



SUBMIT REPORTS

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New York University - Main
 Traditional Program
 2010-11

Print Report Card

Program Information

Name of Institution: New York University - Main
Institution/Program Type: Traditional
Academic Year: 2010-11
State: New York

Address: 82 Washington Square East
 4th Floor
 New York, NY, 10003

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

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

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

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	Yes	Yes
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes

Minimum high school GPA	Yes	Yes
Minimum undergraduate GPA	No	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	No
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	No
Resume	No	Yes
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify: Yes)	Yes	Yes

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

www.nyu.edu/admissions/undergraduate-admissions AND http://steinhardt.nyu.edu/graduate_admissions

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

Other freshman yr, sophomore yr, junior yr, postgraduate

Does your initial teacher certification program conditionally admit students? No

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

FRESHMAN APPLICANTS:

Applicants are required to submit standardized exams. As of Fall 2010, applicants may select from the following combination of exams:

The SAT Reasoning Test and two SAT Subject Tests or

The ACT (with Writing Test) or

The SAT Reasoning Test and two AP exam scores or

Three SAT Subject Test scores (one in literature or the humanities, one in math or science, and one non-language of the student's choice) or

Three AP exam scores (one in literature or the humanities, one in math or science, and one non-language of the student's choice).

TRANSFER APPLICANTS

Applicants that did not take the standardized tests while enrolled in high school and have not yet completed one full-year of college course work must take the SAT I, SAT II or ACT exams and have the results released to NYU.

Applicants that did take SAT I, SAT II or ACT exams when in high school, and have NOT completed at least one full year of college course work (roughly 30-32 credit hours) should have official test scores sent directly to NYU from the testing agencies.

Applicants that are currently in college and have completed at least one full year of course work (roughly 30-32 credit hours) should not retake the SAT's or take them now for the first time. We will not consider standardized test scores from exams taken while already enrolled in college.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2010-11:	1240
Unduplicated number of males enrolled in 2010-11:	195
Unduplicated number of females enrolled in 2010-11:	1045

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	96
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	170
Black or African American:	55
Native Hawaiian or Other Pacific Islander:	0
White:	690
Two or more races:	4

Section I.c Supervised Experience

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

Average number of clock hours required prior to student teaching	125
Average number of clock hours required for student teaching	500
Number of full-time equivalent faculty in supervised clinical experience during this academic year	20
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	59
Number of students in supervised clinical experience during this academic year	915

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	126
Teacher Education - Early Childhood Education	42
Teacher Education - Elementary Education	93
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	182
Teacher Education - Multiple Levels	148
Teacher Education - Agriculture	
Teacher Education - Art	34
Teacher Education - Business	
Teacher Education - English/Language Arts	52
Teacher Education - Foreign Language	66
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	33
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	18
Teacher Education - Social Science	
Teacher Education - Social Studies	20
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	13
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	12
Teacher Education - French	8
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1

Teacher Education - Spanish	10
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	59
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Educational Theatre	29

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	126
Teacher Education - Early Childhood Education	42
Teacher Education - Elementary Education	93
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	143
Teacher Education - Agriculture	
Teacher Education - Art	34
Teacher Education - Business	
Teacher Education - English/Language Arts	52
Teacher Education - Foreign Language	66
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	33
Teacher Education - Music	24
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	20

Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	13
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	12
Teacher Education - French	8
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	10
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	59
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	

Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Educational Theatre	29

Section I.e Program Completers

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

2010-11: 503

2009-10: 561

2008-09: 629

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2010-11</p> <p>Goal: 43</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Scholarships & partnership with Math for America</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Partnerships with Woodrow Wilson Foundation for Aspiring Teachers of Color and new partnership w/NYU Arts and Science;external funding</p>
Science	<p>Academic year: 2010-11</p> <p>Goal: 25</p>

