

Title II

Higher Education Act

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CUNY York College
Traditional Program
2009-10

Print Report Card

Program Information

Name of Institution: CUNY York College
Institution/Program Type: Traditional
Academic Year: 2009-10
State: New York

Address: 94-20 Guy R. Brewer Blvd.

Jamaica, NY, 11451

Contact Name: Mrs. Regina Misir
Phone: 718-262-2530
Email: rmisir@york.cuny.edu

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	NA
Fee/Payment	No	NA
Transcript	Yes	NA
Fingerprint check	No	NA
Background check	No	NA
Experience in a classroom or working with children	No	NA

EXPERIENCE IN A CLASSROOM OR WORKING WITH CHILDREN	NO	NA
Minimum number of courses/credits/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	Yes	NA
Minimum GPA in professional education coursework	Yes	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	No	NA
Subject area/academic content test or other subject matter verification	No	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	No	NA
Essay or personal statement	Yes	NA
Interview	No	NA
Resume	No	NA
Bachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g., Myers-Briggs Assessment)	No	NA
Other (specify :)	No	NA

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

<http://www.york.cuny.edu/academics/departments/teacher-education/admission-to-teacher-ed>

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

Sophomore year

Does your initial teacher certification program conditionally admit students? Yes

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

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 2009-10:	566
Unduplicated number of males enrolled in 2009-10:	166

Unduplicated number of females enrolled in 2009-10: 400

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	169
<i>Race</i>	
American Indian or Alaska Native:	4
Asian:	45
Black or African American:	200
Native Hawaiian or Other Pacific Islander:	0
White:	35
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	480
Number of full-time equivalent faculty in supervised clinical experience during this academic year	7
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	5
Number of students in supervised clinical experience during this academic year	25

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

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
African American Studies	1
Anthropology	1
English	5
Interdisciplinary Studies	3
Psychology	3
Spanish	1
TOTAL	14

Subject area	Number prepared

Health Education	1
Mathematics	5
Physical Education	5
TOTAL	11

Section I.e Program Completers

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

2009-10: 25

2008-09: 28

2007-08: 23

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: 2009-10</p> <p>Goal: To significantly increase</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <ul style="list-style-type: none"> • Established articulation agreements with La Guardia and Queensborough Community Colleges as a pipeline for math teacher candidates. • The Teacher Academy Program (A specially funded program initiated by CUNY Central to prepare high quality math and science teacher candidates) has added 26 more STEMS majors. The highest percentage of teacher candidates is in the Math/Sec. Ed. Program • Providing Program's math majors with full tuition and other financial incentives. • The Department of Mathematics revised its curriculum to be consistent with NCATE accreditation requirements and the requirements for meeting NYS teacher certification in the discipline. • Providing non-monetary incentives such as mentorship by faculty in the discipline and teacher education, advisement and on-going tutorial support in the discipline has supported teacher candidates' maintaining high performance in Math. Also included is

highly supportive registration processes, dedicated meeting spaces for students and cohort membership.

- Regularly scheduled meetings of Teacher Education and Math faculty to evaluate students' performance progress, effectiveness of mentoring and tutorial support, progress in candidates' development of teaching skills, and to identify areas of needs.
- A cohort model facilitated peer support as candidates' progress through the program.
- Extra – curricular enrichment through the Math and Computer Studies Club, including weekly mathematics presentations and a monthly presentation by a speaker in mathematics education.
- Active recruitment through a variety of activities including Open Houses and high school visits.

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

The Department of Teacher Education faculty at York College in collaboration with the faculty of Department of Mathematics deliberated on the lessons learnt and identified the strategies to improve performance in meeting the goals:

Lesson Learned:

- Financial Incentives play a significant role in motivating STEMS majors to enroll and remain in Teacher Education to pursue teacher certification at the undergraduate level. Full tuition or tuition assistant to attract high quality students, especially in shortage fields such as math should not be underestimated.
- Articulation agreements with community colleges must be sustained.
- Meaningful partnerships with local high schools will also increase the opportunities for recruiting more highly qualified teacher candidates in Math.
- The options for candidates' in the STEMS areas in undergrad programs to pursue graduate level courses.
- Faculty availability and accessibility to sustain one-to-one relationships with students.

Strategies to improve performance identified above are sustained and include as well:

- Noyce Scholars in STEMS/Education at York College will receive scholarships beginning in fall 2010 to support their continuation into the clinical/student teaching experience for their senior year plus two years.
- Efforts to secure private and public funds to increase pools of funds for incentivizing students support teacher candidates in the STEMS major must be ongoing.
- Securing additional funds to maintain and further develop classrooms and teaching laboratories with emerging technologies and other instructional resources and preparation rooms to support teaching and learning.
- Teacher Education Department Faculty providing professional development to teachers in local high schools in the areas of mathematics.

