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William Paterson University
Traditional Program

2016 | Title II Reports

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AY 2014-15

Institution Information

Name of Institution: William Paterson University
Institution/Program Type: Traditional
Academic Year: 2014-15
State: New Jersey

Address: 300 Pompton Avenue

Wayne, NJ, 07470

Contact Name: Dr. Candace Burns
Phone: 973-720-2137
Email: BurnsC@wpunj.edu

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

Yes

If yes, provide the following:

Award year: 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: Both Residency and Pre-baccalaureate

Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Early Childhood (P-3)	No
Early Childhood (P-3) with Elementary with Bilingual Education	No
Early Childhood (P-3) with Bilingual Education	No
Early Childhood (P-3) with Teacher of Students with Disabilities with bilingual	No
Early Childhood with Elementary Education	No
Early Childhood with Teacher of Students with Disabilities	No
Elementary Education (K-6)	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 Bilingual	No
Elementary With Middle School Chinese with Teacher of Students with Disabilities	Yes
Elementary with Middle School English and Teacher of Students with Disabilties	Yes
Elementary with Middle School English/Language Arts	No
Elementary with Middle School English/Language Arts with Bilingual	No
Elementary with Middle School French	No
Elementary with Middle School French with Bilingual	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 Bilingual	Yes
Elementary With Middle School Japanese with Teacher of Students with Disabilities	Yes
Elementary with Middle School Math	No
Elementary with Middle school Math with Bilingual	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 Bilingual	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 Bilingual	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 Bilingual	No
Elementary with Middle School Spanish with Bilingual	No
Elementary with Middle School Spanish with Teacher of Students With Disabilities	Yes
Elementary with Teacher of Students with Disabiltiies with Middle School Chinese with Bilingual	No
Elementary with Teacher of Students with Disabiltiies with Middle School English with Bilingual	No
Elementary with Teacher of Students with Disabiltiies with Middle School French with Bilingual	No
Elementary with Teacher of Students with Disabiltiies with Middle School History with Bilingual	No
Elementary with Teacher of Students with Disabiltiies with Middle School Japanese with Bilingual	No
Elementary with Teacher of Students with Disabiltiies with Middle School Math with Bilingual	No
Elementary with Teacher of Students with Disabiltiies with Middle School Science with Bilingual	No
Elementary with Teacher of Students with Disabiltiies with Middle School Spanish with Bilingual	No
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 Art with Teacher of Students with Disabilities with Bilingual	No
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 Biology with Teacher of Students with Disabilities with Bilingual	No
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 with Bilingual	No
K-12 Subject Field Chemistry with Teacher of Students with Disabilties	Yes
K-12 Subject Field Chinese	No
K-12 Subject Field Chinese with Teacher of Students with Disabilties	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 Earth Science with Teacher of Students with Disabilities with Bilingual	No
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 Math with Teacher of Students with Disabilities with Bilingual	No
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 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 Social Studies with Teacher of Students with Disabilities with Bilingual	No
K-12 Subject Field Spanish	No
K-12 Subject Field Spanish with Teacher of Students with Disabilities	Yes
Total number of teacher preparation programs: 84	

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?
No

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 3.0 cumulative GPA, successfully complete the speech and hearing assessment, successfully pass the writing assessment, and successfully pass the pre-requisite courses 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, provid letters of recommendation, complete an interview, supply passing PRAXIS CORE scores (or waiver, as per NJ D.O.E. with state-specified ACT, SAT, or GRE scores), supp PRAXIS II scores, 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

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	No
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	Yes
Interview	No	No
OtherSpeech and Hearing Screening	Yes	Yes

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

3

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.42

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.45

Please provide any additional comments about the information provided above:

During this academic year, the College made a transition from a 2.75 for entry and exit to a 3.0.

