title II
higher education act

2020 TITLE II REPORTS
National Teacher Preparation Data

NY SUC Buffalo
Traditional Report AY 2018-19
New York

100% COMPLETE
STATUS: IN PROGRESS

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

1300 Elmwood Avenue

CITY

Buffalo

STATE

New York ▼

ZIP

14222

SALUTATION

Dr. ▼

FIRST NAME

Wendy

LAST NAME

Paterson

PHONE

(716) 878-4214

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paterswa@buffalostate.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	PG	
13.1303	Teacher Education - Business	Both	
13.1323	Teacher Education - Chemistry	PG	
13.1337	Teacher Education - Earth Science	PG	
13.14	Teacher Education - English as a Second Language	PG	
13.1305	Teacher Education - English/Language Arts	Both	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	UG	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.99	Teacher Education - Other	PG	
13.1329	Teacher Education - Physics	PG	
13.1318	Teacher Education - Social Studies	Both	
13.1309	Teacher Education - Technology/Industrial Arts	Both	
13.1320	Teacher Education - Trade and Industrial	Both	

Total number of teacher preparation programs:

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- ● **Yes**
- ○ **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 undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	● Yes	○ No	● Yes	○ No
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	● Yes	○ No	○ Yes	● No

Element	Admission		Completion	
Interview	● Yes	○ No	○ Yes	● No
Other Specify: official transcripts for transfer credits, removal of all incompletes, financial obligati…	○ Yes	● No	● Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

Entry into an educator preparation program at the undergraduate level requires a high school average of 85% or higher which is considered equivalent to a collegiate GPA of 3.0. Transfer students applying to educator preparation programs must demonstrate a GPA of 3.0 either in the last semester of full-time study or as a cumulative average from multiple colleges, whichever is a better representation of ability. Candidates applying to educator preparation programs must submit an SAT or ACT score at the time of admission to the college. Prospective candidates who do not yet demonstrate a 3.0 GPA and/or high school average of 85% or higher should consult advisors in the specific educator preparation program of choice for suggested pathways to achieve successful candidacy. http://ecatalog.buffalostate.edu/undergraduate/admissions/admission-all-education-programs/

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

● **Yes**
○ **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. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No

Element	Admission		Completion	
Subject area/academic content test or other subject matter verification	● Yes	○ No	● Yes	○ No
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	● Yes	○ No	○ Yes	● No
Other Specify: oral presentation of thesis, clinical fellowship completion	○ Yes	● No	● Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 3

4. Please provide any additional information about the information provided above:

Entry into all educator preparation programs at the graduate level requires a Bachelor's degree with a collegiate GPA of 3.0. Candidates applying to educator preparation programs must submit a score from the GRE or MAT or a score from a nationally normed graduate level assessment as recommended by your intended program of study. Please consult departmental requirements. Prospective candidates who do not yet demonstrate a 3.0 GPA should consult with advisors in the specific educator preparation program of choice for suggested pathways to achieve successful candidacy. Candidates who have questions about the testing requirement may consult with the faculty in their area of choice. Graduate students who do not yet have their GRE, MAT or Praxis II (for Social Studies Education) scores to submit at time of application can submit the scores during the first semester of admission. The respective academic department will sign an agreement with such students giving them a semester to submit test scores and to consult with an advisor if additional time is required to obtain success. In this reporting, postgraduate has been interpreted to mean certification pathways following completion of an undergraduate degree rather than following completion of a graduate degree.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	100
Number of clock hours required for student teaching	455

Are there programs in which candidates are the teacher of record?

○ Yes

○ **No**

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Number of years required for teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	35
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	341
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	348
Number of students in supervised clinical experience during this academic year	309

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

These numbers reflect student teaching which has assigned supervisors. Student Teacher cooperating teachers who receive a small stipend are counted as adjunct faculty. There are also many courses that require field experience supervised by the faculty member who is referred to as the course instructor, not the supervisor, however, these partners are not paid and therefore not included in this report. Clinical experience hours meet or exceed the required NYS minimums but vary by program. It is important to note that the programs with the largest enrollments are undergraduate programs in early childhood, childhood and special education that require more than 150 hours of in-school experiences organized in Professional Development Schools (http://pds.buffalostate.edu/). Meaningful clinical experiences are taught and supervised by full time and adjunct faculty both on campus and at school and community and encompass the full range of grades and developmental levels required by the certification area.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	1103
Subset of Program Completers	230

