

Title II

Higher Education Act

SUBMIT REPORTS

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Daemen College
Traditional Program
2009-10

Print Report Card

Program Information

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

Address: 4380 MAIN ST
BOX 23
AMHERST, NY, 14226

Contact Name: Dr. Julius Adams
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:

Yes

TQE partnership name or grant number, if applicable: 0247:10:0005

Section I.a Program Admission

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

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	Yes	Yes
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	No	No

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

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

<http://www.daemen.edu/admissions/Pages/default.aspx>

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

Other Freshman, Transfer & Postgraduate

Does your initial teacher certification program conditionally admit students? Yes

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

Conditionally admitted students sign contracts that define the college's responsibility to provide supportive resources and the student's agreement to use those resources successfully. The forms can be provided upon request.

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:	457
Unduplicated number of males enrolled in 2009-10:	86
Unduplicated number of females enrolled in 2009-10:	371

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	7
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	3
Black or African American:	25
Native Hawaiian or Other Pacific Islander:	0
White:	322
Two or more races:	1

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	450
Number of full-time equivalent faculty in supervised clinical experience during this academic year	10
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	852

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

The number of students in supervised clinical experiences is a duplicated number. That means if one student is in two classes that require a supervised clinic experience, they are counted twice.

Before a student, who is enrolled in an initial certification program (including both graduate and graduate programs), is allowed to student teach, the student must complete field experience, observation, practica and related professional activities clock hours while completing their education degree program. The purpose of the field experience, observation, practica and related professional activities hours are to allow students to see, interact and actually engage in educational experiences that will be needed to have the student as fully prepared as possible to be placed in student teaching and, ultimately, to enter into a professional teaching opportunity.

This requirement includes at least 100 clock hours, for one certificate and an additional 50 hours, if the student is enrolled in a dual certification program. (Currently, only two majors have to complete the 150 hours—early childhood/special education B-2 and childhood education/inclusion—before student teaching.) All other majors, graduate programs included, must complete 100 clock hours before student teaching.

Each clock hour is tied into, and in conjunction with, specific class offerings within each students' program. In addition, these hours can be obtained by course requirements or mandatory program responsibilities (e.g., Thom as Reynolds' Center tutoring experiences, tutoring in the classroom , assisting the classroom teacher, literacy assistance, etc.).

These field experiences, observations, practica and related professional activities requirements compliments our department's philosophy of the practical experience opportunities needed to allow our students the best possibility of preparing for entering into the capstone experience of a student teaching.

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
Biology 7-12	9
Childhood Ed/Sp ed 1-6	30
Childhood education 1-6	58
Early childhood/Sp ed b-2	7
English 7-12	12
Math 7-12	3
Social studies 7-12	25
Special ed 1-6	11
Visual arts k-12	6
TOTAL	161

Subject area	Number prepared
Art	6
Biology	9
English	12
Math	3
Multi-subject	95
Social studies	25
Special education	11
TOTAL	161

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: 161

2008-09: 195

2007-08: 220

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: 2008-09</p> <p>Goal: 1% increase</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Each year we perform a search of prospective students based on their academic interest and ability. In 2008-09 we contacted 606 students who indicated interest in Mathematics Education. Our search resulted in a pool of inquiries (66) which we then communicated with via email, direct mail, events (e.g., Open House, Senior Visit Days, Scholar's Day), campus visits, classroom visits, faculty interviews or other communication, personal interviews, Education Departmental Web site, and other forms of social networking. We also sent students information sheets specifically designed for each major. In 2008-09 our inquiry numbers doubled and, while applications (13) and acceptances (11) remained essentially the same, we enrolled 150% more students than the previous year (5).</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Although mathematics is a high needs area and one of the few areas in which hiring continues to take place, we have not seen a significant practical growth in the number of candidates interested in becoming mathematics teachers. However, since we have experienced some success with reaching out to prospective students we will continue to communicate using the process described above. Additionally, we will increase our efforts to communicate the demand for teachers in this certification area, formalize our relationships with our partner schools to highlight the need and demand for mathematics teachers, and collaborate with the Admissions Office on recruitment of qualified students into the major.</p>
Science	<p>Academic year: 2008-09</p> <p>Goal: 1% increase</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p>

Each year we perform a search of prospective students based on their academic interest and ability. In 2008-09 we contacted 13,704 students who indicated interest in science. Our search resulted in a pool of inquiries which we then communicated with via email, direct mail, events (e.g., Open House, Senior Visit Days, Scholar's Day), campus visits, classroom visits, faculty interviews or other communication, personal interviews, Education Departmental Web site, and other forms of social networking. We also sent students information sheets specifically designed for each major. In 2008-09 our inquiry numbers slightly increased (26) while applications (1) and acceptances (1) were down. We enrolled no students in Biology EDU in 2009.

