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**CUNY Hunter College**  
Alternative, IHE-based Program

**2014** Title II Reports

Complete Report Card

AY 2012-13

**Institution Information**

**Name of Institution:** CUNY Hunter College  
**Institution/Program Type:** Alternative, IHE-based  
**Academic Year:** 2012-13  
**State:** New York

**Address:** 695 Park Avenue  
Room W1000  
New York, NY, 10065

**Contact Name:** Ms. Michelle Currie  
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**Email:** mcurrie@hunter.cuny.edu

**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>)

Yes

**If yes, provide the following:**

**Award year:** 2011

**Grantee name:** CUNY/Research Foundation

**Project name:** Urban Teaching Residency

**Grant number:** U3365090121

**List partner districts/LEAs:**  
New York City Department of Education

**List other partners:**  
New Visions for Public Schools

**Project Type:** Residency

**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?
Graduate Program in Adolescent Special Education 7-12	Yes
Graduate Program in Biology	Yes
Graduate Program in Chemistry	Yes
Graduate Program in Childhood Education	No
Graduate Program in Childhood Education with Bilingual Extn Gr. 1-6	No
Graduate Program in Childhood Special Education	No
Graduate Program in Childhood/Middle Childhood Special Education	No

Graduate Program in Early Childhood Special Ed	No
Graduate Program in Earth Science	Yes
Graduate Program in English	Yes
Graduate Program in Mathematics	Yes
Graduate Program in TESOL	No
Total number of teacher preparation programs: 12	

### 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.hunter.cuny.edu/school-of-education/special-programs-and-centers/>

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

Applicants must meet admission requirements of alternative certification program (e.g., New York City Teaching Fellows, Teaching Opportunity Program, New Visions Urban Teacher Residency, Teach for America) and Hunter College School of Education. Requirements vary by 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?

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 is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2012-13

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2012-13

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.

Requirement	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	No	No
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	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	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 2012-13

3.48

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2012-13

3.82

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 2012-13:	389
Unduplicated number of males enrolled in 2012-13:	124
Unduplicated number of females enrolled in 2012-13:	265

2012-13	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	49
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	7
Black or African American:	45
Native Hawaiian or Other Pacific Islander:	0
White:	134
Two or more races:	3

### Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	50
Average number of clock hours required for student teaching	864

Average number of clock hours required for mentoring/instruction support	32.9
Number of full-time equivalent faculty supervising clinical experience during this academic year	20
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	34
Number of students in supervised clinical experience during this academic year	234

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 2012-13. 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. (5205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	113
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	1
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	1
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	4
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	4
Teacher Education - Chemistry	3
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	1
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	1
Education - Other Specify:	

### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. 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. (5205(b)(1)(H))

Academic Major	Number Reported
Education - General	
Teacher Education - Special Education	113
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	1
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	1
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	4
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	4
Teacher Education - Chemistry	3
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	1
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	1
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	

CONTRIBUTION OF JOINTMENT	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

### Section I.f Program Completers

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

2012-13: 128

2011-12: 347

2010-11: 326

### 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. (5205(a)(1)(A)(ii), 5206(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 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

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

5

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

We used the following strategies to achieve our goal: admissions and recruitment open houses; advertisements in teacher union papers; walk-in hours for prospective applicants; and garnering lessons from on our new math advanced certificate program. We are also looking into greater website and social media presence.

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

We launched an Alternative Certification STEM program - MASTER - and anticipate the planning and outcomes of this program will also benefit the Traditional math programs.

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

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

8

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

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

8

Provide any additional comments, exceptions and explanations below:

## 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/oep/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 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

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

20

Did your program meet the goal for prospective teachers set in science in 2012-13?

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:

At that time the question may have been interpreted to mean new students enrolled in rather than completed the program. Our goal to prepare 20 science teacher was ambitious. We used the following strategies to achieve our goal: admissions and recruitment open houses; advertisements in teacher union papers; walk-in hours for prospective applicants; and continued to garner lessons from our new science advanced certificate program. We are also looking into greater website and social media presence.

Provide any additional comments, exceptions and explanations below:

We launched an Alternative Certification STEM program - MASTER - and anticipate the planning and outcomes of this program will also benefit the Traditional math programs.

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

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

10

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

10

Provide any additional comments, exceptions and explanations below:

## 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/oep/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.

Did your program prepare teachers in special education in 2012-13?

Yes

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

160

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

We used the following strategies to achieve our goal: admissions and recruitment open houses; advertisements in teacher union papers; and walk-in hours for prospective applicants.

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

We are garnering lessons from our new special education programs.

Provide any additional comments, exceptions and explanations below:

We anticipate potential growth in our Traditional program due to the addition of the Adolescent Special Education program.

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

Yes

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

150

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

135

Provide any additional comments, exceptions and explanations below:

## 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 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

Yes

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

2

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

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:

The program had not been active. Generally, we used the following strategies to achieve our goal: admissions and recruitment open houses; advertisements in Teacher Union papers; walk-in hours for prospective applicants; and ongoing evaluation of the revised TESOL curriculum.