	<p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Scholarships and enhanced marketing;</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Partnerships with Woodrow Wilson Foundation for Aspiring Teachers of Color and new partnership w/NYU Arts and Science</p>
Special education	<p>Academic year: 2010-11</p> <p>Goal: 111</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>enhanced marketing;external funding</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Instruction of limited English proficient students	<p>Academic year: 2010-11</p> <p>Goal: 55</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Dual degree program with teaching French as a foreign language; enhanced marketing</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
N/A	<p>Academic year: 2010-11</p> <p>Goal: N/A</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>N/A</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>N/A</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

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

NYU's Steinhardt School of Culture, Education, and Human Development trains prospective teachers to identify and respond to the needs of New York City's public schools and its diverse student population through several strategies. One primary strategy is its teacher education curricula that satisfy the New York State Education Department regulations for Initial/Professional Teacher Certification. Another strategy is the creation of partnership schools, which are characterized by immersion in "host" public schools, curriculum that closely integrates theory and practice, ongoing support and professional development for graduates, career fairs, partnership events and professional development opportunities for schools. Additionally, supervised student teaching placements take place in high-need New York City public schools.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
024 -BEA - SPANISH Evaluation Systems group of Pearson All program completers, 2008-09	1				98	263
006 -Biology CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				96	255
006 -Biology CST Evaluation Systems group of Pearson Other enrolled students	2				94	250

006 -Biology CST Evaluation Systems group of Pearson All program completers, 2010-11	11	257	11	100	98	257
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2009-10	14	260	14	100	100	256
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2008-09	19	258	19	100	99	257
007 -Chemistry CST Evaluation Systems group of Pearson All program completers, 2010-11	3				95	253
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2009-10	2				100	255
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2008-09	6				99	254
070 -Dance CST Evaluation Systems group of Pearson Other enrolled students	4					
070 -Dance CST Evaluation Systems group of Pearson All program completers, 2010-11	13	238	12	92	94	237
070 -Dance CST Evaluation Systems group of Pearson All program completers, 2009-10	9				71	225
070 -Dance CST Evaluation Systems group of Pearson All program completers, 2008-09	13	241	13	100	100	239
090 -Elementary ATS-W Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	37	268	37	100	96	255
090 -Elementary ATS-W Evaluation Systems group of Pearson Other enrolled students	94	271	94	100	99	260
090 -Elementary ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	246	271	245	100	99	262
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	228	271	228	100	100	262
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2008-09	259	271	259	100	100	262

003 -English Language Arts CST Evaluation Systems group of Pearson Other enrolled students	7				87	241
003 -English Language Arts CST Evaluation Systems group of Pearson All program completers, 2010-11	49	253	45	92	92	245
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2009-10	38	259	37	97	94	244
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2008-09	49	254	49	100	95	245
022 -Esol CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	4				93	251
022 -Esol CST Evaluation Systems group of Pearson Other enrolled students	7				94	248
022 -Esol CST Evaluation Systems group of Pearson All program completers, 2010-11	56	252	56	100	97	249
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2009-10	43	252	42	98	98	250
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2008-09	46	254	46	100	99	254
012 -French CST Evaluation Systems group of Pearson Other enrolled students	1				77	236
012 -French CST Evaluation Systems group of Pearson All program completers, 2010-11	10	260	10	100	85	239
012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2009-10	8				95	242
012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2008-09	3				84	238
013 -German CST Evaluation Systems group of Pearson All program completers, 2010-11	2					
013 -German CST Evaluation Systems group of Pearson All program completers, 2009-10	1					