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

Although science (physics, biology, chemistry, earth science) is a high needs area and one of the few areas in which hiring continues to take place, we have not seen a significant growth in the number of candidates interested in becoming science teachers. Although we did not experience any success with reaching out to prospective students we will work with the Chairperson of the Science Department as part of our Adolescence Chairs Committee to recruit qualified science majors into the teaching profession. Additionally, we will increase our efforts to communicate the demand for teachers in this certification area, formalize our relationships with our partner schools to highlight the need and demand for science teachers, and collaborate with the Admissions Office on recruitment of qualified students into the major.

Special education

Academic year: 2008-09

Goal: 1% increase

Goal met? No

Description of strategies used to achieve goal:

Each year we perform a search of prospective students based on their academic interest and ability. In 2008-09 we contacted 679 students who indicated interest in Special Education. Our search resulted in a pool of inquiries (250) which we then communicated with via email, direct mail, events (Open House, Senior Visit Days, Scholar's Day), campus visits, classroom visits, faculty interviews or other communication, personal interviews, Education Departmental Web site, and other forms of social networking. We also send students information sheets specifically designed for each major. In 2008-09 our inquiry numbers slightly increased while applications (78) and acceptances (52) were down. We enrolled 50% fewer students than the previous year (13).

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

Although special education (students with disabilities certification in NYS) is a high needs area and one of the few areas in which hiring continues to take place, we have not seen any growth in the number of candidates interested in becoming special education teachers. Although we did not experience any success with reaching out to prospective students we will continue encouraging students to take advantage of a dual degree option that includes special education. Additionally, we will increase our efforts to communicate the demand for teachers in this certification area, formalize our relationships with our partner schools to highlight the need and demand for special education teachers, increase our early field experience placements in agency and special education settings that provide students with realistic positive experiences with

	a diverse population of students, discuss whether the Education Department wants to become an Inclusive Education Department to require dual certification that includes special education, and collaborate with the Admissions Office on recruitment of qualified students into the major.
Instruction of limited English proficient students	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
NA	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

We do not have a program that leads to certification in the area of Instruction of limited English proficient students.

We do not have a program that fits under Other. The report card could not be certified unless we added an academic year to both Limited English Proficient Students and Other.

Section II. Assurances

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

For our Early Childhood/Inclusive Early Childhood Special Education (ECSE), our Childhood/Inclusive Childhood Special Education, and our Childhood Education programs, our teacher candidates are required to enroll in several courses that provide successful strategies for meeting the assurances listed above.

EDU 217 Facilitating Reading Literacy for Regular and Special Needs Learners at the Primary Level, a 4 credit hour course: In this course the professor, Dr. Susan Krickovich, works collaboratively with local principals and places her teacher candidates in classrooms at their schools to implement lessons and develop their professional skills. She begins each semester with teacher candidates on campus outlining what will be happening when they are on-site at the local schools and preparing them for the instruction they will have to deliver to students. Additionally, she provides teacher candidates the opportunity to work directly with children on their reading strategies. Dr. Krickovich uses current pedagogical data to provide candidates with content and pedagogical knowledge they will need as future teachers. Below are listed some of the required textbooks she uses in this class to facilitate the teacher candidate's acquisition of essential skills. Dr. Krickovich uses these textbooks to deliver essential instruction in appropriate pedagogy and content in working with children with special needs and children who are limited-English proficient:

Tompkins, G.E. (2003) Literacy for the 21st Century: Teaching Reading and Writing in Pre-Kindergarten through Grade 4, Upper Saddle River, New Jersey: Merrill Prentice Hall. ISBN 0-13-098719-0;

Clay, Marie M. (2002) An Observation Survey of Early Literacy Achievement, Auckland, New Zealand: Heinemann. ISBN 1-86944-579-1;

Clay, Marie M (2000) No Shoes, Auckland, New Zealand: Heinemann. ISBN 0-3250-0236-3;

Clay, Marie M (2000) Follow Me, Moon, Auckland, New Zealand: Heinemann. ISBN 0-3250-0235-5;

Barton, L.G. (1997) Quick Flip Questions for Critical Thinking, Edupress Inc. ISBN 1-56472-047-0;

Fountas, I.C. & Pinnell, G. (1996). Guided Reading: Good First Teaching for All Children. Portsmouth, NH: Heinemann. ISBN 0-435-08863-7;

