The Title II Institutional and Program Report Card on the Quality of Teacher Preparation, in response to the Higher Education Act of 1965, as amended in 2008 by the Higher Education Opportunity Act, is a federal mandate from the United States Department of Education, Office of Postsecondary Education, aimed at increasing accountability and transparency of teacher preparation at colleges and universities across the country. These data on the quality of teacher preparation will be reported annually to the Secretary of Education, who will compile an annual report to Congress. The first Secretarial report is due April 30, 2011.

Data generated from institutional reports will focus on areas not previously included in Title II, and work surrounding English language learners represents a critical component. It is essential that every teacher candidate who graduates from SUNY Cortland have the knowledge and skills to effectively teach students who are English language learners. With increasing accountability of teachers for improving K-12 student academic achievement, we as preparers of teachers need to insure that English language learner students have skilled teachers who can effectively teach students of all language ability levels.

Charge to the Title II: English Language Learners’ Committee:

The Title II: English Language Learners’ Committee is charged with examining all our teacher education programs to determine:

1. How and how well we prepare all teacher candidates to effectively teach students who are English language learners.
2. How we should assess our teacher candidates to determine their knowledge and abilities to teach English language learners, across all programs within the teacher education unit, here at SUNY Cortland. The Committee is directed to further examine our existing ESL Module for extent of current use and data derived from this Module as a starting point.
3. The Committee would need to be comprehensive in examining teacher education at SUNY Cortland, with the goal of preparing a report describing the current status of our teacher education programs with regard to these new mandates, as well as establishing a plan and timeline for improvement if any of these elements are not currently in place. Review of exemplars in ELL assessment from other accredited colleges and universities should provide a background of informed decision-making.
4. Several examples of SUNY Cortland’s most successful strategies in meeting these mandates should be included in the report. This report is due to the Assistant Provost for Teacher Education’s office by April 15, 2011.

5. The Committee is further charged to present their recommendations for unit-wide assessment to the Teacher Education Council for broad discussion and endorsement.