Science

Academic year: 2009-10

Goal: To increase the number of

	<p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <ul style="list-style-type: none"> • The Description Of Strategies Identified For Recruiting, Retaining And Graduating Increased Numbers Of Students Pursuing A Career In Math Education At York College Is Consistent With The Approaches Pursued For Increasing Science Education Candidates. <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The following list additional efforts being actively pursued by faculty in Biology, Earth Science and Chemistry and Teacher Education to improve performance in meeting goals:</p> <ul style="list-style-type: none"> • Teacher Education Department Faculty providing professional development to teachers in local high schools in the areas of mathematics. • Expand opportunities for teacher candidates to participate in internship and other summer programs, for example, at other private and public research institutions beyond York College. Such internship opportunities are currently provided for Chemistry/Education candidates at Cornell University and Brookhaven National Laboratory, among other locations.
Special education	<p>Academic year: 2009-10</p> <p>Goal: To have a dual certificat</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Special workshop, - 4 workshops was held this semester to bring about awareness</p> <p>Offering special education elective courses</p> <p>We do not currently have a special education program</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Recommend that student consider special education courses for their electives</p>
Instruction of limited English proficient students	<p>Academic year: 2009-10</p> <p>Goal: To significantly increase</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>A major curriculum redesign in the Department of Teacher Education to ensure that all teacher education candidates' take courses with a focus on designing and delivering instruction for ELL and bilingual learners. This includes: inclusion of ELL & ESL content in literacy courses; added EDUC 268 which is an Bilingual and ELL course into our childhood program</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

The faculty of the Department of Teacher Education at York College in collaboration with the faculty of Department of Foreign Languages identified the following strategies to improve performance in meeting the goals:

- Expanded by including highly qualified full and part-time faculty members with specialty in pedagogy for this population.
- Establishing articulation agreements with LaGuardia and Borough of Manhattan Community (BMCC) Colleges for recruitment of teacher education candidates.
- Collaboration with NYC Department of Education (NYCDOE) to recruit and provide financial incentives for highly qualified paraprofessionals to complete a Baccalaureate degree in Bilingual Education.
- Secure additional public and private funds to maintain and further develop classrooms with emerging technologies and other instructional support such as tutoring to support excellence in candidates' academic performance.
- Regularly scheduled meetings of Teacher Education and Department of Foreign Languages faculty to evaluate students' performance progress, effectiveness of mentoring and tutorial support, progress in development of teaching skills, and to identify areas of emerging needs.
- Secure funds to provide additional one-on-one and technology-based tutoring and workshops to support preparation for meeting targeted performance on NYSED Licensure exams.
- Both maintaining and building other partnerships with underserved schools with large percentages of students who are bilingual or English Language Learners (including students who are speakers of Caribbean or West African Creole languages), that are also high performing, as sites for field and clinical practice, professional development initiatives and research.
- Providing non-monetary incentives such as highly supportive registration processes, dedicated meeting spaces for students and cohort membership.

N/A

Academic year: 2009-10

Goal: N/A

Goal met?

Description of strategies used to achieve goal:

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

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.

NA

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

No

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:

York College Teacher Education Programs are accredited by the National Council for Accreditation of Teacher Education (NCATE). According to NCATE, "This accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community." Each individual program was designated as "Nationally Recognized" by NCATE. Programs include Childhood Education (K-6) approved by ACEI; Health Education K-12 approved by AAHE; Physical Education K-12 approved by AAHPERD; Mathematics/Education approved by NCTM; Biology/Education 7-12, Chemistry/Education 7-12, and Earth Science/Education 7-12 are all approved by NSTA. This process required extensive collaboration among the faculty of the Department of Teacher Education and faculty in the Liberal Arts and Science Departments to review curriculum and courses to meet rigorous standards. All students seeking to become teacher education candidates must complete a series of courses registered with the NYS Department of Education in the foundations of education. Courses in the foundations sequence include EDUC 280/281; EDUC 283; PHIL/SOC 201; AC 101 & 230 and MATH 271 (Required for students in the childhood Ed. program). When students are formally admitted to the Teacher Education program they take courses in curriculum design and instruction in the respective programs in the Unit and in student teaching, all of which is approved by the NY Department of Teacher Education.

The design, delivery and evaluation of course content, field and clinical experiences provide multiple opportunities for all Teacher candidates to explore and develop the knowledge to maximize educational outcomes and to respond to the challenges of educating students in classrooms characterized as multicultural and multilingual. Many students in these schools are also regarded as coming from communities described as economically disadvantaged. In the Program, teacher candidates observe communities and classroom instructional settings (in the foundations sequence of courses) and work directly with students who are bilingual or identified as Limited English Proficient as part of the Curriculum and methods course sequence and in student teaching.

The NYC DOE schools in the area of York College are part of District 27 and District 28 (See information at <http://www.nyc.gov/education>). Demographic data on the Queens schools in which the teacher

candidates conduct their field and clinical experiences indicate that approximately one-half of the population of Queens is foreign born (See data on <http://www.queensbp.org/>). The U.S. Bureau of the Census (2000) indicates that Queens residents are 15% Asian/ Pacific Islanders, 17% African Americans (including large percentages of African Caribbean background), 19% Hispanics, 1% Native Americans, 36% Caucasians and 12% undeclared. Household annual incomes are less than \$25,000 for 29%, between \$25,000 and \$35,000 for 12%, between \$35,000 and \$50,000 for 16%.