Gender	Total Enrolled	Subset of Program Completers
Male	262	45
Female	841	185
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	5	1
Asian	27	5
Black or African American	181	31
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	10	0
White	834	183

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	17	3
No Race/Ethnicity Reported	29	7

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	17	3
No Race/Ethnicity Reported	29	7

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

THIS PAGE INCLUDES:

›› Teachers Prepared by Subject Area

›› Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

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))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2018-19**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	29
13.1202	Teacher Education - Elementary Education	112

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	13
13.1210	Teacher Education - Early Childhood Education	22
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	11
13.1303	Teacher Education - Business	4
13.1305	Teacher Education - English/Language Arts	16
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	4
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	1
13.1311	Teacher Education - Mathematics	5
13.1312	Teacher Education - Music	8
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	10
13.1320	Teacher Education - Trade and Industrial	6
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	4
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. 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))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- (•) Yes
- ( ) No

☐ **No teachers prepared in academic year 2018-19**

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	29
13.1202	Teacher Education - Elementary Education	112
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	13
13.1210	Teacher Education - Early Childhood Education	22
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	11
13.1303	Teacher Education - Business	4
13.1305	Teacher Education - English/Language Arts	16
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	4
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	1
13.1311	Teacher Education - Mathematics	5
13.1312	Teacher Education - Music	8
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	10
13.1320	Teacher Education - Trade and Industrial	6
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	4
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

1. **Program 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
   ○ No

2. **Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

   ● Yes
   ○ No

3. **Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

   ● Yes
   ○ No
   ○ Program does not prepare special education teachers

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

   ● Yes
   ○ No

5. **Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

   ● Yes
   ○ No

6. **Prospective general education teachers are prepared to provide instruction to students from low-income families.**

   ● Yes
   ○ No

7. **Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

   ● Yes
   ○ No

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

   SUNY Buffalo State is an urban campus. Diversity is integrated into goals for Buffalo State College, the State University of New York (SUNY) Mission, the campus Strategic Plan, the Unit Conceptual Framework, and every unit assessment. Program assessments also monitor candidate experiences and performances. The College requires 3 general education credits in diversity for all students (via an on-campus offering of 20 identified courses). Also, the New York State Education department requires that "all teacher education programs include three semester hours of study for teachers to develop the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum" and "at least 15 of the 100 clock hours of field experience shall include a focus on understanding the needs of students with disabilities". The common education syllabus template requires instructors to inform students how the value of diversity is integral to the expectations of our program completers. Clinical placements are tracked to help ensure meaningful experiences in a variety of settings which may include urban, rural, and suburban locales Candidates self-report and are evaluated on appropriate knowledge, skills, and dispositions, which are aligned directly with the diversity student

learning outcome from the unit's conceptual framework. Faculty involve stakeholders from local agencies and schools as reviewers and advisers in ongoing unit improvements. The college maintains active relationships with approximately 410 schools in the local area via field placements including student teaching each semester. The Unit's Professional Development School Consortium has thrice received Exemplary Program Awards from the National Association for Professional Development Schools in recognition of its innovative work with local and international partner schools, grant-funded school-improvement research and a unique curriculum integrated international program in culturally responsive pedagogy. The Buffalo State PDS model was cited as an example of outstanding school/university partnerships and clinically rich practice in the 2016 report of the SUNY TeachNY Advisory Council in its recommendations for new regulation of clinically rich practice in New York State educator preparation programs. There is also strong collaboration with local education agencies. Buffalo State has a National Coalition Building Institute (NCBI) Campus Affiliate Team which conducts informative workshops for faculty. The Educational Pipeline Initiatives Office (EPIO), formerly the Center for Excellence in Urban and Rural Education (CEURE), has multiple initiatives through which candidates can work with diverse candidates in multiple forums/projects. EPIO educates, enhances, and provides five essential pathways that support and foster Buffalo State's commitment to social responsibility and civic engagement. The unit Professional Development School Consortium has regular meetings and sponsors action research through grants to candidates and school faculty. Buffalo State recruits and supports diverse education faculty and candidates. SUNY Buffalo State has been granted Carnegie Community Engagement classification.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Our goal for 2018-19 was to prepare 10 prospective math teachers.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

