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CUNY NYC College of Technology  
Traditional Program

2014 | Title II  
Reports

## Complete Report Card

AY 2012-13

### Institution Information

**Name of Institution:** CUNY NYC College of Technology  
**Institution/Program Type:** Traditional  
**Academic Year:** 2012-13  
**State:** New York

**Address:** 300 Jay Street  
Room M-201  
Brooklyn, NY, 11201

**Contact Name:** Dr. Godfrey Nwoke  
**Phone:** 718-260-5970  
**Email:** Gnwoke@citytech.cuny.edu

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

Yes

If yes, provide the following:

**Award year:** 2013**Grantee name:** New York City College of Technology**Project name:** Teacher Leader Quality Partnerships**Grant number:** 0247140013**List partner districts/LEAs:**

New York City Department of Education  
City Polytechnic HS of Engr, Arch. & Tech. District 13  
IS 347 School of Humanities District 32  
IS 349 Math, Science and Technology District 32  
Transit Tech CTE High School District 19  
George Westinghouse Career & Technical HS District 13  
School for Legal Studies District 14  
Science Skills Center HS District 13

**List other partners:**

United Federation of Teachers Teacher Center  
School of Legal Studies  
NYCCT Department of Mathematics  
NYCCT Dept. of Career and Technology Teacher Education

**Project Type:** Pre-baccalaureate

### 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?
Career and Technical Teacher Education	Yes
Mathematics Education	Yes
Technology Teacher Education	Yes

## Section I.b Admissions

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

Freshman year   Transfer

Does your initial teacher certification program conditionally admit students?

Yes

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

www.citytech.cuny.edu

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

Students may be admitted into teacher education as freshman if they have a minimum high school average of 75, SAT scores (Math 500; Verbal 450), ACT score of 21, or NYS Regents scores (Math 80; English 75). Transfer students must have a minimum undergraduate GPA of 2.50.

## Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

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

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

2.5

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

3

What is the minimum GPA required for completing the program?

2.7

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

3.19

Please provide any additional comments about the information provided above:

## Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

No

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

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Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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

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

What is the minimum GPA required for completing the program?

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

Please provide any additional comments about the information provided above:

### Section I.c Enrollment

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

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2012-13:	111
Unduplicated number of males enrolled in 2012-13:	74
Unduplicated number of females enrolled in 2012-13:	37

2012-13	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	39
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	12
Black or African American:	32
Native Hawaiian or Other Pacific Islander:	2
White:	26
Two or more races:	0

### Section I.d Supervised Clinical Experience

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

Average number of clock hours of supervised clinical experience required prior to student teaching	180
Average number of clock hours required for student teaching	270
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0.33
Number of students in supervised clinical experience during this academic year	32

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

### Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	13
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	10
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
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 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	

Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	13
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	10
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
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:

2012-13: 23

2011-12: 9

2010-11: 13

### 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 2012-13**

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

Yes

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

20

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

No

**Description of strategies used to achieve goal, if applicable:**

The math education program enrolled its first students in 2012-13 and had the goal of adding 15-20 new students each academic year. The majority of mathematics education students transfer from Associates programs at NYCCT, and we anticipate this trend will continue. We recruit heavily from the Associates program in Liberal Arts and Sciences, and the Associates program in computer Science. We also publicize our math education program to mathematics students at the Borough of Manhattan Community College and Bronx Community College.

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

We will continue to work to recruit students from local high schools. In particular, we will continue to send out information packages to many local high schools, and to give information talks to guidance counselors from these high schools.

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2013-14**

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

Yes

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

20

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2014-15**

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

Yes

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

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 2012-13

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

No

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

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

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

No

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

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 2012-13

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

No

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

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

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

No

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

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Instruction of Limited English Proficient Students

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

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2012-13

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

No

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

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

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

No

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

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.

NA

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

Yes



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:**

To ensure that training provided to prospective teachers responds to the identified needs of the local education agencies where the institution's graduates are likely to teach, based on hiring and recruitment trends, the teacher preparation program at New York City College of Technology (NYCCT) collaborates with New York City Department of Education (NYCDOE) on a number of initiatives. Prominent among these initiatives is the Success Via Apprenticeship (SVA) program which recruits outstanding graduates of New York City Career and Technical Education (CTE) high schools and provides them the necessary classroom and work site experiences as well as college course work to prepare them as CTE teachers. In addition, NYCDOE administrators and teachers serve on the Advisory Commission of the teacher education unit as well as serve as field experience and clinical supervisors. These efforts have enabled the teacher education programs to respond to hiring needs of New York City schools both in the quality of graduates and in the recruitment and retention of highly qualified CTE and technology teachers.

New York City schools serve as the primary placement schools for teacher education interns and student teachers enrolled at NYCCT. By being placed in these schools, teacher candidates gain first-hand knowledge and experience of the instructional decisions new teachers face everyday in the classroom.