016 -Italian CST Evaluation Systems group of Pearson Other enrolled students	2				80	251
016 -Italian CST Evaluation Systems group of Pearson All program completers, 2010-11	1				88	241
016 -ITALIAN CST Evaluation Systems group of Pearson All program completers, 2009-10	1				89	236
016 -ITALIAN CST Evaluation Systems group of Pearson All program completers, 2008-09	1				96	240
017 -Japanese CST Evaluation Systems group of Pearson Other enrolled students	1					
017 -Japanese CST Evaluation Systems group of Pearson All program completers, 2010-11	1					
017 -Japanese CST Evaluation Systems group of Pearson All program completers, 2009-10	1					
010 -Latin CST Evaluation Systems group of Pearson All program completers, 2009-10	2					
001 -Liberal Arts & Sciences Test (LAST) Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	76	268	76	100	94	251
001 -Liberal Arts & Sciences Test (LAST) Evaluation Systems group of Pearson Other enrolled students	190	267	187	98	96	256
001 -Liberal Arts & Sciences Test (LAST) Evaluation Systems group of Pearson All program completers, 2010-11	471	269	466	99	98	258
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2009-10	408	269	404	99	99	258
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2008-09	486	269	486	100	99	259
065 -Literacy CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	6				99	260
065 -Literacy CST Evaluation Systems group of Pearson Other enrolled students	2				96	262

o65 -Literacy CST Evaluation Systems group of Pearson All program completers, 2010-11	9				98	260
o65 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2009-10	4				99	260
o65 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2008-09	28	268	28	100	99	259
o18 -Mandarin CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	8					
o18 -Mandarin CST Evaluation Systems group of Pearson Other enrolled students	3				100	279
o18 -Mandarin CST Evaluation Systems group of Pearson All program completers, 2010-11	24	286	24	100	100	286
o18 -MANDARIN CST Evaluation Systems group of Pearson All program completers, 2009-10	13	291	13	100	100	290
o18 -Mandarin CST Evaluation Systems group of Pearson All program completers, 2008-09	6				100	272
o04 -Mathematics CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	15	288	15	100	95	262
o04 -Mathematics CST Evaluation Systems group of Pearson Other enrolled students	7				94	258
o04 -Mathematics CST Evaluation Systems group of Pearson All program completers, 2010-11	45	274	44	98	97	259
o04 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2009-10	22	274	22	100	99	261
o04 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2008-09	55	277	55	100	100	260
o02 -Multi-Subject CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	7				86	239
o02 -Multi-Subject CST Evaluation Systems group of Pearson Other enrolled students	20	253	19	95	88	243

002 -Multi-Subject CST Evaluation Systems group of Pearson All program completers, 2010-11	131	260	127	97	94	246
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2009-10	142	261	137	96	96	248
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2008-09	127	262	126	99	98	248
075 -Music CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2				78	234
075 -Music CST Evaluation Systems group of Pearson Other enrolled students	3				93	248
075 -Music CST Evaluation Systems group of Pearson All program completers, 2010-11	20	240	18	90	95	246
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2009-10	15	243	15	100	98	245
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2008-09	23	244	22	96	98	248
009 -Physics CST Evaluation Systems group of Pearson Other enrolled students	1				93	252
091 -Secondary ATS-W Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	36	263	36	100	98	257
091 -Secondary ATS-W Evaluation Systems group of Pearson Other enrolled students	37	267	37	100	98	258
091 -Secondary ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	229	266	228	100	99	260
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	180	267	179	99	100	261
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2008-09	232	265	232	100	100	262
005 -Social Studies CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	9				87	241

005 -Social Studies CST Evaluation Systems group of Pearson Other enrolled students	4				84	239
005 -Social Studies CST Evaluation Systems group of Pearson All program completers, 2010-11	18	264	18	100	90	243
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2009-10	30	257	30	100	94	244
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2008-09	29	250	29	100	95	243
020 -Spanish CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				92	256
020 -Spanish CST Evaluation Systems group of Pearson Other enrolled students	6				92	254
020 -Spanish CST Evaluation Systems group of Pearson All program completers, 2010-11	20	268	20	100	90	249
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2009-10	13	268	13	100	94	250
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2008-09	18	259	18	100	97	253
060 -Students With Disabilities CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	8				81	233
060 -Students With Disabilities CST Evaluation Systems group of Pearson Other enrolled students	15	249	14	93	85	236
060 -Students With Disabilities CST Evaluation Systems group of Pearson All program completers, 2010-11	120	253	118	98	93	240
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2009-10	132	251	131	99	94	240
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2008-09	106	249	105	99	95	240
078 -Theatre CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				95	248

078 -Theatre CST Evaluation Systems group of Pearson Other enrolled students	3					
078 -Theatre CST Evaluation Systems group of Pearson All program completers, 2010-11	20	249	19	95	90	247
078 -Theatre CST Evaluation Systems group of Pearson All program completers, 2009-10	27	254	27	100	100	252
078 -Theatre CST Evaluation Systems group of Pearson All program completers, 2008-09	39	250	38	97	98	250
079 -Visual Arts CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				97	241
079 -Visual Arts CST Evaluation Systems group of Pearson Other enrolled students	1				82	240
079 -Visual Arts CST Evaluation Systems group of Pearson All program completers, 2010-11	28	255	28	100	92	242
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2009-10	10	237	9	90	94	242
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2008-09	11	254	11	100	97	243

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	489	474	97	93
All program completers, 2009-10	421	408	97	96
All program completers, 2008-09	503	499	99	97

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

TEAC

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Steinhardt houses multiple teacher education programs and as such it relies on several different courses to prepare teachers to integrate technology effectively into curricula and instruction. The majority of programs require that students take Integrating Media and Technology into the K-12 Curriculum, which introduces models for integrating digital media and technology in elementary and secondary curricula. The arts education programs (Dance, Theatre, Art and Music) require students to take Technology Resources for Performing Arts Education, which focuses on applications of communication and digital technology resources for performing arts educators. In addition, the culminating seminars include practice for creating innovative technology-rich curricula.

To prepare prospective teachers to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement the Integration Seminar in Special Education II, includes a classroom-based research project that requires students systematically use data available through the New York City Department of Education Data Portal called ARIS. Currently, this class is required for all students in the special education program, however, faculty are exploring additional ways to prepare all prospective teachers to collect, manage and analyze data to improve teaching and learning.

Integrated pedagogical content knowledge is the foundation for all teacher education programs at Steinhardt. Therefore, Steinhardt teacher education programs implement the three universal design for learning principles throughout their curricula. As such, course-work across the curriculum provides techniques for individuation of instruction, student assessment of learner outcomes, and strategies for goal setting. The methods courses as well as the supervised student teaching placements all focus on the following objectives:

- to represent information in multiple formats and media,
- to provide multiple pathways for students' action
- and expression, and
- to provide multiple ways to engage students' interest and motivation.

Section VI. Teacher Training

Does your program prepare general education teachers to:

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

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

Steinhardt's Teacher Education programs rests upon those courses that are designated as the Common Pedagogical Core. The Common Core is foundational to our teacher education curricula and are required classes for all of our certification students. These courses provide pedagogical knowledge, understanding and skill in teaching students within the full range of disabilities and special health-care needs, and the effects of those disabilities and needs on learning and behavior as well as developing skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest level of academic achievement and independence. Candidates in early childhood and childhood education, teachers of students with disabilities, deaf, or hard-of-hearing, blind or visually impaired, speech and language disabilities, teachers of English to speakers of other languages, and library media specialists take a minimum of six semester hours of coursework in language acquisition and literacy development by both native English speakers and students who are English language learners, to develop skill in the listening, speaking, reading and writing skills of all 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 how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Steinhardt's Teacher Education programs rests upon those courses that are designated as the Common Pedagogical Core. The Common Core is foundational to our teacher education curricula and are required classes for all of our certification students. These courses provide pedagogical knowledge, understanding and skill in teaching students within the full range of disabilities and special health-care needs, and the effects of those disabilities and needs on learning and behavior as well as developing skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest level of academic achievement and independence. Candidates in early

childhood and childhood education, teachers of students with disabilities, deaf, or hard-of-hearing, blind or visually impaired, speech and language disabilities, teachers of English to speakers of other languages, and library media specialists take a minimum of six semester hours of coursework in language acquisition and literacy development by both native English speakers and students who are English language learners, to develop skill in the listening, speaking, reading and writing skills of all 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

New York University - Main
Traditional Program
2010-11

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Title II, Higher Education Act

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