Aside from working closely with our Admissions team on such things as open houses, college recruitment days, and class visits, our faculty and staff build strong partnerships with the public schools in our area. Our pipeline efforts are in full force and we are recruiting teachers through the Middle-Early

College and the Urban Teacher's Academy projects. Buffalo State is host institution for the Western Region of the New York State Master Teacher Program (NYSMTP) which works closely with area schools to foster development for in-service teachers as well as our teacher candidates. The NYSMTP brings several hundred high school students to campus each year for the Youth Action Climate Summit and The Physics Olympics. These events are used as opportunities to showcase the state-of-the-art STEM facilities with the hope of inspiring students to consider Buffalo State for their post secondary institution. These efforts increase the visibility and prominence of our programs. Another way in which we promote our programs is through our alumni. Our alums are engaged with us through our PDS, other field experience relationships, case studies and focus groups, and our "A Bengal Teaches Here" campaign which, so far, has distributed window flags to hundreds of alumni for their classrooms. The Math Department also attempts to market our program to undergraduate Math majors as well as Math graduate students. Finally, our Career Development Center provides the TEU with regular reports on the local education economy so that we can provide qualified candidates sought by local area districts. The CDC engages with employers in the region regularly to determine current and future employment needs.

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

Several plans are in-place to increase enrollment and completion of candidates in shortage teacher areas. Some ideas that have been proposed for 2018-19 are creating an official TEU Recruitment Plan, encouraging visiting prospective students and high schools to attend Education classes, holding an Education Day Open House, revitalizing the TEC Recruitment Committee to target recruitment efforts for shortage areas, developing a fact sheet about how we help our students prepare to accept jobs with Buffalo Public Schools (BPS), clarifying and tracking more effectively the contributions we make to area public schools and which alums are teaching in a Buffalo Public School. This year, we plan to use the Data-informed Recruitment and Retention Plan & Progress tool provided by CAEP to assist us with task analyzing the steps needed to develop our recruitment goals. The Science Education Department and the Post Baccalaureate Certification program are using a rolling admission process; the number of candidate applications has varied significantly from year to year and semester to semester. We typically experience a surge in applications in late spring and just prior to the beginning of the fall and spring semesters. There is an urgent need for science teachers in our area; we will be advertising our services more aggressively in the coming months. We expect the need for such teachers to increase along with enrollment.

6. Provide any additional comments, exceptions and explanations below:

We are using a rolling admission process; the number of candidate applications has varied significantly from year to year and semester to semester. We typically experience a surge in applications in late spring and just prior to the beginning of the fall and spring semesters. There is an urgent need for science teachers in our area; we will be advertising our services more aggressively in the coming months.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Our goal is to prepare 10 prospective math teachers in 2019-20.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Our goal is to prepare 10 prospective math teachers in 2020-21

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

For 2018-19: 50 students

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

Aside from working closely with our Admissions team on such things as open houses, college recruitment days, and class visits, our faculty and staff build strong partnerships with the public schools in our area. Our pipeline efforts are in full force and we are recruiting teachers through the Middle-Early

College and the Urban Teacher's Academy projects. Buffalo State houses a Master Teacher Program which works closely with area schools to foster development for in-service teachers as well as our teacher candidates. These efforts increase the visibility and prominence of our programs. Another way in which we promote our programs is through our alumni. Our alums are engaged with us through our PDS, other field experience relationships, case studies and focus groups, and our "A Bengal Teaches Here" campaign which, so far, has distributed window flags to hundreds of alumni for their classrooms. Science Education faculty participate in the WNY Physics Teachers Alliance monthly meetings, the STANYS Western Section Mini-Conference, and the Science and Physics Olympics (spring/Fall respectively). Finally, our Career Development Center provides the TEU with regular reports on the local education economy so that we can provide qualified candidates sought by local area districts. The CDC engages with employers in the region regularly to determine current and future employment needs.

