Hofstra University - Main Traditional Program

2017 Title II Reports

AY 2015-16

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: Hofstra University - Main
Institution/Program Type: Traditional
Academic Year: 2015-16
State: New York

Address: 233 Hagedorn Hall
119 Hofstra University
Hempstead, NY, 11549

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

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Adv Cert Fine Arts and Music Education	No
Adv Cert Secondary Education	No
Adv Cert Speech-Language Disabilities	No
BA Early Childhood and Childhood Education	No
BA Early Childhood Education	No
BA Elementary Education	No
BA English Education	No
BA Foreign Language Education-French	No
BA Foreign Language Education-German	No
BA Foreign Language Education-Italian	No
BA Foreign Language Education-Russian	No
BA Foreign Language Education-Spanish	No
BA Mathematics Education	No
BA Science Education-Biology	No
BA Science Education-Chemistry	No
BA Science Education-Earth Science	No
BA Science Education-Physics	No
BA Social Studies Education	No
BA/MA Elementary Education:STEM (5 year dual degree program)	No
BA/MA STEM: Early Child/Childhood (5 year dual degree program)	No
BA/MSEd Psychology/Secondary SPED Generalist (5 year dual degree program)	No

BBA Business Education	No
BBA/MSEd Management & Business Education (5 year dual degree program)	No
BS Health Education	No
BS/MS Health and Physical Education (5 year dual degree program)	No
BSEd Dance Education	No
BSEd Fine Arts Education	No
BSEd in Physical Education	No
BSEd Music Education	No
MA Speech-Language Pathology	No
MS Health Education	No
MS Physical Education	No
MSEd Business Education	No
MSEd Early Childhood and Childhood	No
MSEd Early Childhood Education	No
MSEd Elementary Education	No
MSEd English Education	No
MSEd Family and Consumer Science	No
MSEd Fine Arts Education	No
MSEd Foreign Language Education: French	No
MSEd Foreign Language Education: German	No
MSEd Foreign Language Education: Russian	No
MSEd Foreign Language Education: Spanish	No
MSEd Inclusive Early Childhood Special Education	No
MSEd Inclusive Elementary Special Education	No
MSEd Inclusive Secondary Special Education	No
MSEd Languages Other Than English & TESOL	No
MSEd Literacy	No
MSEd Mathematics Education	No
MSEd Music Education	No
MSEd Science Education: Biology	No
MSEd Science Education: Chemistry	No

MSEd Science Education: Earth Science	No
MSEd Science Education: Physics	No
MSEd Secondary Special Education Generalist	No
MSEd Social Studies Education	No
MSEd Students with Disabilities 7-12 generalist w/extension in secondary ed	No
MSEd Teaching of English as a Second Language	No
Total number of teacher preparation programs: 58	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Other see below

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.hofstra.edu/Admission/index.html

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

On the undergraduate level, our students in K-12 programs are accepted as freshmen; Undergraduate students preparing to teach at the early childhood, elementary or secondary level need to apply to the Department of Teaching, Learning & Technology (TLT) at the end of the sophomore year and present a 3.0 GPA and results of a nationally-normed standardized admission test. In order to graduate, all undergraduate programs require a minimum GPA of 2.75

Applicants to our graduate initial certification programs must have a minimum of a bachelor's degree.

Programs require a 3.0 GPA for admission, with some flexibility for mitigating circumstances, as well as results from a nationally-normed standardized admission test.

Admissions to Hofstra's 5-year dual degree Health/Physical ed program must submit scores on a nationally-normed admission test such as the SAT, ACT, AP, or IB. A 1170 or better on the critical reading and mathematics sections of the SAT (or an ACT score of 25) and an overall high school GPA of 3.5 (or be in the top 15 percent of their high school graduating class) in order to be considered for admission. Students admitted directly to the dual-degree program as incoming freshmen will be admitted automatically to the M.S. program at the end of their junior year provided they a cumulative GPA of 3.0 or above and at least 90 S.H. of coursework towards the B.S.

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

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

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 2015-16

3.87

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2015-16

3.45

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	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No

Other Portfolio for Fine Arts Education, GRE	Yes	No

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 2015-16

3.29

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.84

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 2015-16:	526
Unduplicated number of males enrolled in 2015-16:	128
Unduplicated number of females enrolled in 2015-16:	398

2015-16	**Number enrolled**

Ethnicity	
Hispanic/Latino of any race:	63
Race	
American Indian or Alaska Native:	2
Asian:	27
Black or African American:	40
Native Hawaiian or Other Pacific Islander:	3
White:	372
Two or more races:	2

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	450
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	10
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	38
Number of students in supervised clinical experience during this academic year	324

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

Students within all program options leading to NYS teaching certification are placed in clinical settings representing the full range of grade levels and developmental levels covered in their area of certification. We seek placements in districts and schools that meet the following criteria:

1. Good school climate; Hofstra students are welcome.

2. Cooperating Teachers genuinely enjoy children, teaching, and mentoring and have at least three years of teaching experience within the area of certification.