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	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
OtherAction Research Project (MAT completion requirement)	No	Yes

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

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.24

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.9

Please provide any additional comments about the information provided above:

Other subject matter verification: subject specific coursework is required by the state of NJ for various subject areas certifications. (for example, K-12 math requires 30 math credits, 12 of which must be upper level). This must be complete before one can be accepted to the post-baccalaureate program. During this year, the colleg adopted an entry requirement of a 3.0 GPA and the basic skills requirement of PRAXIS CORE state requirements (PRAXIS CORE can be waived based on state cut-off scores for ACT, SAT, or GRE). Select programs use interviews for admissions.

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 an 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 2014-15:	562
Unduplicated number of males enrolled in 2014-15:	142
Unduplicated number of females enrolled in 2014-15:	420

2014-15	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	104
Race	
American Indian or Alaska Native:	0
Asian:	20
Black or African American:	34
Native Hawaiian or Other Pacific Islander:	1
White:	414
Two or more races:	2

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

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	16
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	91
Number of students in supervised clinical experience during this academic year	326

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

Cooperating teachers are included in this year's adjunct count, as per the guidance document provided by Title 2. The number of students in supervised clinical experience is an un-duplicated count of student teachers.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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	103
Teacher Education - Early Childhood Education	62
Teacher Education - Elementary Education	130
Teacher Education - Junior High/Intermediate/Middle School Education	30
Teacher Education - Secondary Education	129
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	9
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	7
Teacher Education - Music	11
Teacher Education - Physical Education and Coaching	36
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	14
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	16
Teacher Education - Chemistry	1
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	6
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	3
Education - Other Specify: Teacher Education- Chinese	1

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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	1
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	62

~~Special Education - Early Childhood Education~~	~~~~
Teacher Education - Elementary Education	106
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	53
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	36
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	34
Social Sciences	2
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	8
Visual and Performing Arts	23
History	24
Foreign Languages	8
Family and Consumer Sciences/Human Sciences	
English Language/Literature	59
Philosophy and Religious Studies	
Agriculture	

Communication or Journalism	7
Engineering	
Biology	17
Mathematics and Statistics	11
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	7
Physics	
Business/Business Administration/Accounting	3
Computer and Information Sciences	
Other Specify: Hospitality 2; Integrated Math and Science 10	12

Section I.f Program Completers

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

2014-15: 306

2013-14: 275

2012-13: 297

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 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

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

4

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

2

Provide any additional comments, exceptions and explanations below:

We expected that the addition of the Woodrow Wilson New Jersey Teaching Fellowship at William Paterson University, designed to provide teacher preparation to those with backgrounds in math and science in a residency format, with stipend, would yield growth in this teacher shortage area. Given our experience with the first cohort, we expect our second cohort to yield similar results (e.g. 2 candidates).

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

We expected that the addition of the Woodrow Wilson New Jersey Teaching Fellowship at William Paterson University, designed to provide teacher preparation to those with backgrounds in math and science in a residency format, with stipend, would yield growth in this teacher shortage area. Given our experience with the first cohort, we expect our third cohort to yield similar results (e.g. 2 candidates).

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 2014-15

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

Yes

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

8

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

We expected a growth in the number of science candidates of the William Paterson University Woodrow Wilson New Jersey Teaching Fellows to complete the program for K-12 Science areas.

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

5

Provide any additional comments, exceptions and explanations below:

We expect the addition of William Paterson University Woodrow Wilson New Jersey Teaching Fellows to complete the program for K-12 Science areas, filing the plac of last year's cohort.

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

4

Provide any additional comments, exceptions and explanations below:

We expect the addition of William Paterson University Woodrow Wilson New Jersey Teaching Fellows to complete the program for K-12 Science areas, filing the plac of the previous year's cohort.

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 2014-15

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

Yes

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

5

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

An increase, overall, of those pursuing TSD was noted, while combining the initial and advanced candidates; the initial candidate number dropped slightly below the target.

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

3

Provide any additional comments, exceptions and explanations below:

The introduction of "Disability Studies" classes, open to the whole university, is expected to increase the interest in the pursuit of the special education license.

