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AY 2011-12

Institution Information

Name of Institution: William Paterson University
Institution/Program Type: Traditional
Academic Year: 2011-12
State: New Jersey

Address: 300 Pompton Avenue

Wayne, NJ, 07470

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

Yes

If yes, provide the following:

Award year: 2009

Grantee name: William Paterson University

Project name: Garden State Partnership for Teacher Quality

Grant number: U336S090133-12

List partner districts/LEAs:

Paterson Public Schools, John P. Holland Charter School, Passaic City Schools, Union City Schools, Jersey City Schools, Bridgeton Public Schools, Camden City Schools, Leap Academy Charter School

List other partners:

Kean University; Rowan University

Project Type: Residency

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Early Childhood (P-3)	No
Early Childhood with Elementary Education	No
Early Childhood with Teacher of Students with Disabilities	No
Elementary Education (K-5)	No
Elementary Education with Bilingual Education	Yes
Elementary Education with Middle School Chinese	No
Elementary Education with Teacher of Students with Disabilities	Yes

Elementary with ESL	Yes
Elementary With Middle School Chinese with Teacher of Students with Disabilities	Yes
Elementary with Middle School English and Teacher of Students with Disabilities	Yes
Elementary with Middle School English/Language Arts	No
Elementary with Middle School French	No
Elementary With Middle School French with Teacher of Students with Disabilities	Yes
Elementary with Middle School Japanese	No
Elementary With Middle School Japanese with Teacher of Students with Disabilities	Yes
Elementary with Middle School Math	No
Elementary with Middle School Math with Teacher of Students with Disabilities	Yes
Elementary with Middle School Science	No
Elementary with Middle School Science with Teacher of Students With Disabilities	Yes
Elementary with Middle School Social Studies	No
Elementary with Middle School Social Studies with Teacher of Students with Disabilities	Yes
Elementary with Middle School Spanish	No
Elementary with Middle School Spanish with Teacher of Students With Disabilities	Yes
K-12 English with Teacher of Students with Disabilities	Yes
K-12 Subject Field Art	No
K-12 Subject Field Art	No
K-12 Subject Field Art with ESL or Bilingual	Yes
K-12 Subject Field Art with Teacher of Students with Disabilities	Yes
K-12 Subject Field Biology	No
K-12 Subject Field Biology with ESL or Bilingual	Yes
K-12 Subject Field Biology with Teacher of Students with Disabilities	Yes
K-12 Subject Field Chemistry	No
K-12 Subject Field Chemistry with ESL or Bilingual	Yes
K-12 Subject Field Chemistry with Teacher of Students with Disabilities	Yes
K-12 Subject Field Chinese	No
K-12 Subject Field Chinese with Teacher of Students with Disabilities	Yes
K-12 Subject Field Earth Science	No
K-12 Subject Field Earth Science with ESL or Bilingual	Yes
K-12 Subject Field Earth Science with Teacher of Students with Disabilities	Yes
K-12 Subject Field English	No
K-12 Subject Field English with ESL	Yes
K-12 Subject Field French	No
K-12 Subject Field French with Teacher of Students with Disabilities	Yes
K-12 Subject Field Japanese	No
K-12 Subject Field Japanese with Teacher of Students with Disabilities	Yes
K-12 Subject Field Math	No
K-12 Subject Field Math with ESL or Bilingual	Yes
K-12 Subject Field Math with Teacher of Students with Disabilities	Yes
K-12 Subject Field Music	No
K-12 Subject Field Physical Education and Health	No
K-12 Subject Field Physical Science	No
K-12 Subject Field Physical Science with ESL or Bilingual	Yes
K-12 Subject Field Physical Science with Teacher of Students with Disabilities	Yes
K-12 Subject Field Phvsics	No

K-12 Subject Field Physics with ESL or Bilingual	Yes
K-12 Subject Field Physics with Teacher of Students with Disabilities	Yes
K-12 Subject Field Social Studies	No
K-12 Subject Field Social Studies with ESL or Bilingual	Yes
K-12 Subject Field Social Studies with Teacher of Students with Disabilities	Yes
K-12 Subject Field Spanish	No
K-12 Subject Field Spanish with Teacher of Students with Disabilities	Yes
Total number of teacher preparation programs: 61	

Section I.b Admissions

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

Junior year

Does your initial teacher certification program conditionally admit students?