3. Cooperating Teachers are comfortable having the Hofstra student introduce new materials and methods in the classroom.

4. Placement is generally congruent with Hofstra's program objectives. It is our goal for Hofstra students to have opportunities to observe and plan lessons that:

• integrate the language arts and Common Core curriculum standards

• actively engage learners in hands-on, inquiry based activities

• value student voice and student decision-making

• provide opportunities for students to make meaning from their experiences

• respect students' diverse backgrounds

• reflect positive classroom management

• integrate curriculum and reflect thematic approaches

• provide for student interaction and cooperative learning

• emphasize process and the introduction of "big" ideas and concepts

• utilize small group instruction and adapt to varied student needs

• integrate appropriate technology

Student teachers spend approximately 15 weeks in supervised clinical settings and typically are placed in two settings that address the full range of developmental/grade levels covered by their area of certification. Hofstra University faculty members observe students multiple times in each setting and conduct a weekly seminar with student teachers on campus. The goal is to develop reflective, activist, scholar practitioners who raise questions, look reflectively at their work, and make decisions about children, materials and curriculum that are informed by research. Both cooperating teachers and clinical supervisors evaluate student teachers under close clinical supervision and provide direct feedback. Student teachers are required to electronically submit all lesson plans in advance of teaching. Students also submit weekly reflections on their teaching practices and submit planning, instructional, and assessment commentaries consistent with edTPA requirements. Faculty review student reflection documents. All program options require the submission of a student teaching portfolio. Videotaping of lessons occurs as part of regular student teaching as well as part of the edTPA portfolio.

One program option provides close clinical supervision prior to student teaching. Undergraduate early childhood and childhood students have two semesters of close clinical supervision prior to student teaching. During these two semesters, students are placed in a school setting for 9 hours a week for 10 weeks. We observe students teaching small group lessons four times during each semester. These placements are associated with methods courses in social studies, language arts, mathematics and science. In addition, graduate level early childhood and childhood students have two semester of close clinical supervision prior to student teaching where they are placed in a school setting for 45 hours each over the course of both semesters.

The secondary education program also provides for a close clinical supervision experience prior to student teaching. During the semester prior to student teaching, students are placed in a school setting for 10 hours per week for 5 weeks. Students are observed teaching small group lessons two times during each semester in their content area. These placements are associated with methods courses in social studies, English, mathematics, science, and languages other than English.

The LOTE/TESOL Dual Program spans two semesters with LOTE being the primary certification area. An eight week ESL placement that includes 4 weeks at the elementary level and 4 weeks at the secondary level follows the full 15 week LOTE student teaching experience.

The Physical Education/Health Dual Program involves an additional 5 week health student teaching placement after a full 15 week PE student teaching experience that is half at the elementary and half at the secondary levels.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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	289
Teacher Education - Special Education	18
Teacher Education - Early Childhood Education	49
Teacher Education - Elementary Education	53
Teacher Education - Junior High/Intermediate/Middle School Education	

Teacher Education - Secondary Education	74
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	7
Teacher Education - English/Language Arts	11
Teacher Education - Foreign Language	7
Teacher Education - Health	9
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	14
Teacher Education - Music	14
Teacher Education - Physical Education and Coaching	8
Teacher Education - Reading	15
Teacher Education - Science Teacher Education/General Science	11
Teacher Education - Social Science	
Teacher Education - Social Studies	15
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	4

Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	5
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	3
Teacher Education - Speech	32
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	2
Teacher Education - English as a Second Language	10
Teacher Education - Bilingual, Multilingual, and Multicultural Education	4
Education - Other Specify: Mandarin, Gifted	6

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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	289
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	35
Teacher Education - Elementary Education	38
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	35
Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	2
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	3
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	6
Teacher Education - Music	13
Teacher Education - Physical Education and Coaching	6
Teacher Education - Reading	

Teacher Education - Science	6
Teacher Education - Social Science	1
Teacher Education - Social Studies	
Teacher Education - Technical Education	4
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	6
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	2
Teacher Education - Speech	29
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	1
Teacher Education - Bilingual, Multilingual, and Multicultural Education	1

Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	3
Psychology	8
Social Sciences	2
Anthropology	
Economics	2
Geography and Cartography	
Political Science and Government	2
Sociology	2
Visual and Performing Arts	2
History	17
Foreign Languages	8
Family and Consumer Sciences/Human Sciences	
English Language/Literature	21
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	4
Biology	3

Mathematics and Statistics	8
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	3
Geological and Earth Sciences/Geosciences	
Physics	1
Business/Business Administration/Accounting	5
Computer and Information Sciences	
Other Specify: Human Development, Medical Lab Technican, Multidisciplinary Studies	4

Section I.f Program Completers

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

2015-16: 289

2014-15: 309

2013-14: 384

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 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

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

20

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

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:

In 2016, Hofstra re-applied for the Robert Noyce Scholarship Program (NSF-funded), since it had expired in 2015. In the new application, we included increased funding, mentorship, and collaboration with a neighboring community college for recruitment. Fortunately, the proposal was funded by NSF, beginning in July 2016. Thus, we anticipate an increase in applications to the Mathematics Education (and Science Education) programs in the near future.

Provide any additional comments, exceptions and explanations below:

There was a reduction in applications to the Mathematics Education programs because Hofstra's Robert Noyce Scholarship Program (NSF-funded) had expired in 2015. At the same time, our closest neighboring university had just acquired funding for a Robert Noyce Scholarship Program. Consequently, many of Hofstra's potential students were successfully recruited by that university in 2015-16.

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

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

15

Provide any additional comments, exceptions and explanations below:

In the summer of 2016, Hofstra applied to the National Science Foundation (NSF) for a re-instatement of the 5-year Robert Noyce Scholarship Program, with a 15% increase in funding. Fortunately, our proposal was funded for a 5-year period, 2016-2021. Since our Mathematics Education programs are recognized as high-quality programs and 99% of our students are acquiring excellent teaching positions, it is anticipated that Hofstra will meet or surpass its enrollment goals in the near future.

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

20

Provide any additional comments, exceptions and explanations below:

We anticipate increased recruitment for Hofstra's Mathematics Education and Science Education programs in the 2017-18 school term.

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 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

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

6

Did your program meet the goal for prospective teachers set in science in 2015-16?

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:

We added 8 students this academic year. Two grants were secured this year to strengthen student capacity building and find partnerships with neighboring school districts. We will continue these endeavors.

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

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

8

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

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/ope/pol/tsa.html.

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

Academic year 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

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

30

Did your program meet the goal for prospective teachers set in special education in 2015-16?

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:

We continue to develop new programs to meet needs in special education, not previously addressed in existing programs, including an advanced certificate in childhood special education. All of the special education programs are hybrid.

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

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

30

Provide any additional comments, exceptions and explanations below:

Continue to develop new programs to meet the needs in special education. We are currently developing programs in the area of adaptive physical education, a dual certification early childhood-childhood special education as well as a five year programs in general education/special education. We will continue to use the hybrid model throughout our programs.

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

30

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 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

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

4

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

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

7

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

8

Provide any additional comments, exceptions and explanations below:

Section II Assurances

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

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

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

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

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

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

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

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

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

All prospective teachers are provided with a variety of clinical settings during the course of their pre-practicum and student teaching experiences. These clinical settings expose prospective teachers to multi-cultural settings and varied populations of students. Clinical placements are tied to coursework that prepares candidates to create culturally relevant learning experiences. Our expectation is that candidates will demonstrate the ability to differentiate instruction for all learners including limited English proficient learners, students from low income families and students with disabilities. All prospective general education teachers are required to complete coursework and clinical placements in a special education setting as well as fulfill a clinical placement in a setting designated "high needs" by New York State. Although situated in a suburban setting, Hofstra University's close proximity to New York City provides opportunities for urban experiences for prospective teachers. Hofstra University participates in the New York City Department of Education Teacher Learning Collaborative program. The richness of these

clinical experiences provides an effective tool for training prospective teachers in the stipulated areas.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
202 -ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
202 -ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson Other enrolled students	103	524	76	74
202 -ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All program completers, 2015-16	109	535	102	94
202 -ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All program completers, 2014-15	167	535	155	93
202 -ACADEMIC LITERACY SKILLS TEST Evaluation Systems group of Pearson All program completers, 2013-14	136	534	120	88
006 -BIOLOGY CST Evaluation Systems group of Pearson Other enrolled students	2			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2015-16	4			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2014-15	4			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2013-14	4			
069 -BUSINESS AND MARKETING CST Evaluation Systems group of Pearson All program completers, 2015-16	3			
069 -BUSINESS AND MARKETING CST Evaluation Systems group of Pearson All program completers, 2013-14	5			
069.1 -BUSINESS AND MARKETING CST.1	2			

