum GPA | Data not reported | Data not reported |
| Minimum GPA in content area coursework | Data not reported | Data not reported |
| Minimum GPA in professional education coursework | Data not reported | Data not reported |
| Minimum ACT score | Data not reported | Data not reported |
| Minimum SAT score | Data not reported | Data not reported |
| Minimum basic skills test score | Data not reported | Data not reported |
| Subject area/academic content test or other subject matter verification | Data not reported | Data not reported |
| Recommendation(s) | Data not reported | Data not reported |
| Essay or personal statement | Data not reported | Data not reported |
| Interview | Data not reported | Data not reported |
| Other | Data not reported | Data not reported |

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

What is the minimum GPA required for completing the program?

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

Please provide any additional comments about the information provided above:

## 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 | No |
| Recommendation(s) | Yes | Yes |
| Essay or personal statement | Yes | Yes |
| 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

3.6

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

3.9

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: | 114 |
| Unduplicated number of males enrolled in 2014-15: | 26 |
| Unduplicated number of females enrolled in 2014-15: | 88 |

| 2014-15 | Number enrolled |
| --- | --- |
| Ethnicity | |
| Hispanic/Latino of any race: | 29 |

| Race | |
|---|---|
| American Indian or Alaska Native: | 0 |
| Asian: | 0 |
| Black or African American: | 2 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 4 |
| Two or more races: | 0 |

## 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 | 35 |
| Average number of clock hours required for student teaching | 0 |
| Average number of clock hours required for mentoring/induction support | 800 |
| Number of full-time equivalent faculty supervising clinical experience during this academic year | 1 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 27 |
| Number of students in supervised clinical experience during this academic year | 190 |

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

Our alternative program is designed for students who are enrolled in the Teach for America program. Teach for America candidates do not have cooperating teachers. They have an intensive student teaching experience prior to taking on sole responsibility for a class. They are totally responsible for the classrooms to which they are assigned, supported by supervision and mentoring from the University and their school placements.

## 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 | 30 |
| Teacher Education - Early Childhood Education | |
| Teacher Education - Elementary Education | |
| Teacher Education - Junior High/Intermediate/Middle School Education | 47 |
| Teacher Education - Secondary Education | 47 |
| Teacher Education - Multiple Levels | 47 |
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | |
| Teacher Education - English/Language Arts | |
| Teacher Education - Foreign Language | |
| Teacher Education - Health | |
| Teacher Education - Family and Consumer Sciences/Home Economics | |
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | |
| Teacher Education - Music | |
| Teacher Education - Physical Education and Coaching | |
| Teacher Education - Reading | |
| Teacher Education - Science Teacher Education/General Science | |
| Teacher Education - Social Science | |
| Teacher Education - Social Studies | |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | 12 |
| Teacher Education - Chemistry | 5 |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | |
| Teacher Education - German | |
| Teacher Education - History | |

| | |
|---|---|
| Teacher Education - Physics | |
| Teacher Education - Spanish | |
| Teacher Education - Speech | |
| Teacher Education - Geography | |
| Teacher Education - Latin | |
| Teacher Education - Psychology | |
| Teacher Education - Earth Science | |
| Teacher Education - English as a Second Language | |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education | |
| Education - Other<br>Specify: | |

## 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 | 30 |
| Teacher Education - Early Childhood Education | |
| Teacher Education - Elementary Education | |
| Teacher Education - Junior High/Intermediate/Middle School Education | 47 |
| Teacher Education - Secondary Education | 47 |
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | |
| Teacher Education - English/Language Arts | |
| Teacher Education - Foreign Language | |
| Teacher Education - Health | |
| Teacher Education - Family and Consumer Sciences/Home Economics | |
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | |
| Teacher Education - Music | |
| Teacher Education - Physical Education and Coaching | |
| Teacher Education - Reading | |
| Teacher Education - Science | |
| Teacher Education - Social Science | |
| Teacher Education - Social Studies | |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | 12 |
| Teacher Education - Chemistry | 5 |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | |
| Teacher Education - German | |
| Teacher Education - History | |
| Teacher Education - Physics | |
| Teacher Education - Spanish | |
| Teacher Education - Speech | |
| Teacher Education - Geography | |
| Teacher Education - Latin | |
| Teacher Education - Psychology | |
| Teacher Education - Earth Science | |
| Teacher Education - English as a Second Language | |
| 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<br>Specify: | |

## Section I.f Program Completers

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

2014-15: 100

2013-14: 64

2012-13: 96

## 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?

No

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

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

NA

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

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

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

No

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

Provide any additional comments, exceptions and explanations below:

We are not currently preparing Alternate Route TFA students to teach mathematics and TFA has notified us that we will not receive a new cohort of TFA students in 2016-17.