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

Several plans are in-place to increase enrollment and completion of candidates in shortage teacher areas. Some ideas that have been proposed for 2018-19 are creating an official TEU Recruitment Plan, encouraging visiting prospective students and high schools to attend Education classes, holding an Education Day Open House, revitalizing the TEC Recruitment Committee to target recruitment efforts for shortage areas, developing a fact sheet about how we help our students prepare to accept jobs with Buffalo Public Schools (BPS), clarifying and tracking more effectively the contributions we make to area public schools and which alums are teaching in a Buffalo Public School. This year, we plan to use the Data-informed Recruitment and Retention Plan & Progress tool provided by CAEP to assist us with task analyzing the steps needed to develop our recruitment goals. The Science Education Department is using a rolling admission process; the number of candidate applications has varied significantly from year to year and semester to semester. We typically experience a surge in applications in late spring and just prior to the beginning of the fall and spring semesters. There is an urgent need for science teachers in our area; we will be advertising our services more aggressively in the coming months. We expect the need for such teachers to increase along with enrollment.

6. Provide any additional comments, exceptions and explanations below:

We are using a rolling admission process; the number of candidate applications has varied significantly from year to year and semester to semester. We typically experience a surge in applications in late spring and just prior to the beginning of the fall and spring semesters. There is an urgent need for science teachers in our area; we will be advertising our services more aggressively in the coming months.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

For 2019-20: 50 students

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

For 2019-20: 50 students

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

50 prospective students

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

Aside from working closely with our Admissions team on such things as open houses, college recruitment days, and class visits, our faculty and staff build strong partnerships with the public schools in our area. Our pipeline efforts are in full force and we are recruiting teachers through the Middle-Early

College and the Urban Teacher's Academy projects. Buffalo State houses a Master Teacher Program which works closely with area schools to foster development for in-service teachers as well as our teacher candidates. These efforts increase the visibility and prominence of our programs. Another way in which we promote our programs is through our alumni. Our alums are engaged with us through our PDS, other field experience relationships, case studies, and focus groups, and our "A Bengal Teaches Here" campaign which, so far, has distributed window flags to hundreds of alumni for their classrooms. Finally, our Career Development Center provides the TEU with regular reports on the local education economy so that we can provide qualified candidates sought by local area districts. The CDC engages with employers in the region regularly to determine current and future employment needs. The Exceptional Education Department, specifically, also recruits more diverse candidates by targeting our EXE 100 courses that act as service courses for hundreds of non-education majors per year and whose demographic composition is much more diverse than candidates enrolled in teacher preparation programs across the unit.

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

Several plans are in-place to increase enrollment and completion of candidates in shortage teacher areas. Some ideas that have been proposed for 2018-19 are creating an official TEU Recruitment Plan, encouraging visiting prospective students and high schools to attend Education classes, holding an Education Day Open House, revitalizing the TEC Recruitment Committee to target recruitment efforts for shortage areas, developing a fact sheet about how we help our students prepare to accept jobs with Buffalo Public Schools (BPS), clarifying and tracking more effectively the contributions we make to area public schools and which alums are teaching in a Buffalo Public School. This year, we plan to use the Data-informed Recruitment and Retention Plan & Progress tool provided by CAEP to assist us with task analyzing the steps needed to develop our recruitment goals.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

50 prospective students

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

50 prospective students

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Add 5 prospective teachers

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

Aside from working closely with our Admissions team on such things as open houses, college recruitment days, and class visits, our faculty and staff

build strong partnerships with the public schools in our area. Our pipeline efforts are in full force and we are recruiting teachers through the Middle-Early College and the Urban Teacher's Academy projects. Buffalo State houses a Master Teacher Program which works closely with area schools to foster development for in-service teachers as well as our teacher candidates. These efforts increase the visibility and prominence of our programs. Another way in which we promote our programs is through our alumni. Our alums are engaged with us through our PDS, other field experience relationships, case studies and focus groups, and our "A Bengal Teaches Here" campaign which, so far, has distributed window flags to hundreds of alumni for their classrooms. Finally, our Career Development Center provides the TEU with regular reports on the local education economy so that we can provide qualified candidates sought by local area districts. The CDC engages with employers in the region regularly to determine current and future employment needs. The Exceptional Education Department, specifically, also recruits more diverse candidates by targeting our EXE 100 courses that act as service courses for hundreds of non-education majors per year and whose demographic composition is much more diverse than candidates enrolled in teacher preparation programs across the unit.