New York State Learning Standards for English Language Arts (1996). The University of the State of New York: The State Education Department. (Download from www.emsc.nysed.gov);

English Language Arts Core Curriculum (May 2005). The University of the State of New York: The State Education Department. (Download from www.emsc.nysed.gov); and

Early Literacy Profile (The University of the State of New York: The State Education Department. Download from www.emsc.nysed.gov)

EDU 218 Facilitating Reading Literacy for Regular and Special Needs Learners at the Intermediate Level, a 4 credit hour course: In this course Dr. Krickovich devotes additional time and attention to instruction for students with special needs and those who are ESL learners. This is a required course for all of our teacher candidates who are majoring in Childhood/Inclusive Childhood Special Education, and those who are in our Childhood Education program. Dr. Krickovich discusses both struggling readers and writers, and IEP teams (i.e., how to provide information to those teams and how to serve as members of these teams). In all of the courses taught by Dr. Krickovich, she uses SMART Board technology and requires her teacher candidates to use the technology when they are preparing lessons for their students and in the lesson plans themselves.

Our Adolescence Education majors acquire the necessary skills for instructing students with disabilities and ESL learners in EDU 314 Promoting English Language Arts Across the Content Areas (3 credit hours) and on EDU 336 Language/Literacy Development for the Adolescent Learner. All teacher candidates in all of the undergraduate programs take SED 270 Introduction to the Nature and Educational Needs of Children with Disabilities (3 credit hours), a course devoted to instructing teacher candidates about various disabilities and how to teach students who present with a variety of disabilities.

Our graduate programs provide parallel courses that provide our teacher candidates with rich opportunities for working with students with diverse abilities, backgrounds and cultures.

At Daemen College, the preparation of teacher candidates who are reflective facilitators of learning is centered on developing the knowledge, skills, and dispositions of effective teachers based on the principles of: Equity, Teaching and Learning, Data Strategies/Assessment, and Technology. Course objectives for EDU217 address all four principles of this conceptual model. Our pedagogical foundation is supported by the INTASC standards as outlined below:

- Knowledge of Subject Matter (INTASC standard 1)
- Knowledge of Human Development and Learning (INTASC standard 2)
- Instructional Strategies for Diverse Learners (INTASC standard 3)
- Multiple Instructional Strategies (INTASC standard 4)
- Instructional Planning (INTASC standard 7)
- Assessment of Learning (INTASC standard 8)”

The Education Department faculty contributed to a matrix that was created to compile the courses taught by each faculty member, and have him/her indicate which high-needs schools and/or districts he/she collaborated with via their courses. The Education Department engaged in on-going collaboration with the Buffalo Public Schools (BPS). Student teaching placements and practica are routinely scheduled in the BPS. Meetings and retreats sponsored by BPS are attended by the chair of the Education Department and/or Department faculty and staff. The BPS initiated meetings and retreats for the following purposes:

1. to facilitate the placement of student teachers
2. to facilitate the placement of practicum students in a variety of subject areas
3. to assist the BPS in establishing a collaborative process to attract local talent as prospective employees.

Several Daemen College teacher candidates enrolled in the M.S. Special Education Initial /Professional 1-6 and Professional 1-6 who participate in the Reynolds Center for Special Education and After-School Programs through their positions as graduate assistants with the Reynolds Center, tutor students from BPS at the Aloma D. Johnson Fruitbelt Community Charter School. In addition, students from these communities also participated in three, two week summer reading camps held in collaboration with the

Daemen College Center for Sustainable Communities and Civic Engagement. The summer reading camps were held in the West Side neighborhood, the Fruit Belt neighborhood of Buffalo and the Seneca Babcock neighborhood, all three of which are neighborhoods of extreme high need.

The Reynolds Center and the Center for Sustainable Communities have collaborated to provide summer reading enrichment, a healthy breakfast, free books from Project Flight of Buffalo, and backpacks filled with school supplies to the more than 180 students completing the camps each year. The Reynolds Center also provided academic after-school tutoring services to elementary school students with learning disabilities and at-risk students in grades k-5 from our partner school districts: Amherst Central School District (specifically Smallwood Drive Elementary and Windermere Blvd. Elementary) and BPS District (specifically The Aloha D. Johnson Fruitbelt Community Charter School). Students from Amherst Central School District were transported to the Thomas Reynolds Center to receive instruction. Students from the BPS district were instructed on site at the charter school.