## 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:

Enrollment numbers are influenced by available candidates in TFA.

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?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

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

No

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

Provide any additional comments, exceptions and explanations below:

We are finishing up with a last cohort of TFA students who began in 2015 and will graduate in 2017.

No additional TFA students will be referred to Fordham.

## 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))

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?

50

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

No

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:

Enrollment is dependent on candidates recruited by TFA.

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?

25

Provide any additional comments, exceptions and explanations below:

TFA is reducing its impact in the New York City area, consequently our enrollment is expected to be reduced as well.

Academic year 2016-17

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

No

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

Provide any additional comments, exceptions and explanations below:

As of 2016-17, TFA will no longer be referring candidates to Fordham.

## 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?

No

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?

NA

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?

No

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

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

No

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

Provide any additional comments, exceptions and explanations below:

As of 2016-17, TFA will no longer be referring candidates to Fordham.

## 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 programs of the Division of Curriculum and Teaching educate and challenge teachers, at the initial and advanced levels, who are committed to personal and academic excellence. The programs are designed to develop teachers' knowledge, dispositions, and skills to enable them to be successful, reflective practitioners. All of our programs emphasize concern for students' language and culture and respect the multiple voices in the urban classroom. We encourage teachers to collaborate with other teachers, administrators, students, parent, and community members in strengthening curriculum and learning environments, including the integration of technology as appropriate.

## Section III Assessment Pass Rates

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| 202-ACADEMIC LITERACY SKILLS TEST<br>Evaluation Systems group of Pearson<br>Other enrolled students | 82 | 550 | 82 | 100 |
| 202-ACADEMIC LITERACY SKILLS TEST<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15 | 1 | | | |
| 202-ACADEMIC LITERACY SKILLS TEST<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14 | 1 | | | |
| 006-BIOLOGY CST<br>Evaluation Systems group of Pearson<br>Other enrolled students | 11 | 263 | 11 | 100 |
| 006-BIOLOGY CST<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15 | 19 | 257 | 19 | 100 |
| 007-CHEMISTRY CST<br>Evaluation Systems group of Pearson<br>Other enrolled students | 5 | | | |
| 007-CHEMISTRY CST<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15 | 2 | | | |

| | | | | |
|---|---|---|---|---|
| 007-CHEMISTRY CST (illegible)<br>Evaluation Systems group of Pearson<br>All program completers, 2012-13 | 2 | | | |
| 201-EDUCATING ALL STUDENTS<br>Evaluation Systems group of Pearson<br>Other enrolled students | 84 | 539 | 84 | 100 |
| 201-EDUCATING ALL STUDENTS<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15 | 1 | | | |
| 201-EDUCATING ALL STUDENTS<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14 | 1 | | | |
| 090-ELEMENTARY ATS-W<br>Evaluation Systems group of Pearson<br>Other enrolled students | 3 | | | |
| 090-ELEMENTARY ATS-W<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15 | 29 | 281 | 29 | 100 |
| 090-ELEMENTARY ATS-W<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14 | 3 | | | |
| 090-ELEMENTARY ATS-W<br>Evaluation Systems group of Pearson<br>All program completers, 2012-13 | 37 | 281 | 37 | 100 |
| 003-ENGLISH LANGUAGE ARTS CST<br>Evaluation Systems group of Pearson<br>Other enrolled students | 17 | 258 | 17 | 100 |
| 003-ENGLISH LANGUAGE ARTS CST<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15 | 12 | 258 | 12 | 100 |
| 003-ENGLISH LANGUAGE ARTS CST<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14 | 19 | 260 | 19 | 100 |
| 003-ENGLISH LANGUAGE ARTS CST<br>Evaluation Systems group of Pearson<br>All program completers, 2012-13 | 4 | | | |
| 003.1-ENGLISH LANGUAGE ARTS CST.1<br>Evaluation Systems group of Pearson<br>Other enrolled students | 3 | | | |
| 022-ESOL CST<br>Evaluation Systems group of Pearson<br>All program completers, 2012-13 | 10 | 252 | 10 | 100 |
| 001-LIBERAL ARTS & SCIENCES TEST (LAST)<br>Evaluation Systems group of Pearson<br>Other enrolled students | 28 | 274 | 28 | 100 |
| 001-LIBERAL ARTS & SCIENCES TEST (LAST)<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15 | 99 | 278 | 99 | 100 |
| 001-LIBERAL ARTS & SCIENCES TEST (LAST)<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14 | 60 | 282 | 60 | 100 |
| 001-LIBERAL ARTS & SCIENCES TEST (LAST)<br>Evaluation Systems group of Pearson<br>All program completers, 2012-13 | 96 | 278 | 96 | 100 |
| 004-MATHEMATICS CST<br>Evaluation Systems group of Pearson<br>All program completers, 2012-13 | 4 | | | |
| 002-MULTI-SUBJECT CST<br>Evaluation Systems group of Pearson<br>Other enrolled students | 61 | 259 | 61 | 100 |
| 002-MULTI-SUBJECT CST<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15 | 63 | 266 | 63 | 100 |
| 002-MULTI-SUBJECT CST<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14 | 25 | 270 | 25 | 100 |
| 002-MULTI-SUBJECT CST<br>Evaluation Systems group of Pearson<br>All program completers, 2012-13 | 60 | 267 | 60 | 100 |