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

Several plans are in-place to increase enrollment and completion of candidates in shortage teacher areas. Some ideas that have been proposed for 2018-19 are creating an official TEU Recruitment Plan, encouraging visiting prospective students and high schools to attend Education classes, holding an Education Day Open House, revitalizing the TEC Recruitment Committee to target recruitment efforts for shortage areas, developing a fact sheet about how we help our students prepare to accept jobs with Buffalo Public Schools (BPS), clarifying and tracking more effectively the contributions we make to area public schools and which alums are teaching in a Buffalo Public School. This year, we plan to use the Data-informed Recruitment and Retention Plan & Progress tool provided by CAEP to assist us with task analyzing the steps needed to develop our recruitment goals.

6. Provide any additional comments, exceptions and explanations below:

We expect the need for such teachers to increase along with enrollment.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Add 5 prospective teachers

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Add 5 prospective teachers

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
006 -BIOLOGY CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2018-19	3			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2017-18	2			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2016-17	7			
069.1 -BUSINESS AND MARKETING CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
069.1 -BUSINESS AND MARKETING CST.1 Evaluation Systems group of Pearson Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
069.1 -BUSINESS AND MARKETING CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	4			
069.1 -BUSINESS AND MARKETING CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	1			
TP102 -BUSINESS EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP102 -BUSINESS EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
TP102 -BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	4			
007 -CHEMISTRY CST Evaluation Systems group of Pearson Other enrolled students	1			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2018-19	2			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2017-18	2			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2018-19	23	43	22	96
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2017-18	15	43	15	100
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2016-17	12	44	12	100
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson Other enrolled students	2			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2018-19	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2016-17	3			
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	38	528	37	97
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson Other enrolled students	82	525	80	98
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2018-19	182	528	172	95
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2017-18	174	527	171	98
201 -EDUCATING ALL STUDENTS Evaluation Systems group of Pearson All program completers, 2016-17	65	527	65	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson Other enrolled students	1			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2017-18	1			
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2016-17	10	260	10	100
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	63	54	59	94
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	66	54	64	97
TP110 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	21	54	19	90
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2017-18	1			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson Other enrolled students	7			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	15	534	12	80
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	9			
003.1 -ENGLISH LANGUAGE ARTS CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	6			
116 -ESOL CST Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP117 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2018-19	4			
TP117 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2017-18	2			
072.1 -FAMILY AND CONSUMER SCIENCES CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
072.1 -FAMILY AND CONSUMER SCIENCES CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	4			
072.1 -FAMILY AND CONSUMER SCIENCES CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2018-19	2			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2017-18	8			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson Other enrolled students	4			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	2			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	6			
004.1 -MATHEMATICS CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	1			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson Other enrolled students	7			
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2018-19	28	1616	22	79
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2017-18	23	1615	14	61
1211 -MULTI-SUBJECT BIRTH TO GRADE 2 Evaluation Systems group of Pearson All program completers, 2016-17	16	1624	14	88
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson Other enrolled students	1			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2018-19	1			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2017-18	2			
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2016-17	1			
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	16	1653	14	88
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson Other enrolled students	27	1627	22	81