The first hour of the after-school program was dedicated to strategic homework help and student empowerment; the second hour was divided into 30 minutes of ELA instruction and 30 minutes of mathematics instruction. Lessons in both ELA and mathematics were aligned with the NYS learning standards and incorporated the following curricula: Step Up to Writing by Maureen E. Auman, Math Investigations, Harcourt (Reading) and RAVE-O, a remedial reading program out of Tufts University.

Since 2006 the Center has conducted research projects that focused on writing interventions, reading interventions and the use of the strip model method from Singapore math to solve word problems.

The Center implemented a tuition based summer ELA/theater camp at the Reynolds Center in collaboration with the Visual and Performing Arts Department at Daemen College. Participating students (entering grades 2nd through 5th) received instruction Monday through Thursday, 8:30am-12:00pm. The 2010 summer was the third year of operation for this camp. The GAs implemented RAVE-O and utilized Step Up to Writing and Harcourt curricula during the first half of the morning.

The Center collaborated with the Chair of the Visual and Performing Arts Department and an assistant professor in Art Education, during the second half of the morning to expose the participating students to the use of narrative text structure in a theater setting. The second half of the morning took place at Musicalfare, a theater located on Daemen's campus.

Expanding on the collaboration with high needs schools, the Education Department worked closely with the Aloma D. Johnson Fruitbelt Community Charter School to develop clinical field and student teaching experiences. In addition, the Executive Director of the Thomas Reynolds Center and the Coordinator of Student Teaching Placements served on the charter schools board.

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
006 -BIOLOGY CST Evaluation Systems group of Pearson Other enrolled students	1				97	251
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2009-10	9				99	257
006 -BIOLOGY CST	10	257	10	100	99	257

Evaluation Systems group of Pearson All program completers, 2008-09						
006 -BIOLOGY CST	14	251	14	100	99	257
Evaluation Systems group of Pearson All program completers, 2007-08						
090 -ELEMENTARY ATS-W	47	263	46	98	98	259
Evaluation Systems group of Pearson Other enrolled students						
090 -ELEMENTARY ATS-W	106	262	105	99	100	262
Evaluation Systems group of Pearson All program completers, 2009-10						
090 -ELEMENTARY ATS-W	268	262	266	99	100	262
Evaluation Systems group of Pearson All program completers, 2008-09						
090 -ELEMENTARY ATS-W	264	262	264	100	100	261
Evaluation Systems group of Pearson All program completers, 2007-08						
003 -ENGLISH LANGUAGE ARTS CST	4				86	239
Evaluation Systems group of Pearson Other enrolled students						
003 -ENGLISH LANGUAGE ARTS CST	11	233	11	100	91	243
Evaluation Systems group of Pearson All program completers, 2009-10						
003 -ENGLISH LANGUAGE ARTS CST	20	239	20	100	95	245
Evaluation Systems group of Pearson All program completers, 2008-09						
003 -ENGLISH LANGUAGE ARTS CST	7				97	245
Evaluation Systems group of Pearson All program completers, 2007-08						
012 -FRENCH CST	1				79	235
Evaluation Systems group of Pearson All program completers, 2008-09						
012 -FRENCH CST	1				84	234
Evaluation Systems group of Pearson All program completers, 2007-08						
001 -LIBERAL ARTS & SCIENCES TEST (LAST)	119	256	116	97	96	255
Evaluation Systems group of Pearson Other enrolled students						
001 -LIBERAL ARTS & SCIENCES TEST (LAST)	159	258	159	100	99	258
Evaluation Systems group of Pearson All program completers, 2009-10						
001 -LIBERAL ARTS & SCIENCES TEST (LAST)	340	256	338	99	99	259
Evaluation Systems group of Pearson All program completers, 2008-09						

001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2007-08	316	256	313	99	99	258
004 -MATHEMATICS CST Evaluation Systems group of Pearson Other enrolled students	2				94	253
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2009-10	5				98	260
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2008-09	5				99	260
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2007-08	4				99	257
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson Other enrolled students	30	245	25	83	87	242
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2009-10	100	250	94	94	94	247
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2008-09	268	245	266	99	97	248
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2007-08	267	246	260	97	97	247
091 -SECONDARY ATS-W Evaluation Systems group of Pearson Other enrolled students	19	265	19	100	98	258
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	53	258	53	100	99	261
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2008-09	71	262	71	100	100	262
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2007-08	52	259	51	98	100	261
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	6				84	238
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2009-10	24	225	17	71	92	243

005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2008-09	29	236	27	93	95	242
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2007-08	23	236	21	91	95	242
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2009-10	1				89	248
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson Other enrolled students	12	242	10	83	84	235
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2009-10	40	243	37	93	92	240
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2008-09	195	239	191	98	94	240
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2007-08	152	237	144	95	95	240
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2009-10	5				93	242
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2008-09	5				97	242
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2007-08	5				96	243

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	162	147	91	94
All program completers, 2008-09	345	337	98	97
All program completers, 2007-08	323	308	95	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 :

State

Other (specify : RATE)

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.