| | | | | |
|---|---|---|---|---|
| ~~009-PHYSICS CST~~<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14 | 3 | | | |
| 091-SECONDARY ATS-W<br>Evaluation Systems group of Pearson<br>Other enrolled students | 9 | | | |
| 091-SECONDARY ATS-W<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15 | 51 | 276 | 51 | 100 |
| 091-SECONDARY ATS-W<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14 | 48 | 276 | 48 | 100 |
| 091-SECONDARY ATS-W<br>Evaluation Systems group of Pearson<br>All program completers, 2012-13 | 40 | 278 | 40 | 100 |
| 005-SOCIAL STUDIES CST<br>Evaluation Systems group of Pearson<br>Other enrolled students | 10 | 253 | 10 | 100 |
| 005-SOCIAL STUDIES CST<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15 | 3 | | | |
| 005-SOCIAL STUDIES CST<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14 | 14 | 256 | 14 | 100 |
| 005-SOCIAL STUDIES CST<br>Evaluation Systems group of Pearson<br>All program completers, 2012-13 | 6 | | | |
| TP012-SPECIAL EDUCATION<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | |
| TP012-SPECIAL EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14 | 1 | | | |
| 060-STUDENTS WITH DISABILITIES CST<br>Evaluation Systems group of Pearson<br>Other enrolled students | 4 | | | |
| 060-STUDENTS WITH DISABILITIES CST<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15 | 20 | 248 | 19 | 95 |
| 060-STUDENTS WITH DISABILITIES CST<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14 | 18 | 252 | 18 | 100 |
| 060-STUDENTS WITH DISABILITIES CST<br>Evaluation Systems group of Pearson<br>All program completers, 2012-13 | 44 | 256 | 44 | 100 |
| 060.1-STUDENTS WITH DISABILITIES CST.1<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | |
| 060.1-STUDENTS WITH DISABILITIES CST.1<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14 | 1 | | | |
| 060.1-STUDENTS WITH DISABILITIES CST.1<br>Evaluation Systems group of Pearson<br>All program completers, 2012-13 | 1 | | | |

## Section III Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---|---|---|---|
| All program completers, 2014-15 | 100 | 99 | 99 |
| All program completers, 2013-14 | 61 | 61 | 100 |
| All program completers, 2012-13 | 96 | 96 | 100 |

## 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

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.

As part of the programmatic portfolio requirement candidates provide evidence of their integration of technological expertise in their teaching. Within the portfolio preparation itself, for example, candidates are required to utilize the computer in preparation of lesson plans, securing materials for lessons, making technologically enhanced presentations in classes, and utilizing the online repository (Tk20) for submitting course materials and evaluations.