Evaluation Systems group of Pearson Other enrolled students				
069.1 -BUSINESS AND MARKETING CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	1			
TP102 -BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	5			
TP102 -BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
TP102 -BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2015-16	3			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2014-15	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2013-14	3			
070 -DANCE CST Evaluation Systems group of Pearson All program completers, 2015-16	2			
070 -DANCE CST Evaluation Systems group of Pearson All program completers, 2014-15	5			
070 -DANCE CST Evaluation Systems group of Pearson All program completers, 2013-14	4			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2015-16	41	48	41	100
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2014-15	43	50	43	100
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson	28	48	28	100

All program completers, 2013-14				
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2014-15	1			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson Other enrolled students	103	522	89	86
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2015-16	165	528	161	98
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2014-15	194	531	191	98
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2013-14	138	533	137	99
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson Other enrolled students	4			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2015-16	1			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2014-15	6			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2013-14	86	258	86	100
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	4			

TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	7			
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	5			
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson Other enrolled students	1			
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2015-16	2			
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2014-15	5			
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2013-14	1			
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson Other enrolled students	1			
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2014-15	2			
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2013-14	15	238	15	100
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson Other enrolled students	2			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	7			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	7			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
022 -ESOL CST	9			

Evaluation Systems group of Pearson Other enrolled students				
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2015-16	7			
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2014-15	10	249	10	100
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2013-14	11	249	11	100
TP117 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2015-16	1			
TP117 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2014-15	1			
072 -FAMILY AND CONSUMER SCIENCES CST Evaluation Systems group of Pearson All program completers, 2013-14	1			
072.1 -FAMILY AND CONSUMER SCIENCES CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	1			
072.1 -FAMILY AND CONSUMER SCIENCES CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
012 -FRENCH CST Evaluation Systems group of Pearson Other enrolled students	2			
012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2014-15	1			
TP119 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	1			
TP119 -HEALTH EDUCATION Evaluation Systems group of Pearson	1			

All program completers, 2013-14				
073 -HEALTH EDUCATION CST Evaluation Systems group of Pearson Other enrolled students	1			
073 -HEALTH EDUCATION CST Evaluation Systems group of Pearson All program completers, 2014-15	14	246	14	100
073 -HEALTH EDUCATION CST Evaluation Systems group of Pearson All program completers, 2013-14	12	260	12	100
073.1 -HEALTH EDUCATION CST.1 Evaluation Systems group of Pearson Other enrolled students	2			
073.1 -HEALTH EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	5			
073.1 -HEALTH EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	3			
073.1 -HEALTH EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
016 -ITALIAN CST Evaluation Systems group of Pearson Other enrolled students	1			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson Other enrolled students	1			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2015-16	19	51	19	100
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2014-15	26	50	25	96
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2013-14	10	51	10	100
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			

TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	5			
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	9			
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	6			
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson Other enrolled students	2			
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2013-14	121	259	121	100
018 -MANDARIN CST Evaluation Systems group of Pearson Other enrolled students	2			
018 -MANDARIN CST Evaluation Systems group of Pearson All program completers, 2015-16	2			
018 -MANDARIN CST Evaluation Systems group of Pearson All program completers, 2014-15	1			
018 -MANDARIN CST Evaluation Systems group of Pearson All program completers, 2013-14	5			
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2015-16	2			
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2014-15	8			
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2013-14	22	272	22	100
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson Other enrolled students	3			
004.1 -MATHEMATICS CST.1	10	553	10	100

Evaluation Systems group of Pearson All program completers, 2015-16				
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	7			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson Other enrolled students	5			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2015-16	26	1614	19	73
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2014-15	43	1631	36	84
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson Other enrolled students	9			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2015-16	1			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2014-15	28	251	28	100
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2013-14	81	244	76	94
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson Other enrolled students	10	1636	10	100
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2015-16	26	1646	25	96
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2014-15	39	1648	37	95
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson Other enrolled students	1			
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson	3			

All program completers, 2015-16				
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2014-15	3			
075 -MUSIC CST Evaluation Systems group of Pearson Other enrolled students	7			
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2015-16	14	246	14	100
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2014-15	27	250	27	100
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2013-14	20	250	20	100
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All program completers, 2014-15	2			
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All program completers, 2013-14	15	240	15	100
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson Other enrolled students	2			
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	5			
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	7			
076.1 -PHYSICAL EDUCATION CST.1 Evaluation Systems group of Pearson All program completers, 2013-14	2			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2014-15	3			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2013-14	3			