Our teacher candidates are prepared to integrate technology effectively into curricula and instruction, and in the use of technology to effectively collect, manage and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. We accomplished these goals in the following ways:

1) In all of our program plans we require teacher candidates to integrate technology into curricula and instruction.

a) Undergraduate: EDU 316 Elementary Education: Social Studies; EDU 320 Elementary Education Methods: Mathematics, Science and Technology; EDU 327 Teaching to the Standards; ECSE 222 Infant Development & Intervention with Assistive Technology; and EDU 326 Planning & Managing the Teaching and Learning Environment with Assistive Technology.

b) Graduate Level: CE 507 Math, Science, Social Studies and Technology Methods, CE 531 Practicum in Teaching Math, Science and Technology; SED 506 Instructional Methods and Strategies for Learners with Special Needs, and SED 606 Instructional Methods and Strategies for Students with Disabilities, SED 642 Curriculum Modifications in the Content Areas of Math, Science, Social Studies and Technology; and in AE Specific Methods for Teaching Secondary Subjects.

2) We have courses that address assessment and the use of technology to collect, manage and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement.

a) Undergraduate: EDU 217 Facilitating Reading Literacy for Regular & Special Needs Learners at the Primary Level; EDU 218 Facilitating Reading Literacy for Regular & Special Needs Learners at the Intermediate Level; EDU 267 Practicum in Teaching Language Arts at the Elementary School Level; and ECSE 325 Early Childhood Assessment Methods for Mild/Moderate Disabilities.

b) Graduate: AE 503 Assessment & Evaluation in Adolescence Education; CE 503 Assessment & Evaluation in Childhood Education; and SED 503 Assessment & Evaluation of Students with Disabilities; and SED 603 Standards Based Assessment & Instruction for Students with Disabilities.

3) The Core Competencies of Daemen College have been internalized within all the programs offering initial certification to teacher candidates at the undergraduate level.

a) Specifically, the competency Literacy in Information & Multimedia Technology is defined as the capacity to effectively utilize technologies, including computers, software, the Internet, and databases for research, communication, and presentation. It is evidenced within the program plans for each certification area.

b) The capstone course for our initial certification programs, EDU 327, Teaching to the Standards, qualifies as both a Writing Intensive and Presentation course. The rubric for assessing the Presentation portion of the course can be found at http://www.daemen.edu/offices/teacher_leader/resources.php.

c) EDU 327 employs a peer review technique established by the New York State Academy for Teaching and Learning (NYSATL) whereby student learning experiences that are developed while student teaching are presented and reviewed in a collegial circle (http://mydaemen.edu/offices/teacher_leader/studentExperiences.php).

4) In order to facilitate the delivery of technology into our classes, the Education Department adopted standards for all of our programs which included: The Standards of Quality from Regents Rules, the Regulations of the NYS Commissioner of Education, INTASC Standards (the professional standards for teacher candidates adopted by New York State and 31 other states across the country), National Educational Technology Standards, the National Board for Professional Teaching Standards, the National Association for the Education of Young Children (NAYEC) Standards, the standards for the Division for Early Childhood of the Council for Exceptional Children, the USNY Early Elementary Resource Guide to Integrated Learning Standards, the New York State Learning Standards, and Daemen College's institutional focus upon program assessment. The resulting guidance documents were agreed upon and adopted by the full time faculty with the understanding that they would be revisited annually at our spring retreat to assess their on-going relevancy to the Department and its teacher certification programs. The importance of content core knowledge and pedagogical knowledge, inclusive of providing teacher candidates with a knowledge base to teach subjects in accordance with the New York State Learning Standards is now evidenced in the Education Department's guidance documents. Content core knowledge and pedagogical knowledge is evidenced within the Education Department's program plans for all certification area programs.

5) In order to facilitate the delivery of technology into our classes, the Education Department, along with the assistance of the Division of Health and Human Services, purchased two SMART Boards, spring, 2009.

a) One of the SMART Boards is in a room used exclusively for Education Department faculty and students.

b) The second SMART Board is in a room that can be used by all individuals at the college, DS Building, Room 227-229. This classroom is used for instruction in several education classes: EDU 217, 218 & 267. Teacher candidates are encouraged to use the SMART Boards for practice and experimentation when their schedules permit.

c) A third SMART Board was acquired by the Thomas Reynolds Center for instructional use by graduate-level teacher candidates with elementary students with disabilities enrolled in its after-school

programs.