Technology instruction is infused in most of the courses in the programs. Candidates become adept at utilizing/integrating a variety of technology tools for instruction and learning. Recognizing the importance of media literacy in the 21st Century, Fordham's ITE program includes core courses in media/technology (e.g., CTGE 6260-Media Technology Math/Science; CTGE 6261-Media Literacy Technology). Candidates demonstrate integration of technology in instructional planning while exploring the newer technologies as potential resources for instructor and individual student learning.

Further, the ITE program's exit project, the Professional Portfolio and Teachers' Work Samples are aligned with INTASC standards. Data pointing to candidates' integration of technology in their teaching have been aggregated under the sixth standard ("Communication"). Candidates' utilization of their knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom, are assessed during the portfolio review.

## 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.

Our programs are distinguished by exceptionally strong field experiences and a carefully coordinated sequence of courses progressing from foundations and teaching methods to the assessment of learning and the development of a professional portfolio. Candidates develop knowledge of effective teaching skills and strategies and apply knowledge learned in courses during their field experiences. They are supported by expert faculty, master teachers, and field specialists. The programs are recognized by the related professional associations, such as: the Association of Childhood Education International (ACEI); NCTM, NCTE, NCSS, and NATS. Fordham Graduate School of Education is a nationally accredited teacher education institution in New York City.

There are numerous required courses and experiences in the program to prepare our general education candidates to work with students who have limited English proficiency. For example, courses such as CTGE 5247 – Teaching Linguistically and Culturally Diverse Students, CTGE 5534 – Beginning Reading and Writing in Inclusive Classrooms, and CTGE 5554 –Reflective Practice and Student Teaching in an Inclusive Classroom are required experiences which enrich the knowledge base of our candidates to prepare them to address the needs of students with limited English proficiencies.

Another aspect of the general education teacher-candidate's knowledge. dispositions, and skills evolve from their supervised practice of working with students with disabilities in required courses such as CTGE 5161- Differentiating Instruction for Children with Diverse Needs and PSGE 5500 – Psychological Factors in Children with Disabilities. Candidates gain the knowledge and skills they need to succeed supported by expert faculty, master teachers, and field specialists.

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Does your program prepare special education teachers to:

- teach students with disabilities effectively
  Yes
- participate as a member of individualized education program teams

- teach students who are limited English proficient effectively
  Yes

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

To enable children and adolescents identified with disabilities to reach their personal and academic potential requires caring teachers who have expertise in learning and development, curriculum content and pedagogy, and the specialized knowledge and skills to adapt learning environments and experiences to meet individual student needs. For example the program in Childhood Special Education for Grades 1-6 prepares such teachers through a rigorous academic program that builds on a foundation of childhood education and psychology, and provides a strong sequence of field experiences. Candidates gain the knowledge and skills they need to succeed supported by expert faculty, master teachers and field specialists.

The Teaching English to Speakers of Other Languages (TESOL) program prepares individuals to effectively teach and assist students in developing proficiency in spoken and written English. TESOL students learn to identify and implement ESL teaching strategies, design and evaluate curriculum, and become familiar with instructional strategies and materials to meet the needs of English language learners. The program emphasizes sound educational practices leading to cognitive and linguistic proficiency in speaking, listening, reading, and writing in English. The program prepares candidates to support individuals to work with all age levels: children, adolescents, and adults from linguistically and culturally diverse backgrounds. They also prepare individuals to help immigrants succeed in public and non-public schools in the United States as well as internationally.

## 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.

All of Fordham's specialization programs have achieved National Recognition from the relevant specialization organizations in the process of achieving NCATE accreditation. These include the Association of Childhood Education International (ACEI), NAACE, Council for Exceptional Children (CEC), Teachers of English to Speakers of Other Languages (TESOL), International Reading Association (IRA), National Council of Teachers of English (NCTE), National Council of the Social Studies (NCSS), National Council of Teachers of Mathematics (NCTM), and the National Science Teachers Association (NSTA). The Fordham Graduate School of Education is a nationally accredited teacher education institution in New York City. In a study conducted by Eduventures (2016) 82% of our graduates noted they felt "very well prepared" or "prepared" to integrate technology in their teaching while 68% noted confidence in using assessment strategies to evaluate student learning. Our program graduates excel on the NYSTCE teacher examinations with an annual pass rate of 97% or better.

**Supporting Files**

## Complete Report Card

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