019 -RUSSIAN CST Evaluation Systems group of Pearson Other enrolled students	1			
969 -SAFETY NET BUSINESS & MARKETING Evaluation Systems group of Pearson All program completers, 2015-16	2			
969 -SAFETY NET BUSINESS & MARKETING Evaluation Systems group of Pearson All program completers, 2014-15	1			
904 -SAFETY NET MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson Other enrolled students	1			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2015-16	9			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2014-15	7			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson Other enrolled students	3			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2015-16	10	247	10	100
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2014-15	5			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2013-14	53	262	53	100
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	2			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	5			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS	7			

Evaluation Systems group of Pearson All program completers, 2014-15				
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	8			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	2			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	11	47	11	100
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	14	50	14	100
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	3			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	12	48	12	100
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	9			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	13	51	13	100
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	8			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	9			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	2			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson	6			

Other enrolled students				
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2015-16	12	248	12	100
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2014-15	18	247	16	89
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2013-14	9			
020 -SPANISH CST Evaluation Systems group of Pearson Other enrolled students	1			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2015-16	2			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2014-15	1			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2013-14	6			
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	12	49	12	100
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	15	47	14	93
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	2			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson Other enrolled students	1			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2015-16	1			

060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2014-15	15	243	15	100
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2013-14	23	233	20	87
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson Other enrolled students	10	540	9	90
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2015-16	12	541	11	92
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2014-15	23	550	23	100
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2013-14	3			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	3			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	5			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2013-14	1			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson Other enrolled students	4			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2015-16	3			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2014-15	5			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2013-14	5			
TP020 -WORLD LANGUAGE	3			

Evaluation Systems group of Pearson Other enrolled students				
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2015-16	3			
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2014-15	5			
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2013-14	8			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	182	162	89
All program completers, 2014-15	259	231	89
All program completers, 2013-14	262	237	90

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:
TEAC
Middle States

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.

SPECIAL EDUCATION:

All special education programs integrate technology into curricula and instruction. The special education programs include hybrid and/or on-line courses that not only actively engage students but model the strengths of technology in instruction. In addition to the use of Blackboard, Smartboard, Voice thread, Screencast-o-matic and other applications, faculty has been trained in the use of Universal Design for Learning (UDL) through CAST. Pre-service teachers are required to take Sped 277, a course dedicated to the use of assistive technology in education and life skills, and the introduction of Universal Design for Learning and its application in curriculum and instruction (The course is given in the online format as well as face to face. Students interact and produce lesson planning that integrates high levels of technology. Other courses offered online or face to face include SPED 248, 241, 241, 216, 247.)

Sped 245, a curriculum and methods course, requires the use of an UDL lesson plan and instruction with multiple means of representation, engagement, and expression, during a six week tutorial that pre-service teacher participate in. At that time all students work one on one with students employing UDL as the foundation of their teaching. Student s are required to incorporate interactive, web-based, and hands-on learning resources as well as assistive technology (as needed) into their instruction.

Assessment courses provide pre-service teachers with the knowledge of using technology to collect, manage, and analyze data in order to look at student achievement. Now with the IDEIA mandate, Response to Intervention, Sped 242 (offered in online and face to face format) is expanding to include detailed work in progress monitoring which will help pre-service teacher assess the effectiveness of their instruction. In Sped 247 students work extensively with functional behavioral analysis and application of that knowledge and skill in authentic case studies course focused on student assessment and developing a student profile to be used for instruction and the development of an individual education plan.

PHYSICAL EDUCATION:

The physical education curricula include completely online and hybrid courses, and individual courses make extensive use of the functions of the Blackboard LMS system (such as voice thread, discussion board, assignments, tests) as well as online resources provided with textbooks (online labs, videos, and other learning experiences). Specific examples of integration of technology into instruction in the following courses is listed below:

MSPE 266 – Introduction to Technology in Physical Education. Course learning experiences include: information retrieval, using the Internet for teaching, data management basics, desktop publishing basics, use of digital cameras.

MSPE 270 – Electronic Portfolio – Students create an electronic portfolio and present it to a panel of faculty members.

PESP 13a: Students use digital video to analyze fundamental motor skills and present their findings in a PowerPoint presentation. Students use computer software to collect, analyze and present data for class lab experiences.

PESP 53, MSPE 256: Students complete the following projects related to technology: create a web quest, evaluate websites, retrieve and create teaching resources, create brochures and newsletters, evaluate software.

PESP 80, MSPE 257: Students learn to use technology for fitness: computer software, heart rate monitors.

PESP 167: Students create a digital video of a skill demonstration/explanation. Students use computer software to collect, analyze and present data for class lab experiences.