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 2014-15

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

Yes

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

6

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

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

The inclusion of the undergraduate ESL endorsement option is new and is gaining interest. The undergraduate numbers for bilingual and ESL have shown slight increase over the past year.

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

8

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

4

Provide any additional comments, exceptions and explanations below:

Section II Assurances

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

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

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

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
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 courses and adding programs (such as undergraduate bilingual education in partnership with school districts. 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 programming support and financial assistance 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 (%)
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETS5134-ART CONTENT KNOWLEDGE	9			

Educational Testing Service (ETS) All program completers, 2014-15				
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	16	171	16	100
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	63	171	61	97
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	69	172	68	99
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	59	174	59	100
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	58	171	57	98
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2014-15	6			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5014-ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS)	1			

All enrolled students who have completed all noncl				
ETS5014-ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	2			
ETS5014-ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	14	156	14	100
ETS5014-ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	67	158	65	97
ETS5014-ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	128	157	125	98
ETS5003-ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	75	164	57	76
ETS5003-ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	18	156	11	61
ETS5003-ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	17	164	14	82
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	80	161	48	60
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) Other enrolled students	29	155	11	38
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	105	171	91	87
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5002-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	75	162	57	76
ETS5002-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	15	157	9	60
ETS5002-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2014-15	17	166	15	88
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	79	168	55	70
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) Other enrolled students	30	165	19	63
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	105	176	102	97
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5005-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	75	162	56	75
ETS5005-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	17	166	16	94

ETS5005-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2014-15	17	168	15	88
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	80	160	56	70
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) Other enrolled students	30	158	16	53
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	105	168	96	91
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	62	170	62	100
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS5004-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	76	157	51	67
ETS5004-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	18	159	13	72
ETS5004-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	19	162	13	68
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	79	156	52	66
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) Other enrolled students	29	154	14	48
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	105	164	92	88
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	21	171	19	90
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	23	170	21	91
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	20	171	18	90
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	7			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2014-15	24	176	23	96
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			
ETS0435-GENERAL SCI CONTENT KNOWLEDGE	4			

Educational Testing Service (ETS) Other enrolled students				
ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	23	169	23	100
ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS5857-HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	16	160	10	63
ETS5857-HEALTH AND PE Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS5857-HEALTH AND PE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5856-HEALTH AND PE (DISC) Educational Testing Service (ETS) Other enrolled students	1			
ETS5856-HEALTH AND PE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	30	162	29	97
ETS5856-HEALTH AND PE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	34	162	34	100
ETS5856-HEALTH AND PE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	47	163	47	100
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	163	11	85
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	5			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	15	151	15	100
ETS5047-MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	164	7	58
ETS5047-MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2014-15	5			
ETS5047-MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5049-MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED) Educational Testing Service (ETS)	2			

All program completers, 2014-15				
ETS5049-MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS5049-MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
ETS5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	6			
ETS0069-MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	1			
ETS0069-MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS0069-MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS5440-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5440-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	5			
ETS0439-MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0439-MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	10	156	9	90
ETS0439-MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	166	9	90
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	11	169	11	100
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	15	170	15	100

Test				
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	12	173	12	100
ACT1013-OPI MANDARIN American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			
ACT1018-OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	23	157	17	74
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	10	155	5	50
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	12	164	11	92
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	26	166	23	88
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	25	164	24	96
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	6			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	302	277	92
All program completers, 2013-14	269	258	96
All program completers, 2012-13	285	280	98

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." The college has implemented an assessment system, Chalk & Wire, which allows for data collection, management, and analysis of individual student performance and program level performance on key indicators.

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 have been able to pursue the bilingual endorsement in addition to the TSD endorsement in the traditional undergraduate program.

Section VII Contextual Information

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

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 student 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 teachin 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 life- long 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 Education 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 c 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 i 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. During this reporting year, William Paterson University completed its 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