Provide any additional comments, exceptions and explanations below:



Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

Yes

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

20

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

30

Provide any additional comments, exceptions and explanations below:

### Section II Assurances

Please certify that your institution is in compliance with the following assurances. (5205(a)(1)(A)(iii), 5206(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 most successful strategy is closely linking coursework with field and clinical experiences. All field and clinical experiences take place in the New York City public schools, so our candidates have wide exposure to urban students, including those from low income families, those with disabilities, and those who have limited English proficiency.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
024 -BEA - SPANISH Evaluation Systems group of Pearson Other enrolled students	2			
024 -BEA - SPANISH Evaluation Systems group of Pearson All program completers, 2012-13	2			
024 -BEA - SPANISH Evaluation Systems group of Pearson All program completers, 2011-12	1			
024 -BEA - Spanish Evaluation Systems group of Pearson All program completers, 2010-11	18	270	18	100
006 -BIOLOGY CST Evaluation Systems group of Pearson Other enrolled students	10	261	10	100
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2012-13	4			

006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2011-12	9			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2010-11	9			
007 -CHEMISTRY CST Evaluation Systems group of Pearson Other enrolled students	3			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2012-13	3			
007 -Chemistry CST Evaluation Systems group of Pearson All program completers, 2010-11	3			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson Other enrolled students	1			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2012-13	1			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2011-12	1			
008 -Earth Science CST Evaluation Systems group of Pearson All program completers, 2010-11	2			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson Other enrolled students	10	274	10	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2012-13	22	281	22	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2011-12	127	278	127	100
090 -Elementary ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	167	278	167	100
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson Other enrolled students	18	258	18	100
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2012-13	4			
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2011-12	3			
003 -English Language Arts CST Evaluation Systems group of Pearson All program completers, 2010-11	15	260	15	100
022 -ESOL CST Evaluation Systems group of Pearson Other enrolled students	4			
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2012-13	1			
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2011-12	2			
022 -Esol CST Evaluation Systems group of Pearson All program completers, 2010-11	6			
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson Other enrolled students	471	275	471	100
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson	158	275	158	100

All program completers, 2011-12				
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2011-12	353	279	353	100
001 -Liberal Arts & Sciences Test (LAST) Evaluation Systems group of Pearson All program completers, 2010-11	314	275	314	100
004 -MATHEMATICS CST Evaluation Systems group of Pearson Other enrolled students	13	267	13	100
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2012-13	4			
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2011-12	1			
004 -Mathematics CST Evaluation Systems group of Pearson All program completers, 2010-11	8			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson Other enrolled students	122	262	122	100
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2012-13	44	265	44	100
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2011-12	309	269	309	100
002 -Multi-Subject CST Evaluation Systems group of Pearson All program completers, 2010-11	266	268	266	100
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2011-12	2			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson Other enrolled students	40	271	40	100
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2012-13	112	273	112	100
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2011-12	170	275	170	100
091 -Secondary ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	106	271	106	100
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2012-13	3			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2011-12	2			
020 -Spanish CST Evaluation Systems group of Pearson All program completers, 2010-11	11	269	11	100
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson Other enrolled students	40	253	40	100
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2012-13	108	252	106	98
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2011-12	162	257	162	100
060 -Students With Disabilities CST Evaluation Systems group of Pearson All program completers, 2010-11	99	257	98	99

## Section III Summary Test Results

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	158	157	99
All program completers, 2011-12	355	355	100
All program completers, 2010-11	322	322	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

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

State

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.

To ensure that our candidates can integrate technology into their teaching, all candidates have to pass a technology assessment before graduation. The School of Education provides instruction to faculty and candidates in the competencies tested by the assessment. The assessment is comprised of fifteen competencies that fall into five areas. Candidates submit assessment tasks on-line. We have provided candidates with on-line tutorials in each of the competencies, as well as in-person workshops to teach them the skills. Faculty workshops are held regularly to strengthen the skills of our faculty in each competency. Additional information is available at

<http://soe-server2.hunter.cuny.edu/assessment/>

The competencies (listed below) fall into five areas: Productivity, Research, Communication, Media, and Presentation.

## 1. Productivity

- Produce and manage learning document
- Analyze quantitative data
- Organize information graphically

## 2. Research

- Use effective online search strategies
- Evaluate and compare online information and sources
- Save and cite online information and sources

## 3. Communication

- Communicate using digital tools
- Collaborate online for learning
- Publish learning resources online

## 4. Media

- Differentiate instruction with digital media

- Produce digital multimedia educational experiences

#### 5. Presentation

- Create effective digital presentations
- Deliver digital multimedia presentations
- Employ new media devices for learning

### 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.

These elements are mandated by New York State regulations for teacher preparation programs and are included in coursework for general education students. In addition, all general education students are required to complete the course SPED 708 Teaching Students with Special Needs in Inclusive Classrooms that includes a key assessment in which candidates create a unit organizer and five lessons using the planning pyramid for a class of twenty-five students, including English language learners, students with learning disabilities, students with attention difficulties, non-native students, and gifted students.

Does your program prepare special education teachers to:

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

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

These elements are mandated by New York State regulations for teacher preparation programs and are included in coursework for special education students.

### 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

### Complete Report Card

AY 2012-13