Course work and assessment practices in the Program to account for teacher candidates' experience in multicultural, multilingual classroom settings is comprised of (1) embedded assessments such as case studies and analysis of students work samples; (2) subject-specific teaching that are the basis for unit and lesson planning; (3) assessments of students' performance in tutoring/teaching experiences in the Curriculum and Methods courses and in student teaching ; (4) Teacher candidates' reflection on practices in the fields in the form of journals, portfolios, etc. and (5) student-teaching performance instruments.

Courses with a single focus on providing instruction for students with disabilities is not at this time offered in the Program at York. However, faculty from Teacher Education and Psychology Departments reviewed the course content of EDUC 280 –Child and Adolescent Development for Educators and EDUC 283- Psychology of Teaching and Learning to meaningfully achieve the goal of refocusing the content of these required specific foundation courses to strengthen teacher candidates' content knowledge and knowledge of responsive pedagogy for work with students with special needs. It is recognized that more needs to be done to meaningfully assess the preparation of teaching candidates in the program to meet the instructional needs of students with disabilities.

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, 2009-10	1				99	257
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2007-08	1				100	249
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	15	243	15	100	100	262
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2008-09	16	253	16	100	100	262
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2007-08	8				100	261
073 -HEALTH EDUCATION CST Evaluation Systems group of Pearson All program completers, 2009-10	1				94	248
073 -HEALTH EDUCATION CST	2				96	250

Ev aluation Systems group of Pearson All program completers, 2008-09						
073 -HEALTH EDUCATION CST Ev aluation Systems group of Pearson All program completers, 2007-08	2				100	254
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Ev aluation Systems group of Pearson All program completers, 2009-10	23	237	22	96	99	258
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Ev aluation Systems group of Pearson All program completers, 2008-09	27	240	26	96	99	259
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Ev aluation Systems group of Pearson All program completers, 2007-08	22	243	22	100	99	258
004 -MATHEMATICS CST Ev aluation Systems group of Pearson All program completers, 2009-10	5				98	260
004 -MATHEMATICS CST Ev aluation Systems group of Pearson All program completers, 2008-09	2				99	260
004 -MATHEMATICS CST Ev aluation Systems group of Pearson All program completers, 2007-08	3				99	257
002 -MULTI-SUBJECT CST Ev aluation Systems group of Pearson All program completers, 2009-10	11	238	11	100	94	247
002 -MULTI-SUBJECT CST Ev aluation Systems group of Pearson All program completers, 2008-09	12	239	11	92	97	248
002 -MULTI-SUBJECT CST Ev aluation Systems group of Pearson All program completers, 2007-08	7				97	247
076 -PHYSICAL EDUCATION CST Ev aluation Systems group of Pearson All program completers, 2009-10	5				93	237
076 -PHYSICAL EDUCATION CST Ev aluation Systems group of Pearson All program completers, 2008-09	10	224	9	90	95	237
076 -PHYSICAL EDUCATION CST Ev aluation Systems group of Pearson All program completers, 2007-08	9				95	237
091 -SECONDARY ATS-W Ev aluation Systems group of Pearson All program completers, 2009-10	9				99	261

091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2008-09	10	244	10	100	100	262
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2007-08	15	242	15	100	100	261
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2008-09	1				97	253
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2007-08	1				97	254

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	24	18	75	94
All program completers, 2008-09	28	25	89	97
All program completers, 2007-08	23	22	96	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:

NCATE

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

No

Section V. 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.

Students are required to take two technology courses AC 101 & AC 230. AC 101 provides hands-on introduction to the components and operation of microcomputers. The students understanding of computer principles, procedures, and terminology will be developed through lab projects using software appropriate to composition and report preparation in the arts and sciences. In AC 230 students learn the foundations for using multimedia technology in the classroom, become proficient with multimedia technology, study issues of equity related to educational technology, and understanding NYS K-12 learning standards for technology. Students design curriculum integrating the Internet and student-produced multimedia projects. In addition to these courses students use "Blackboard" to access coursework and submit assignments with respects to most of our courses. Additionally, during their student teaching experiences students are evaluated on their ability to use of technology.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**

No

- **participate as a member of individualized education program teams**

No

- **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.

Field placements have high concentrations of ELL students. Candidates do their field placement in classes that have mainstream special needs students. In addition our literacy courses contain a major focus on ELL students.

With respects to the future EDUC 269 which has been an elective for all candidates is becoming a requirement for all childhood candidates by next semester. Additionally, it is anticipated that in 2 years time this course will be added to K-12 and secondary programs.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**

NA

- **participate as a member of individualized education program teams**

NA

- **teach students who are limited English proficient effectively**

NA

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.

We do not have a special education program. However, we do offer special education course as an elective

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.

http://aims.ncate.org/AIMS_MainFrame.asp This is the link to our NCATE report where you will be able to view our final reports.

Supporting Files

CUNY York College
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Title II, Higher Education Act

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