6) In addition, an Onfinity transportable interactive white-board was purchased along with Easiteach software, an annotation pad and a dance mat, through grant funds received by the Thomas Reynolds Center for the Dollar General Literacy Foundation. A three hour training regarding the use of Onfinity system was provided to the faculty. Onfinity technology is incorporated into NYS learning-standards based lesson plans used during instructional remediation with after-school program participants.

Daemen College opened The Center for Information, Research, and Community Programs (RIC) building in January 2009. It is an innovative 45,000 square foot “green” building featuring an electronic classroom, an experimental classroom, an electronic seminar room and a state-of-the-art environmental conservation design. The Information Center serves as a ‘building that teaches,’ a facility in which the lessons embodied in technology and design choices serve to reinforce lessons taught in the classrooms. The RIC:

- Increased the number of student accessible computers from 24 to 140;
- Provided space for 150,000 volumes, in all formats, and total seating for 370 readers in a variety of spaces;
- Is used as an “information commons” that includes student access PCs, printing stations, a student access scanner, and a “white wall” for audiovisual displays. Here students may work on any academic computer project, and the “commons” provides the space, the technology and the expertise needed for students to make use of scholarly information in all its forms;
- Houses The Center for Excellence in Learning and Teaching, including the Learning/Writing Center and Academic Advisement;
- Contains The Electronic Classroom (holding 36 students), the Experimental Classroom (holding 25 students) and the Electronic Laboratory Seminar Room (holding 12 students) all bringing state-of-the-art teaching methods to campus;
- Provides Group Study Rooms that allow students to gather in groups to collaborate on learning projects, discuss assignments and share ideas away from the quiet study areas.
- Provides a wireless computer network which is accessible throughout the facility; and
- Houses The Teacher’s Resource Center, which was developed and maintained by the Education Department. This Center enables education students to find and create curriculum materials suitable for K-12 instruction.

Section VI. Teacher Training

Does your program prepare general education teachers to:

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

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited

English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

For our programs our teacher candidates are required to enroll in several courses that provide successful strategies for meeting the needs of diverse learners.

EDU 217 Facilitating Reading Literacy for Regular and Special Needs Learners at the Primary Level, a 4 credit hour course: In this course the professor, Dr. Susan Krickovich, works collaboratively with local principals and places her teacher candidates in classrooms at their schools to implement lessons and develop their professional skills. She begins each semester with teacher candidates on campus outlining what will be happening when they are on-site at the local schools and preparing them for the instruction they will have to deliver to students. Additionally, she provides teacher candidates the opportunity to work directly with children on their reading strategies. Dr. Krickovich uses current pedagogical data to provide candidates with content and pedagogical knowledge they will need as future teachers. Below are listed some of the required textbooks she uses in this class to facilitate the teacher candidate's acquisition of essential skills. Dr. Krickovich uses these textbooks to deliver essential instruction in appropriate pedagogy and content in working with children with special needs and children who are limited-English proficient:

Tompkins, G.E. (2003) Literacy for the 21st Century: Teaching Reading and Writing in Pre-Kindergarten through Grade 4, Upper Saddle River, New Jersey: Merrill Prentice Hall. ISBN 0-13-098719-0;

Clay, Marie M. (2002) An Observation Survey of Early Literacy Achievement, Auckland, New Zealand: Heinemann. ISBN 1-86944-579-1;

Clay, Marie M (2000) No Shoes, Auckland, New Zealand: Heinemann. ISBN 0-3250-0236-3;

Clay, Marie M (2000) Follow Me, Moon, Auckland, New Zealand: Heinemann. ISBN 0-3250-0235-5;

Barton, L.G. (1997) Quick Flip Questions for Critical Thinking, Edupress Inc. ISBN 1-56472-047-0;

Fountas, I.C. & Pinnell, G. (1996). Guided Reading: Good First Teaching for All Children. Portsmouth, NH: Heinemann. ISBN 0-435-08863-7;

New York State Learning Standards for English Language Arts (1996). The University of the State of New York: The State Education Department. (Download from www.emsc.nysed.gov);

English Language Arts Core Curriculum (May 2005). The University of the State of New York: The State Education Department. (Download from www.emsc.nysed.gov); and