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2018-19	86	1646	78	91
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2017-18	73	1636	68	93
1221 -MULTI-SUBJECT GRADES 1 - 6 Evaluation Systems group of Pearson All program completers, 2016-17	27	1629	22	81
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson Other enrolled students	1			
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2018-19	1			
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2017-18	3			
1241 -MULTI-SUBJECT GRADES 7 - 12 Evaluation Systems group of Pearson All program completers, 2016-17	1			
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2018-19	4			
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2017-18	8			
904 -SAFETY NET MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	1			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson Other enrolled students	1			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2018-19	1			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2017-18	4			
902 -SAFETY NET MULTI-SUBJECT Evaluation Systems group of Pearson All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
960 -SAFETY NET STUDENTS WITH DISABILITIES Evaluation Systems group of Pearson All program completers, 2017-18	2			
960 -SAFETY NET STUDENTS WITH DISABILITIES Evaluation Systems group of Pearson All program completers, 2016-17	1			
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2016-17	6			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	4			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	9			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	8			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	4			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	8			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	9			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	4			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	7			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	4			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	3			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson Other enrolled students	2			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2018-19	9			
115 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2017-18	9			
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	3			
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	1			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2018-19	1			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2017-18	2			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson Other enrolled students	16	550	15	94
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2018-19	15	546	14	93
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2017-18	28	546	28	100
060.1 -STUDENTS WITH DISABILITIES CST.1 Evaluation Systems group of Pearson All program completers, 2016-17	15	549	15	100
TP143 -TECHNOLOGY AND ENGINEERING EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
TP143 -TECHNOLOGY AND ENGINEERING EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP143 -TECHNOLOGY AND ENGINEERING EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
118 -TECHNOLOGY EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
118 -TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	1			
118 -TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	7			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	9			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	2			
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2018-19	13	235	10	77
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2017-18	10	252	10	100
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2016-17	3			
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	192	161	84
All program completers, 2017-18	179	160	89
All program completers, 2016-17	73	64	88

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- 🔘 **Yes**
- ⚪ **No**

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

- ☐ **State**
- ☐ **CAEP**
- ☐ **AAQEP**
- ☑ **Other specify:**

Currently NCATE accredited. We will submit a self-study to CAEP for re-accreditation in 2022.

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ⚪ **Yes**
- 🔘 **No**

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. **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. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   - ● Yes
   - ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   - ● Yes
   - ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   - ● Yes
   - ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   - ● Yes
   - ○ No

2. **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.**

   Technology is a goal in the SUNY Mission, the Buffalo State Strategic Plan, and the Teacher Education Unit Conceptual Framework. As such, candidate knowledge, skills, and dispositions regarding technology are measured/monitored with every unit assessment at program Transition Points and via key program assessments. Program assessment items are coded as appropriate to this element of the conceptual framework so candidate performance scores can be generated across programs, departments, schools, and the unit. Technology is identified as a goal to help lead to developing Rise (Reflective, Innovative and Student-Centered Educators). Currently, our Teacher Education Faculty Development Committee is creating a professional development program offering to assist faculty in incorporating instructional technology into their courses. Feedback from the Teacher Education Unit Professional Advisory Committee as well as a review of alumni self-report data has inspired discussion and action planning for continuing unit-wide initiatives to support technology learning for teacher education candidates. We are in the process of collecting and developing evidence of Buffalo State's use of Technology within educator preparation programs to support our self-study which will be submitted to the Council for the Accreditation of Educator Preparation (CAEP) in 2022.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   Exceptional Education coursework is a mandatory part of all registered education program curriculum in New York State. The Exceptional Education Department offers 3-4 courses for non-Exceptional Education majors that are part of the approved programs for secondary as well as childhood level programs. They take courses on the nature and needs of individuals with disabilities, classroom management coursework as well as coursework focusing on instructional strategies and adapting instruction. Candidate performances (knowledge, skills, and dispositions) are monitored continuously at the unit and program levels via the Buffalo State Education Assessment System (BSEAS) to ensure that our candidates are able to plan and deliver differentiated instruction and utilize a variety of instructional and assistive technology. The Final Practicum Student Teaching Evaluation assesses these essential skills and dispositions and serves as a transition point to program completion. Consistently above-average scores and pass rates on the Education All Students (EAS) affirm that our program completers have mastered this area of teacher preparation.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   As part of exceptional education coursework, required by approved certification programs across the EPP, candidates are instructed about the IEP process from pre-referral to eligibility determination. Their role as general education teachers is described and case study or other peer to peer simulation activities are used to model the IEP process and general education teacher's role. In addition, an emphasis on inclusive education practices are provided to assist with IEP goal implementation and generalization in general education settings.