Yes

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

<http://www.wpunj.edu/coe/departments/cert/>

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

Candidates select the education major upon entry to the university at the initial licensure undergraduate level. In order to be formally admitted as a teacher candidate, all undergraduates must complete the pre-requisite requirements of: 60 completed credits, a minimum of 2.75 cumulative gpa, successfully pass the speech and hearing assessment, successfully pass the writing assessment, and successfully pass the introductory course required for matriculation into the College of Education. All post baccalaureate candidates must apply through the Office of Graduate Admissions and supply official undergraduate/graduate transcripts, provide letters of recommendation, complete an interview and a supply a personal narrative.

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

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

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

2.75

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

3.34

What is the minimum GPA required for completing the program?

3

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

3.33

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other	Data not reported	Data not reported

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

2.75

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

2.94

What is the minimum GPA required for completing the program?

3

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

3.863

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2011-12:	1554
Unduplicated number of males enrolled in 2011-12:	439
Unduplicated number of females enrolled in 2011-12:	1115

2011-12	Number enrolled
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Ethnicity	
Hispanic/Latino of any race:	174
Race	
American Indian or Alaska Native:	2
Asian:	24
Black or African American:	49
Native Hawaiian or Other Pacific Islander:	0
White:	659
Two or more races:	0

Section I.d Supervised Clinical Experience

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

Average number of clock hours of supervised clinical experience required prior to student teaching	205
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	41
Number of students in supervised clinical experience during this academic year	982

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	44
Teacher Education - Early Childhood Education	61
Teacher Education - Elementary Education	162
Teacher Education - Junior High/Intermediate/Middle School Education	50
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	11
Teacher Education - Business	
Teacher Education - English/Language Arts	27
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	11
Teacher Education - Music	4
Teacher Education - Physical Education and Coaching	48
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	23
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	6
Teacher Education - Chemistry	1

Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	11
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	

Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	36
Psychology	50
Social Sciences	
Anthropology	1
Economics	1
Geography and Cartography	2
Political Science and Government	3
Sociology	16
Visual and Performing Arts	
History	47
Foreign Languages	29
Family and Consumer Sciences/Human Sciences	1
English Language/Literature	67
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	14
Engineering	
Biology	7
Mathematics and Statistics	17
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	3
Physics	
Business/Business Administration/Accounting	13
Computer and Information Sciences	
Other Specify: Art (7); Women Studies (4); Music (4); Phys Ed (49); African Studies (2); Asian Studies (2)	68

Section I.f Program Completers

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

2011-12: 334

2010-11: 255

2009-10: 289

Section II Annual Goals - Mathematics

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

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

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2011-12

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

Yes

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

0

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

Yes

Description of strategies used to achieve goal, if applicable:

The 2010/2011 figure of 94 was increased in 2011/2012 to 109. The slight increase is likely due to increased promotion of funding opportunities and marketability for those pursuing math licensing.

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

Increased campus recruitment, promoting funding and marketability is needed for upcoming semesters to expand awareness of the job market need in this area and to inform of incentives and funding.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

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

Yes

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

0

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

8

Provide any additional comments, exceptions and explanations below:

The inclusion of the Woodrow Wilson Fellowship at William Paterson University, designed to provide teacher preparation to those with backgrounds in math and science in a residency format, with stipend, should yield growth. 10 students will be admitted to Woodrow Wilson per year; half are likely to be counted in science.

Section II Annual Goals - Science

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

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

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2011-12

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

Yes

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

0

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

No

Description of strategies used to achieve goal, if applicable:

The goal for 2011-12 was to maintain enrollment; the figures for 2010/2011 were 49 students while for 2011/2012, the figure is 45, representing a decrease of five students. Efforts to promote science education programs will continue, highlighting grant availability and marketability.