MSPE 233: This is a completely online motor learning course.

Student Teaching: Students must demonstrate and document the use of a variety of instructional technology in their teaching. They must also learn how to edit and upload video for the NYSED teacher performance assessment.

Uses technology effectively to collect data to improve teaching and learning in the following courses:

PESP 108, MSPE 256: Students learn how to assess students in all three domains, collect data, and use SPSS and Excel to manage and analyze data.

PESP 80, MSPE 257: Students use the Physical Best fitness software to analyze and present data.

BIO 106: Students learn to use technology to collect data related to exercise: blood pressure, heart rate, etc.

Uses technology effectively to manage data to improve teaching and learning:

PESP 80, MSPE 257: Students use the Physical Best fitness software to analyze and present data.

Uses technology effectively to analyze data to improve teaching and learning:

PESP 104/MSPE 260, MSPE 256: Students use the SOFIT system to systematically observe teaching and collect and analyze data.

Universal Design for Learning:

The physical education program also incorporates the use of Universal Design Principles in many of its courses.

PESP 13a & 167 – Motor Development and Motor Learning: The theoretical basis for the approach taken in these classes – Dynamic Systems Approach – emphasizes that motor skill development, learning, and performance are a result of the interactions between the individual, task and environment. The goal in teaching then becomes identification and manipulation of key constraints to guide learners in their search for the optimal movement solution to achieve the task goal. Inherent in this approach is the attention to the individual. In these classes students learn principles for arranging the learning environment to meet the needs of the learner.

In PESP 13a attention is focused on individual, task, and environmental constraints affecting the development and performance of fundamental motor skills across the lifespan.

In PESP 167 students focus on how physical skills are produced, controlled, and learned and about the effects of individual, task and environmental constraints those processes with a view toward maximizing the learning experience for each individual learner. The importance of providing multiple, flexible methods of presentation and expression is emphasized.

Throughout the major physical education classes in the curriculum, students have a variety of assignments such as designing web quests, making and using visual aids (posters, graphic organizers, etc.), creating and using PowerPoint presentations and digital videos, as well as giving effective demonstrations and explanations.

PESP 80: Programming Fitness Activities: Students learn to implement developmentally appropriate fitness programs, including consideration of assessment, content, and influence of gender, multicultural issues and socioeconomic factors on fitness.

PESP 154/MSPE 242, PESP 103/MSPE 260: Elementary Content, Methods, and Secondary Methods classes emphasize the more practical aspects of creating learning experiences that meet individual needs. The use of differentiated instruction and creating, supervising, and managing safe, developmentally appropriate progressive practice activities is emphasized and assessed in practice teaching episodes both in class and in field experiences. Methods for promoting learning in the affective area (personal and social responsibility) is also emphasized. Special emphasis is given to the variety of experiences available through the use of adventure education (PESP 119).

Students use video cameras as well as software to edit and compress videos of themselves teaching. Students submit an electronic notebook of work related to their field placement.

PESP 108: Assessment in Physical Education: Students learn to use a variety of assessment strategies and instruments to enhance and provide accountability for the teaching-learning process in physical education. Emphasis is on the selection and use of developmentally appropriate assessment strategies and instruments, including computers and other technology congruent with physical activity learning goals.

PESP 170/170A: Adapted Physical Education and Field Experience: This class is specifically focused on helping students to learn to provide effective movement learning experiences and fitness activities for people with disabilities. Students submit an electronic notebook of work related to their field placement.

Student Teaching: In this capstone experience, students are expected to demonstrate competency in each of the UDL Principles. Evidenced for this is provided in the Student Teaching Handbook assignment and assessment descriptions as well as in the student teaching rubric.

The physical education program requires teacher candidates take a course in adapted physical education that focuses on a wide variety of specific disabilities and curriculum and method applications across the range of disabilities. As part of this course they are required to complete a supervised 20-hour field experience in placements in which they will experience a variety of disabilities and programming. The course also covers legal responsibilities of teachers. As part of this course students also teach sample lessons to accommodate specific disabilities and develop IEPs. The programs include foundation courses which cover the legal responsibilities of teachers and the role of educators in the general education and special education process.