   c. **Effectively teach students who are limited English proficient.**

   Buffalo State understands and values the imperative that all educators must be able to successfully teach English Language Learners. In response to this challenge, Buff State has been proactive within our existing programs as well as in creating certification programs in Teaching English to Speakers of Other Languages and Bilingual Special Education. Outreach community programs supported through the Educational Pipeline Initiatives Office (EPIO), formerly the Center for Excellence in Urban and Rural Education, offer excellent opportunities for our candidates to learn effective teaching strategies for special populations. EPIO educates, enhances, and provides five essential pathways that support and foster Buffalo State's commitment to social responsibility and civic engagement. For nearly two decades, EPIO has been leading the way in K–12, college, and community partnerships under its creation as the former Center for Excellence in Urban and Rural Education (CEURE). CEURE has been responsible for 45 initiatives and partnered with over 200 public, private, and charter schools. In addition, Buffalo State has enhanced and developed ongoing professional development opportunities for both faculty and teacher candidates that focus on culturally responsive teaching practices.

2. **Does your program prepare special education teachers?**

   ● Yes
   ○ No

   If yes, provide a description of the activities that prepare *special education teachers* to:

   a. **Teach students with disabilities effectively**

Special education teacher candidates are prepared to teach students with disabilities as part of an approved NYS certification program leading to certification in both general education and special education (at the undergraduate level), as well as three special education master's programs at the graduate level that may lead to initial or professional special education certification at varying development levels (e.g., early childhood, childhood, or generalist 7-12). The programs are all nationally recognized by the Council for Exceptional Children. Candidates partake in numerous clinical field experiences in a variety of special education settings and may take on the role of co-teacher, consultant teacher, self-contained teacher, or other teacher of record for more restrictive classroom or agency settings. Candidates are formally assessed in their ability to assess students with disabilities, develop and implement individualized education programs, develop data-driven intervention plans, and create and deliver explicit instruction lessons that include modifications, accommodations, or other planned supports as needed. Candidates also are actively involved in student organizations such as Student Council for Exceptional Children or Best Buddies where they take part in planning and attending professional development workshops and conferences in special education.

b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

Curriculum for Exceptional Education majors encompasses content specific to disabilities, individualized education planning, and English as second language learners. Exceptional Education undergraduate and graduate program curriculum for Exceptional Education majors encompasses content specific to disabilities, individualized education planning, and English as second language learners. Candidates in the special education programs engage in planning and developing IEPs or IFSPs based on student performance and family input as a required component in their special education coursework. Coursework emphasizes the legal and logistical aspects of IEP development and progress monitoring, and candidates are formally assessed using evaluation tools approved by the Council for Exceptional Children as meeting standards related to IEP participation. Exceptional Education undergraduate and graduate program curriculum are fully nationally recognized by the Council for Exceptional Children. curriculum are fully nationally recognized by the Council for Exceptional Children.

c. **Effectively teach students who are limited English proficient.**

Buffalo State understands and values the imperative that all educators must be able to successfully teach English Language Learners. In response to this challenge, Buff State has been proactive within our existing programs as well as in creating certification programs in Teaching English to Speakers of Other Languages and Bilingual Special Education. Approximately one-third of the special education faculty have expertise in both bilingual special education and/or ESL and that expertise is infused in all coursework throughout the program. Outreach community programs supported through the Educational Pipeline Initiatives Office (EPIO), formerly the Center for Excellence in Urban and Rural Education, offer excellent opportunities for our candidates to learn effective teaching strategies for special populations. EPIO educates, enhances, and provides five essential pathways that support and foster Buffalo State's commitment to social responsibility and civic engagement. For nearly two decades, EPIO has been leading the way in K–12, college, and community partnerships under its creation as the former Center for Excellence in Urban and Rural Education (CEURE). CEURE has been responsible for 45 initiatives and partnered with over 200 public, private, and charter schools. In addition, Buffalo State has enhanced and developed ongoing professional development opportunities for both faculty and teacher candidates that focus on culturally responsive teaching practices.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

All professional education programs in the Buffalo State Teacher Education Unit are under the leadership of the Dean of the School of Education who is the Unit Head and a member of the Dean's Council. The Dean acts with advisement from the Teacher Education Council (faculty) and the TEU Professional Advisory Council (stakeholders and community members). The Buffalo State College Teacher Education Unit will host an on-site unit accreditation visit by a CAEP review team in Spring 2022.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification