

Title II Higher Education Act

SUBMIT REPORTS

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New York University - Main
Traditional Program
2011-12

Print Report Card

Institution Information

Name of Institution: New York University - Main
Institution/Program Type: Traditional
Academic Year: 2011-12
State: New York

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

Contact Name: Dr. Lindsay Wright
Phone: 212 998 5003
Email: lindsay.wright@nyu.edu

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

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?
Childhood Education	No
Childhood Education/Childhood Special Education	No
Clinically Based English Education	No

Section I.b 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

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

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 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	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	No	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	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	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	No	No
Other	No	No

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.57

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2011-12

3.4

Section 1.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	No
Fingerprint check	No	Yes
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	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	Yes
Essay or personal statement	Yes	No
Interview	No	No
Other		

What is the minimum GPA required for admission into the program?

3.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.72

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2011-12

3.5

Section I.c 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 2011-12:	1134
Unduplicated number of males enrolled in 2011-12:	177
Unduplicated number of females enrolled in 2011-12:	957

2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	117
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	182
Black or African American:	57
Native Hawaiian or Other Pacific Islander:	0
White:	664
Two or more races:	24

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	125
Average number of clock hours required for student teaching	500
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	22
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	68
Number of students in supervised clinical experience during this academic year	982

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. 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	137
Teacher Education - Early Childhood Education	48
Teacher Education - Elementary Education	90
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	154
Teacher Education - Multiple Levels	143
Teacher Education - Agriculture	
Teacher Education - Art	19
Teacher Education - Business	

Teacher Education - English/Language Arts	59
Teacher Education - Foreign Language	35
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	37
Teacher Education - Music	32
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	17
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	20
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	8
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	64
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	1
Teacher Education - Spanish	2
Teacher Education - Speech	65
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	41
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. 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	137
Teacher Education - Early Childhood Education	48
Teacher Education - Elementary Education	90
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	154
Teacher Education - Agriculture	
Teacher Education - Art	19

Teacher Education - Business	
Teacher Education - English/Language Arts	59
Teacher Education - Foreign Language	35
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	37
Teacher Education - Music	32
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	17
Teacher Education - Science	10
Teacher Education - Social Science	
Teacher Education - Social Studies	20
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	8
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	64
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	2
Teacher Education - Speech	65
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	41
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:	

Section I.f Program Completers

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

2011-12: 574

2010-11: 503

2009-10: 561

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 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

18

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

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:

Google ads, other online marketing, scholarships

Provide any additional comments, exceptions and explanations below:

Partnership with Math for America ended, which led to drop in enrollment

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

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

18

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

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

18

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/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 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

30

Did your program meet the goal for prospective teachers set in science in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

Online advertising

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 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

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

25

Provide any additional comments, exceptions and explanations below:

Race to the Top grant provides generous scholarships and stipends for students

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

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

25

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 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

95

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

enhanced marketing, online chats

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 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

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

105

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

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

105

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - LEP

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 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

70

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

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:

Enhanced marketing and yield activities

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

Yes

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

65

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

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

62

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:

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 (%)
006 -BIOLOGY CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2			
006 -BIOLOGY CST Evaluation Systems group of Pearson Other enrolled students	1			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2011-12	4			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2010-11	11	257	11	100
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2009-10	14	260	14	100
007 -CHEMISTRY CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2011-12	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2010-11	3			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2009-10	2			
070 -DANCE CST Evaluation Systems group of Pearson Other enrolled students	9			

070 -DANCE CST Evaluation Systems group of Pearson All program completers, 2011-12	15	242	13	87
070 -DANCE CST Evaluation Systems group of Pearson All program completers, 2010-11	14	239	13	93
070 -DANCE CST Evaluation Systems group of Pearson All program completers, 2009-10	9			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	29	270	29	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson Other enrolled students	77	269	77	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2011-12	247	272	247	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	250	271	249	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	228	271	228	100
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3			
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson Other enrolled students	5			
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2011-12	37	252	36	97
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2010-11	49	254	46	94
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2009-10	39	258	38	97
022 -ESOL CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
022 -ESOL CST Evaluation Systems group of Pearson Other enrolled students	7			
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2011-12	29	252	28	97
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2010-11	57	252	57	100
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2009-10	43	252	42	98
012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2011-12	9			

012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2010-11	10	260	10	100
012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2009-10	8			
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 All program completers, 2011-12	4			
016 -ITALIAN CST Evaluation Systems group of Pearson All program completers, 2010-11	1			
016 -ITALIAN CST Evaluation Systems group of Pearson All program completers, 2009-10	1			
017 -JAPANESE CST Evaluation Systems group of Pearson All program completers, 2011-12	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	55	270	55	100
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson Other enrolled students	147	268	143	97
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2011-12	427	270	425	100
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2010-11	479	269	473	99
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2009-10	409	269	405	99
065 -LITERACY CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	4			
065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2011-12	13	265	13	100
065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2010-11	9			

065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2009-10	4			
018 -MANDARIN CST Evaluation Systems group of Pearson All program completers, 2011-12	5			
018 -MANDARIN CST Evaluation Systems group of Pearson All program completers, 2010-11	24	286	24	100
018 -MANDARIN CST Evaluation Systems group of Pearson All program completers, 2009-10	13	291	13	100
004 -MATHEMATICS CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	5			
004 -MATHEMATICS CST Evaluation Systems group of Pearson Other enrolled students	2			
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2011-12	45	278	45	100
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2010-11	45	275	45	100
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2009-10	23	273	23	100
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	7			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson Other enrolled students	24	256	20	83
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2011-12	126	258	125	99
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2010-11	133	259	129	97
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2009-10	143	261	139	97
075 -MUSIC CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2011-12	25	242	23	92
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2010-11	20	240	18	90
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2009-10	15	243	15	100
009 -PHYSICS CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			

091 -SECONDARY ATS-W Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	26	267	26	100
091 -SECONDARY ATS-W Evaluation Systems group of Pearson Other enrolled students	28	266	28	100
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2011-12	178	269	177	99
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	233	266	232	100
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	183	267	182	99
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	8			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	3			
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2011-12	23	257	22	96
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2010-11	19	264	19	100
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2009-10	30	257	30	100
020 -SPANISH CST Evaluation Systems group of Pearson Other enrolled students	1			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2011-12	10	259	10	100
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2010-11	21	265	20	95
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2009-10	13	268	13	100
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	8			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson Other enrolled students	13	247	12	92
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2011-12	116	249	114	98
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2010-11	122	254	120	98
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2009-10	133	252	132	99

078 -THEATRE CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2			
078 -THEATRE CST Evaluation Systems group of Pearson Other enrolled students	4			
078 -THEATRE CST Evaluation Systems group of Pearson All program completers, 2011-12	36	256	35	97
078 -THEATRE CST Evaluation Systems group of Pearson All program completers, 2010-11	20	249	19	95
078 -THEATRE CST Evaluation Systems group of Pearson All program completers, 2009-10	27	254	27	100
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	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, 2011-12	19	241	16	84
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2010-11	28	255	28	100
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2009-10	10	237	9	90

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	439	426	97
All program completers, 2010-11	494	481	97
All program completers, 2009-10	422	410	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

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.

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

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.

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 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.

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
2011-12

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