Career and Technical Education and Technology Education teacher candidates at NYCCT receive training in providing instruction to children with disabilities and limited English proficiency through course work and field experiences activities that expose them to the learning needs of students with disabilities as well as students who are limited English proficient. The teacher education unit offers two courses, EDU 2455 Methods and Materials for Special Needs Students, and EDU 3650 Mainstreaming in Education specifically to prepare teacher candidates to work with students with disabilities and those with limited English proficiency.

New York City schools and communities provide excellent opportunities for NYCCT teacher candidates to work and interact with students and parents from low income families. Every teacher education student is placed, whenever possible, in both urban and rural settings for internships and student teaching so that they can experience the cultural and socio-economic diversity of the student populations that they would eventually teach. The teacher education program, therefore, uses field placements as an effective strategy for meeting the assurances about providing instruction to children from low-income families as well as students in rural and urban schools.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson Other enrolled students	1			
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson Other enrolled students	7			
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2012-13	12	240	12	100
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2011-12	4			
001 -Liberal Arts & Sciences Test (LAST) Evaluation Systems group of Pearson All program completers, 2010-11	4			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson Other enrolled students	22	239	20	91
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2012-13	21	248	21	100
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2011-12	8			
091 -Secondary ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	10	245	10	100
077 -TECHNOLOGY EDUCATION CST Evaluation Systems group of Pearson Other enrolled students	7			
077 -TECHNOLOGY EDUCATION CST Evaluation Systems group of Pearson All program completers, 2012-13	12	238	12	100
	4			

Evaluation Systems group of Pearson All program completers, 2011-12				
077 -Technology Education CST Evaluation Systems group of Pearson All program completers, 2010-11	5			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	21	21	100
All program completers, 2011-12	8		
All program completers, 2010-11	11	11	100

### Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

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

No

### Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

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

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

(A) integrate technology effectively into curricula and instruction;

The focus of EDU 3640 Computers in Education is to present the latest technologies to teacher candidates and discuss as well as share creative ways to integrate these technologies into the classroom. It was important that teachers be exposed to the latest technologies because the students are already using them. Using non-traditional technology approaches allows us to generate a level of interest from the students which motivates them to be effectively engaged. Every project assigned must be relevant to the candidates' content areas and something that they could use with their students.

(B) use technology effectively to collect data to improve teaching and learning; Teacher candidates are exposed to a wealth of software and online applications to collect data. Some of the programs we have used to accomplish this are Microsoft Excel, Electronic Grade Book Programs, Google Docs, Electronic Journals, and various Open Source software applications. Teachers are exposed to these applications by actually using the software and compiling presentations that can be used with their students.

(C) use technology effectively to manage data to improve teaching and learning;

Technology allows the teachers to keep their data organized. By stressing the importance of basic skills such as file management, teachers have their data readily accessible via flash drives. By using the technology, teacher candidates can better manage data by creating data books, which allow them to keep track of much needed data such as student progress, attendance, curriculum units, student Multiple Intelligences Survey, and state standards. Technology simplifies the task of managing data further with spreadsheets and even databases. These are used to store information and allows for ease in searching for data. Databases allow you as a teacher to search for information based upon characteristics such as students with a grade of 64 or less.

(D) use technology effectively to analyze data to improve teaching and learning.

With the knowledge of the various technologies, teachers are able to generate reports based upon attendance and level of work, compile progress reports, present data visually (pie/bar graphs), and show comparisons to the class via class rankings. Using this data teachers are able to see what students are having difficulty with and re-teach necessary items where a deficiency is observed.

## 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.

The Career and Technical Teacher Education and Technology Teacher Education Programs at NYCCT offer two specific courses which focus on teaching students with disabilities and students who are limited English proficient. These two courses include EDU 2455 Methods and Materials for Special Needs Students and EDU 3650 Mainstreaming in Education. In both courses, there is specific emphasis on the Individual Education Program (IEP) process. In addition to a complete chapter in the textbook, "Special Education for All Teachers"(6th ed.), by Colarusso, R.P., & O'Rourke, C.M. (2013), Kendall Hunt Publishing Company, ISBN 978-1-4652-1529-1, examples of various IEPs (both sample and actual) are used in group activities in each class. In EDU 2455 Methods and Materials for Special Needs Students, part of the student requirements includes a visit to an actual classroom with special needs students. Teacher education students are directed to pay attention to a variety of things in their observations. They must subsequently report to the class the IEP status of special needs students and various other learning considerations, such as, types of disabilities observed as well as students with limited English language proficiency. The focus is on teaching techniques that are effective in dealing with the various disabilities and limited English proficiency.

To insure that teacher candidates apply these experiences classroom setting, they are placed in inclusive P-12 classrooms in during their semester-long (180 hours) field experiences while enrolled in EDU 2600 Internship in Classroom Teaching I, EDU 3600 Internship in Classroom Teaching II or EDU 3680 Internship in Career and Technical Education (CTE).

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

The program does not prepare special education teachers.

## Section VII Contextual Information

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

Supporting Files

## Complete Report Card

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