Department of Teaching, Learning and Technology (TLT):

The TLT department prepares teachers to integrate technology effectively into curricula and instruction in a variety of ways. Faculty model the use of various types of technology in the classroom during different courses including the use of such methods as Smart Board or Podcasting. Students then have the opportunity to use the technology in activities and presentations in the classroom. For example in ELED 227, students select a theorist and then present the background and educational impact of the theorist. For their presentation they must use a form of technology like Power Point to make their presentation to their peers. In SED 151 and SED 264 students present a motivational activity using different forms of technology to hook the class into the learning of the new content. Or, in ELED 205, students go to interactive websites to add activities to their thematic units to help build the background knowledge of the students they will teach. Along with this, faculty present to students different methods of gathering data on the students they will be teaching by using technology. This might take the form of demonstrating what websites are good resources for building and developing rubrics or how to create a survey that will provide information about students' interests. Along with this, faculty use the National Library of Virtual Images to make concepts come alive. This also helps build background knowledge for the diverse needs of the students. It should also be noted that teachers in our science classes like ELED 128 and 208 use tools in the garden and chemicals in

their classes to demonstrate concepts that they are learning. Students then use this information in the classrooms that they are participating in their field experience.

The principles of universal design are included in all of our classes. Our child development courses focus on the development of the child as an individual and the need to interact with and create the appropriate environment for the student as an individual. In method courses faculty have students create lessons that include differentiated instruction. The goal for these lessons is to meet the needs of the individual learner. These lessons will have a variety of tasks that students can choose from that will demonstrate what they have learned. Along with creating a classroom environment that suits the learning styles of students, teachers include choice as an important aspect of their lesson design. For example in ELED 205, students participate in literature circles and select the books they will read. This is done to differentiate by abilities and interests. A similar activity occurs in a joint project between literacy and social studies. In their classes of ELED 127 /136 and ELED 125/135, students select and then read biographies in literature circles. Students meet in groups that they select that are appropriate to their interests and needs.

In addition, In the B.S. In Education, Dance Education, Program, students take the course Educational Technology in Dance Education, where they learn to use applications that support the deepening of learning in dance. Students learn to shoot and edit video; edit music with voiceovers; use Smartboard technology; and use and apply free applications such as Prezi, Pinterest, Fakebook, Glogster, and iPad apps to engage students. They also make their own blog to document their use of technology in dance education.

In their dance methods courses, CT 119 and CT 120, and in their student teaching, they then use these technologies to enhance their teaching.

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.

Hofstra offers two programmatic options that meet the needs of those general education students who seek to develop expertise in teaching English Language Learners in their classrooms. First, the MS in Education, TESOL programs has an in-service track. In-service MS in Education candidates hold undergraduate degrees and prior certifications in a range of areas, such as childhood education, special education and teaching special subjects. Additionally, Hofstra offers a post-masters certificate of advanced study (CAS), TESOL program. CAS TESOL candidates hold graduate degrees and teaching certifications across the range of educational domains. MS in Education, TESOL in-service candidates and CAS, TESOL candidates make 60% of the TESOL Program's student body.

The primary goal of our program is to provide a comprehensive educational program for all students. This requires careful consideration because we want to design effective curriculum that helps to avoid classifying a child. Our goal is to ensure that all students have effective instruction. Therefore, RTI is examined in our instructional program

This model moves from remediation to intervention. We want our students to understand how a child is responding to strategies and instruction and when intervention is needed. Our program helps teachers recognize what techniques can be used to support the struggling learner. The goal is always assessment to provide appropriate instruction.

In addition, our program provides for teaching students with disabilities and limited English learners through the use of differentiated instruction. Differentiation instruction in our program refers to differentiating the content, process, and / or product. This is achieved by assessment of students and the use of flexible grouping which reflects students' readiness, interest and learning profile. In addition, centers are used to further facilitate differentiated activities for all students.

We have a whole graduate program devoted to supporting students ELL learners. Additionally, our curriculum is designed to support all students' cultural differences. Our literature is multicultural. This point of view cuts across all subject areas, and addresses the histories and experiences of people who have been left out of the curriculum. Its purpose is to help us deal equitably with all the cultural and racial differences that you find in the human family. It is also a perspective that allows us to get at explanations for why things are the way they are in terms of power relationships, in terms of equality issues.

The TESOL immigration studies courses examine sociological and ethnographic studies of immigrant communities and interpret research data for their implications for instruction. Further, TESOL linguistic classes investigate findings in the areas of Second Language Acquisition with the special focus on the development contsrints and opportunities of L2 learning. These linguistic classes draw the link between research findings and classroom practice., placing special emphasis on the findings in neurolinguistics to prepare teacher learners engage in brain-compatible pedagogy. Finally, TESOL pedagogy classes seek to push TESOL instruction into the farthest reaches of ELLs' zones of proximal development and to prepare teacher learners to

develop rigorous, standards-based instruction that enables ELLs have enriching and meaningful academic experiences.

The physical education program requires teacher candidates take a courses in adapted physical education that focuses on a wide variety of specific disabilities and curriculum and method applications across the range of disabilities. As part of this course they are required to complete a supervised 15-hour field experience in placements in which they will experience a variety of disabilities and programming. The course also covers legal responsibilities of teachers. As part of this course students also teach sample lessons to accommodate specific disabilities and develop IEPs. The programs include foundation courses which cover the legal responsibilities of teachers and the role of educators in the general education and special education process.

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.

The Special Education Programs (Masters in Special Education, Masters in Early Childhood Special Education, Masters in Inclusive Elementary Special Education, Masters in Inclusive Secondary Education, Masters in Inclusive Early Childhood Education, Master in Special Education and Literacy, Masters in Secondary Special Education Generalist, Masters in Students with Disabilities 7-12 Generalist, w/extension in secondary education, CAS in Early Childhood Special Education, CAS in Teaching Students with Severe and Multiple Disabilities) all include coursework that specifically addresses teaching students with disabilities effectively, participating as a member of individualized education program teams, and teaching students who have limited English proficiency. Most courses include field experiences that require pre-service teachers to work with students, applying coursework to practice.

Pre-service teachers at the childhood and secondary levels take courses on specific disabilities and curriculum and method applications across the range of disabilities. Pre-service teachers at the early childhood level take courses across the developmental domains, and in curriculum and methods. All programs include foundation courses which cover the legal responsibilities of teachers and the role of educators in the general education and special education process. This

knowledge is further developed in curriculum and methods courses and issue courses in which students develop IEPs from case studies, and discuss the specific roles and responsibilities of all members of the team.

Cultural competency and culturally responsive instruction as well as the needs of English language learners are part of all courses and discussed in particular detail in the required course concerning building relationships with parents of children with disabilities. During the summer of 2009 this course was revised to reflect more in-depth instruction of working with English language learners. Faculty have been trained in Universal Design for Learning which is being used in courses both as a teaching model and a pedagogical approach. In employing UDL for instruction students focus on making curriculum accessible to as many students as possible by removing barriers. At times those barriers include the English language and therefore require that students consider strategies and representation, engagement, and expression which will enable English Language Learners to access curriculum with the appropriate instruction. It is a knowledge base that we are in the process of developing in all courses.

Currently the special education program is revising and developing programs to meet new certification requirements including early childhood/childhood dual program, CAS in special education, and BCBA in autism, and adaptive physical education. Efforts are underway to develop other inclusive education programs in teacher education.

Section VII Contextual Information

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

(1) The teacher education and educational leadership programs of the School of Education are accredited under the Teacher Education Accreditation Council (TEAC) Quality Principles through the CAEP Accreditation System, for a period of seven years, from October 28, 2014 to October 28, 2021. These programs will seek accreditation under the Council for the Accreditation of Educator Preparation (CAEP) Standards in 2021. (2) November 20, 2014, the Middle States Commission on Higher Education accepted our Periodic Review Report (PRR), reaffirmed Hofstra's accreditation, and commended the University on the quality of the Periodic Review Report and process. In the Report to the Faculty, Administration, Trustees, Students of Hofstra University, dated 7/29/2014, the PRR review team indicated: "This Periodic Review Report is exceptional, but even more importantly, presents a University that is exemplary in its compliance with the Standards of Excellence. In particular, the reviewers commend Hofstra's accomplishments in assessment; given that assessment is the most common source of recommendations and follow-up obligations for Universities under review, we suggest that Middle States officially recognize Hofstra's assessment program as exemplary for the benefit of other institutions seeking to calibrate their assessment activity." Further, specifically regarding the University's assessment processes and results: "Hofstra's assessment operation demonstrates both breadth and depth. It boasts two cooperating offices to manage assessment, an Office of Accreditation and Outcomes Assessment and an Office of Institutional Research and

Assessment, but also shows that an assessment sensibility pervades all academic units and administrative functions. Extended examples include an assessment in Oral Communication that started with a curricular map, proceeded to a resolution by faculty to enhance the range of courses exposing students to oral communication, and a validating follow-up assessment. Additional examples in Chemistry, Psychology, Languages, Writing, Information Literacy, and other areas included strong assessment programs in multiple areas that represent frequent challenges, and a variety of methodologies, from curricular maps to the CLA to embedded questions to national disciplinary tests." The reviewers found both the report and the culture of assessment being reported on to be genuinely exemplary, and we commend Hofstra for its excellence in this challenging area. Given the high percentage of accredited colleges that receive recommendations about assessment, we believe that Middle States should consider identifying colleges that have an assessment program worth modeling. Hofstra's program would be an important selection for such identification."

Supporting Files

Complete Report Card

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