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

Efforts to promote science education programs will continue, highlighting grant availability and marketability. An increased on-campus presence in the College of Science and Health is planned for recruitment. The inclusion of the Woodrow Wilson Fellowship at William Paterson University, designed to provide teacher preparation to those with backgrounds in math and science in a residency format, with stipend should yield growth. 10 students will be admitted per year and half should be counted in science.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

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

Yes

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

0

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

5

Provide any additional comments, exceptions and explanations below:

We expect the addition of 5 William Paterson University Woodrow Wilson Fellows to be counted in science.

Section II Annual Goals - Special Education

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

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

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2011-12

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

Yes

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

0

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

No

Description of strategies used to achieve goal, if applicable:

The goal for 2011-12 was to maintain enrollment; the figures for 2010/2011 were 410 students while for 2011/2012, the figure is 395, representing a decrease of 15 students. Efforts to promote special education programs will continue, highlighting grant availability and marketability.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

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

Yes

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

0

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

10

Provide any additional comments, exceptions and explanations below:

The addition of the Early Childhood major with Teacher of Students With Disabilities Endorsement at the Undergraduate Level is expected to provide an increase for 2013/ 2014.

Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2011-12

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

Yes

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

0

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

Yes

Description of strategies used to achieve goal, if applicable:

The goal of maintaining enrollment was exceeded from the 2010/2011 total of 40 to the 2011/2012 total of 49, showing an increase of nine (9) students. Increased graduate program recruitment and advertising on and off campus has affected this total, as well as the promotion of funding opportunities such as the TEACH grant.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

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

Yes

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

27

Provide any additional comments, exceptions and explanations below:

The onset of the PATSEL Grant, which provides funding to qualified in-service math and science teachers seeking the ESL endorsement is expected to increase enrollment. Other funding through TEACH Grant, and continued exposure and promotion of the programs is expected to further increase enrollment in this critical area.

Academic year 2013-14

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

Yes

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

6

Provide any additional comments, exceptions and explanations below:

The onset of the PATSEL Grant, which provides funding to qualified in-service math and science teachers seeking the ESL endorsement is expected to increase enrollment. Other funding through TEACH Grant, and continued exposure and promotion of the programs is expected to further increase enrollment in this critical area.

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

WPUNJ has addressed the issues above by reviewing, amending and implementing updated course descriptions and requirements for our teacher certification programs to reflect the needs of our partnering school districts, which include many urban district schools. Advisory boards are convened representing higher education, LEAs and necessary personnel to oversee program offerings and to make recommendations for future changes. Federally funded teacher preparation grants specifically provide support for candidates to work in diverse school settings with diverse populations in critical shortage areas.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	13	167	13	100
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2			
ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			

ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0232 -BIOLOGY CONTENT KNOWLEDGE PART 2 Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	50	168	45	90
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	10	168	8	80
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	58	173	58	100
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	27	173	27	100
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	31	173	31	100
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	137	156	126	92
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	80	158	72	90
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	184	159	181	98
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	130	159	129	99
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	151	161	151	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	27	167	21	78
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	23	167	22	96
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE	24	173	24	100

Educational Testing Service (ETS) All program completers, 2010-11				
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	26	169	24	92
ETS5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0431 -GENERAL SCI CONTENT KNOWL PART 1 Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	41	162	39	95
ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) Other enrolled students	8			
ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) All program completers, 2011-12	47	164	47	100
ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) All program completers, 2010-11	36	163	36	100
ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) All program completers, 2009-10	46	163	45	98
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	14	143	12	86
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	10	135	4	40
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	10	155	10	100
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	7			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	9			
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	3			
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS)	13	166	12	92

All program completers, 2011-12				
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2010-11	14	166	13	93
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2009-10	10	169	10	100
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	8			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	5			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2009-10	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	9			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	10	168	10	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	9			

ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	19	161	14	74
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	10	153	3	30
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	21	165	19	90
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	19	163	18	95
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	21	167	21	100
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	6			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students	2			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	9			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2009-10	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	334	329	99
All program completers, 2010-11	255	254	100
All program completers, 2009-10	289	285	99

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

NCATE

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

No

Section V Use of Technology

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

Does your program prepare teachers to:

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

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

All initial programs have course requirements on the use of technology to be integrated effectively across curriculum and instruction. The courses emphasize technology as a tool for improving academic achievement in the P-12 classroom.

