

Title II

Program Information

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William Paterson University
 Traditional Program
 2008-09

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Name of Institution: William Paterson University
Institution/Program Type: Traditional
Academic Year: 2008-09
State: New Jersey

Address: 300 Pompton Avenue

 Wayne, NJ, 07470

Contact Name: Ms. Stephanie Koprowski-McGowan
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: Yes

TQE partnership name or grant number, if applicable: u336s090122

Section I.a Program Admission

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

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	Yes

Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	No
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	Yes
Resume	No	No
Bechelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify: Speech & Hearing Assessment)	Yes	No

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

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

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

Junior year

Does your initial teacher certification program conditionally admit students? Yes

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

Candidates are conditionally accepted to the education major upon entry to the university at the initial licensure undergraduate level. All undergraduate candidates must complete the pre-require requirements of 60 completed credits, a minimum of 2.75 cgpa, successfully pass the speech and hearing assessment and writing assessment and 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, pass the required Praxis II licensure exam required for their initial teacher program, letter of recommendation, interview and a personal narrative.

Section I.b Program Enrollment

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

Total number of students enrolled in 2008-09:	902
Unduplicated number of males enrolled in 2008-09:	335
Unduplicated number of females enrolled in 2008-09:	567

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	115
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	15
Black or African American:	50
Native Hawaiian or Other Pacific Islander:	0
White:	661
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	205
Average number of clock hours required for student teaching	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	3.7
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	33.5
Number of students in supervised clinical experience during this academic year	1186

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

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	437	367	539
Early Childhood	46	27	21
Elementary Education	119	118	198
Middle School Licensure	30	10	0
Special Education	49	39	110
English	22	27	40
Mathematics	7	10	21
Social Studies	29	35	32
Biology	2	7	3
Chemistry	1	0	0
Spanish	14	8	11
French	1	1	0
Physical Education	68	32	48
Music	15	17	11
English as a Second Language	18	9	10
Bilingual	2	7	4
Reading Specialist	14	20	30

Section I.e Program Completers

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

2008-09: 334

2007-08: 296

2006-07: 345

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to

state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2008-09</p> <p>Goal: 10%</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>The COE unit will review current trends in recruitment of Mathematics teachers at the initial level as well as actively recruit recent college graduates and mid-career changers through federal Transition to Teaching, Teacher Quality Enhancement Grant, Teach Grants and Noyce scholarships.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Offer recruitment sessions through the College of Education as well as through grants to increase the number of candidates in Mathematics. Additionally, encourage candidates to participate in activities sponsored through our Teachers for a Competitive Tomorrow grant.</p>
Science	<p>Academic year: 2008-09</p> <p>Goal: 10%</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>The COE unit will review current trends in recruitment of Science teachers at the initial level as well as actively recruit recent college graduates and mid-career changers through federal Transition to Teaching, Teacher Quality Enhancement Grant, Teach Grants and Noyce scholarships.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Offer recruitment sessions through the College of Education as well as through grants to increase the number of candidates in the various areas of Science (Biology, Chemistry, Physical Science.) Additionally, encourage candidates to participate in activities sponsored through our</p>

	<p>Teachers for a Competitive Tomorrow grant.</p>
<p>Special education</p>	<p>Academic year: 2008-09</p> <p>Goal: 10%</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>The COE unit will review current trends in recruitment of Special Education teachers at the initial level as well as actively recruit recent college graduates and mid-career changers through federal Transition to Teaching, Teacher Quality Enhancement Grant and Teach Grants.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Offer recruitment sessions through the College of Education as well as through grants to increase the number of candidates in Special Education who major in content areas to address the shortage at the Middle and High School levels.</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2008-09</p> <p>Goal: 10%</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>The COE unit will review current trends in recruitment of ESL/Bilingual teachers at the advanced level as well as actively recruit recent college graduates and mid-career changers through federal Transition to Teaching, Teacher Quality Enhancement Grant and Teach Grants.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Offer recruitment sessions through the College of Education as well as through grants to increase the number of candidates in ESL/Bilingual instruction.</p>
<p>Other</p>	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

We did not set goals prior to 2008-09 year and thus, were unable to meet the goals above. We will address these protocols when asked to set our goals for future years.

Section II. Assurances

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

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. Additionally, advisory boards are convened representing higher education, LEAs and necessary personnel to oversee program offerings and to make recommendations for future changes.

Section III. Assessment Rates

Assessment code - Assessment name	Number	Avg.	Number	Pass	State	State
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Test Company Group	taking test	scaled score	passing test	rate (%)	Average pass rate (%)	Average scaled score
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	9					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	16		16	100		
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4					
232 -BIOLOGY CONTENT KNOWLEDGE PART 2 Educational Testing Service (ETS) All program completers, 2006-07	3					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
022 -EARLY CHILDHOOD: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	34		34	100		
014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	141		140	99		
014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	139		137	99		
014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	190		184	97		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE	21		20	95		

Educational Testing Service (ETS) All program completers, 2008-09					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	23	19	83		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	38	32	84		
173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				
173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				
431 -GENERAL SCI CONTENT KNOWL PART 1 Educational Testing Service (ETS) All program completers, 2006-07	3				
432 -GENERAL SCI CONTENT KNOWL PART 2 Educational Testing Service (ETS) All program completers, 2006-07	3				
435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				
435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3				
856 -HEALTH & PE: CK Educational Testing Service (ETS) All program completers, 2008-09	69	69	100		
856 -HEALTH & PE: CK Educational Testing Service (ETS) All program completers, 2007-08	47	47	100		
856 -HEALTH & PE: CK Educational Testing Service (ETS) All program completers, 2006-07	36	36	100		
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6				
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	9				

061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	16	16	100		
049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2008-09	19	18	95		
049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2007-08	5				
049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2006-07	3				
439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	2				
089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2008-09	6				
089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2007-08	3				
089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2006-07	1				
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	15	15	100		
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	15	14	93		
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	9				
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6				
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4				
091 -PHYSICAL ED: CONTENT KNOWLEDGE					

Educational Testing Service (ETS) All program completers, 2006-07	3				
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	30		30	100	
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	32		25	78	
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	27		24	89	
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	15		15	100	
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	8				
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	8				

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	334	333	100	
All program completers, 2007-08	291	275	95	
All program completers, 2006-07	346	330	95	

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. Technology

Does your program prepare teachers to:

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

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

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 COE is currently reviewing course outlines to ensure that all programs include principles of universal design for learning.

Section VI. Teacher Training

Does your program prepare general education teachers to:

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

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

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.

Does your program prepare special education teachers to:

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

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

All candidates in the Special Education program are effectively 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.

All teacher education candidates are assessed on their ability to modify instruction for these diverse populations during their field experiences.

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 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 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 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 thirty (30) 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

William Paterson University
Traditional Program
2008-09

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