Early Literacy Profile (The University of the State of New York: The State Education Department. Download from www.emsc.nysed.gov)

EDU 218 Facilitating Reading Literacy for Regular and Special Needs Learners at the Intermediate Level, a 4 credit hour course: In this course Dr. Krickovich devotes additional time and attention to instruction for students with special needs and those who are ESL learners. This is a required course for all of our teacher candidates who are majoring in Childhood/Inclusive Childhood Special Education, and those who are in our Childhood Education program. Dr. Krickovich discusses both struggling readers and writers, and IEP teams (i.e., how to provide information to those teams and how to serve as members of these teams). In all of the courses taught by Dr. Krickovich, she uses SMART Board technology and requires her teacher candidates to use the technology when they are preparing lessons for their students and in the lesson plans themselves.

Within the courses SED 270 Introduction to the Nature and Educational Needs of Children with Disabilities, a course required of all undergraduate education majors, and SED 501 Introduction to Special Education, a course required for all graduate students in education, general education students are exposed to the world of disabilities, their definitions, and the IEP process, along with 504 plans. The

foundational knowledge acquired in these classes prepares general education teachers with the information they will need to educate special populations.

Our graduate programs provide parallel courses that provide our teacher candidates with rich opportunities for working with students with diverse abilities, backgrounds and cultures.

In EDU 203 Learning Theory, a required course for all undergraduate education majors, and SED 500 Educational Psychology, a required course for all graduate students instruction in how to work effectively integrate multi-culturalism and teach and interact with ESL students is embedded throughout the course.

Our Adolescence Education majors acquire the necessary skills for instructing students with disabilities and ESL learners in EDU 314 Promoting English Language Arts Across the Content Areas (3 credit hours) and on EDU 336 Language/Literacy Development for the Adolescent Learner. All teacher candidates in all of the undergraduate programs take SED 270 Introduction to the Nature and Educational Needs of Children with Disabilities (3 credit hours), a course devoted to instructing teacher candidates about various disabilities and how to teach students who present with a variety of disabilities.

Other relevant special education courses include ECSE 222 Infant Development & Intervention with Assistive Technology, SED 340 Inclusive Education for Children with Emotional/Behavioral Disorders, SED 364 Inclusive Education for Children with Moderate/Severe Disabilities, and SED 401 Methods of Inclusive Special Education. They prepare teacher candidates to work with children with special needs by using several class periods to discuss the special education process from pre-referral through placement. The roles of the general education and special education teachers, as well as those of all other team members (which, of course, changes with each individual case) are addressed. Class presentations were given on all IDEA components (e.g., child find, LRE) and team members' roles in each were clarified. In SED 401, the importance of collaboration with other team members and paraprofessionals was particularly stressed. With respect to Limited English Proficient students, cultural/linguistic differences in all courses are covered.

Our B.S. Visual Arts Education program also prepares teacher candidates for working with special populations. In EDU 311 Methods and Materials: Art (Middle), offered each fall semester, the professor has adopted a book entitled Childhood Revealed: Art Expressing Pain, Discovery, and Hope. This book, created by the NY University Child Study Center, brought awareness and understanding to the issues involved in child and adolescent mental health. The professor worked with our Practicum Coordinator to locate a school willing to collaborate with our teacher candidates so that they may observe students with disabilities in the art classroom.

In EDU 301 Methods and Materials: Art (Elementary), teacher candidates visited Aspire of Western NY for observation and practicum. Aspire Center for Learning School serves Pre-K through Unknown Grade Students in the city of Cheektowaga, NY. This combined school educates both elementary and secondary students with special needs (<http://www.localschooldirectory.com/private-school/20309/NY>). Following their observations at Aspire, teacher candidates wrote reflective papers that tied readings on adaptations and accommodations to their observations. In addition, they returned to Aspire to support the students with their art show at the end of the school year.

Our graduate courses also prepare teacher candidates pursuing general education careers to work effectively teaching students with disabilities. SED 606 Instructional Methods and Strategies for Students with Disabilities focuses on differentiated instruction and provided instruction in methods related to specific needs of students with disabilities: student empowerment (including self-knowledge and self-advocacy), motivation, strength-based learning strategies, behavior and classroom management, and diagnostic teaching. Graduate students also developed an understanding of learning disabilities and their effects, learned specific strategies to help students demystify their disabilities, and became familiar with techniques most effective for students with ADHD and Asperger's Syndrome. Classroom projects included 1) a comprehensive lesson plan designed to incorporate the strengths and

needs of individual students and 2) a cognitive strategy plan designed to investigate a particular student's learner profile and create a series of strength-based strategies by which to overcome challenges.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**

Yes

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

Yes

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

Yes

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

For our Early Childhood/Inclusive Early Childhood Special Education (ECSE), and our Childhood/Inclusive Childhood Special Education programs, our teacher candidates are required to enroll in several courses that provide successful strategies for meeting the needs of diverse learners.

EDU 217 Facilitating Reading Literacy for Regular and Special Needs Learners at the Primary Level, a 4 credit hour course: In this course the professor, Dr. Susan Krickovich, works collaboratively with local principals and places her teacher candidates in classrooms at their schools to implement lessons and develop their professional skills. She begins each semester with teacher candidates on campus outlining what will be happening when they are on-site at the local schools and preparing them for the instruction they will have to deliver to students. Additionally, she provides teacher candidates the opportunity to work directly with children on their reading strategies. Dr. Krickovich uses current pedagogical data to provide candidates with content and pedagogical knowledge they will need as future teachers. Below are listed some of the required textbooks she uses in this class to facilitate the teacher candidate's acquisition of essential skills. Dr. Krickovich uses these textbooks to deliver essential instruction in appropriate pedagogy and content in working with children with special needs and children who are limited-English proficient:

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Within the courses SED 270 Introduction to the Nature and Educational Needs of Children with Disabilities, a course required of all undergraduate education majors, and SED 501 Introduction to Special Education, a course required for all graduate students in education, general education students are exposed to the world of disabilities, their definitions, and the IEP process, along with 504 plans. The foundational knowledge acquired in these classes prepares general education teachers with the information they will need to educate special populations.

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In SED 270 Introduction to the Nature and Educational Needs of Children with Disabilities, the IEP process is described and the components of the IEP are taught to the teacher candidates. In SED 363 Inclusive Education for Children with Learning Disabilities, the teacher candidates actually write an IEP. The extensive number of courses in special education that are required by all of our teacher

candidates in Early Childhood/Inclusive Early Childhood Special Education (ECSE) and Childhood Education/Inclusive Childhood Special Education, along with the extensive number of practicum hours required (Childhood Education: 159 hours; ECSE: 202 hours; Childhood Education/Inclusive Childhood Special Education: 224 hours; Visual Arts Education: 109 hours; Adolescence Education: English, History/Social Studies, Mathematics and Science: 115 hours, respectively; and Adolescence Education: French and Spanish: 100 hours, respectively), the teacher candidates are exposed to the theory and practice of their profession as they prepare for teacher certification.

The capstone course for ECSE and for Childhood Education/Inclusive Childhood Special Education involves seven (7) weeks of teaching in a special education setting and seven (7) weeks of training in a typical classroom, but often in one that is inclusive. In all programs, teacher candidates are exposed to inclusive classrooms throughout their coursework because the department makes every effort to place them in local schools offering instruction in inclusive settings.

In addition our graduate courses prepared teacher candidates pursuing special education careers to work effectively teaching students with disabilities. SED 606 Instructional Methods and Strategies for Students with Disabilities focused on differentiated instruction and provided instruction in methods related to specific needs of students with disabilities: student empowerment (including self-knowledge and self-advocacy), motivation, strength-based learning strategies, behavior and classroom management, and diagnostic teaching. Graduate students also developed an understanding of learning disabilities and their effects, learned specific strategies to help students demystify their disabilities, and became familiar with techniques most effective for students with ADHD and Asperger's Syndrome. Classroom projects included 1) a comprehensive lesson plan designed to incorporate the strengths and needs of individual students and 2) a cognitive strategy plan designed to investigate a particular student's learner profile and create a series of strength-based strategies by which to overcome challenges.

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.

Attached please find our Regents Accreditation of Teacher Education (RATE) annual report as well as the exhibits provided to give evidence and definitions of our conceptual framework.

Supporting Files

[2010 Rate Report](#)

[2010 Rate Rpt Exhibits 1-2](#)

[2010 Rate Rpt Exhibit 3](#)

[2010 Rate Rpt Exhibit 4](#)

[2010 Rate Rpt Exhibit 5](#)

[2010 Rate Rpt Exhibit 6](#)

[2010 Rate Rpt Exhibits 7-10](#)

[2010 Rate Rpt Exhibits 11-12](#)

[2010 Rate Rpt Exhibit 13](#)

[2010 Rate Rpt Exhibits 14-15](#)

[2010 Rate Rpt Exhibits 16-18a](#)

[2010 Rate Rpt Exhibits 19-21](#)

Daemen College
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2009-10

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