The most recent NCATE Accreditation review yielded a comment on technology from the NCATE Board of Examiners: "The unit has dedicated considerable resources, both financial and personnel, to the integration of instructional technology in every program and every class."

Section VI Teacher Training

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

Does your program prepare general education teachers to:

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

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

All programs include courses and strategies for working with special needs children as well as English Language Learners. All teacher education candidates are assessed on their ability to modify instruction for these diverse populations during their field experiences. Further, candidates may obtain additional licensure in Teacher of Students with Disabilities. The Fall 2012 term marks the addition of the bilingual education endorsement as a new option for traditional undergraduate students. Employer surveys speak to our candidates' ability to teach all students. Alumni surveys confirm they have been prepared to teach all learners.

Does your program prepare special education teachers to:

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

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

All candidates in the Special Education program are effectively prepared through coursework, differentiated instruction, course assignments and various field experiences. This preparation assures that our candidates are prepared to teach students with disabilities, participate as members of individualized education program teams and to work with diverse learners and English Language Learners as well. Beginning in Fall 2012, students can pursue the bilingual endorsement in addition to the TSD endorsement in the traditional undergraduate program.

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.

WPUNJ Mission The William Paterson University of New Jersey is a comprehensive public institution of higher learning with a mission that incorporates teaching, research and creative activity, and service. Maintaining a tradition of leadership in general education and multiculturalism, the University is committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. It offers rigorous baccalaureate, graduate degree, and certification programs for both traditional and nontraditional students. The University's distinguished teachers, scholars, and professionals actively challenge students to high levels of intellectual and professional accomplishment and personal growth in preparation for careers, advanced studies, and productive citizenship in an increasingly global economy and technological world. The University values diversity and equity as essential to education excellence, with an obligation by everyone in the University community to create and maintain a climate in which respect and tolerance are recognized as part of the institution's commitment to education quality. Education unit's mission: The College of Education of William Paterson University of New Jersey serves as a major resource for educational practitioners and institutions by preparing students for entry into teaching and educationally-related professions; providing educators with additional and advanced professional preparation and continuing development in selected disciplines; and preparing students to participate effectively in a diverse society. The College promotes teaching and learning by contributing to the collaborative participation of students and faculty in society. In pursuit of this mission, the College of Education is dedicated to promoting student success and academic excellence in the advancement of teaching and lifelong learning through scholarly work, constant reflection, and ongoing assessment. The College of Education, an NCATE accredited institution, with its departments: Elementary and Early Childhood, Secondary and Middle School Education, Educational Leadership and Professional Studies, and Special Educator and Counseling, has engaged in collaborative relationships on campus with the other Colleges and their departments, with other Universities, and with districts and schools, in the implementation of its' and the University's mission. The College of Education has collaborated with the College of Science and Health on a number of grant funded projects to increase the number of qualified math and Science teachers in the state of New Jersey. It is through collaboration that the College of Education continues to build partnerships and relationships with the communities in which we prepare teachers to serve. Currently, the College of Education has built a Professional Development Schools network of sixty (60) schools from both urban and suburban areas and will continue to nurture and foster these relationships to provide the best training opportunities for our teacher candidates. These relationships have as their major goal improving the preparation of pre-service and in-service teachers as a means of increasing student achievement. Given the Praxis test requirement for the state is a content based instrument, it is essential that collaboration with the departments and programs across the University be maintained. William Paterson University is a recipient of the Teacher Quality Enhancement Grant (in partnership with Kean and Rowan Universities). The absolute priorities of the Garden State Partnership for Teacher Quality are focused on reforming our pre-baccalaureate teacher preparation programs as well as establishing an Urban Teacher Residency model to address critical areas of shortage in our urban partnering LEAs.

Supporting Files

Complete Report Card

AY 2011-12