1. Data submitted in this report refers to two Annual Reporting requirements: the Massachusetts State Annual Report (SAR), which is collected pursuant to the regulations for Educator Licensure and Preparation Program Approval (603 CMR 7.00); and the Title II Report, which is collected pursuant to Section 205 of Title II of the Higher Education Opportunity Act.

Please select your sponsoring organization:

Merrimack College

2. Please enter your ema a0

cherneyi@merrimack.edu

2.

Section 1: Program Information

All Sponsoring Organizations are required to complete questions in Section 1.

Directions:

	UG-Initial	PB-Initial	UG-All Prep Programs	PB-All Prep Programs
Transcript	Yes	Yes	N/A	Yes
Fingerprint Check	Yes	Yes	N/A	Yes
Background Check	Yes	Yes	N/A	Yes
Minimum number of course/credits/semester hours completed	Yes	Yes	N/A	Yese
er of c				

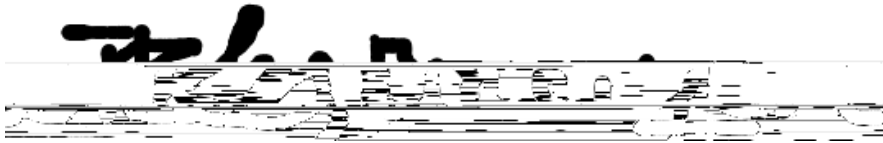|						

Please e-sign here:

Signature of: Isabelle Cherney

Please date here:

04/20/2018

27. During the 2016-2017 year, was your organization approved to offer INITIAL TEACHER licensure programs?

Yes

Section 2: Goals and Assurances

28. Institution/Program Type

Traditional (IHE-based)

29. Indicate if your institution is a member of a Teacher Quality Partnership (TQP) grant:

Indicate if your institution is a member of a Teacher Quality Partnership (TQP) grant:

No

TQP grant name or grant number, if applicable:

30. What percentage of candidates are formally admitted into your Initial teaching licensure program(s)?
(Use whole numerals only, totaling no more than 100%)
(Baccalaureate Programs only)

Freshman Year: 0%
Sophomore Year: 100%
Junior Year: 0%
Senior Year: 0%

31. Indicate when students are formally admitted into your Initial Post-Baccalaureate licensure programs:

At admission

32. Do your Initial teacher licensure programs conditionally admit students?

No

34. Teacher shortage areas (current year)

	Goal for number of completers (insert numerical value)	Goal met	Description of strategies used to achieve goal (max characters)	Description of steps to improve			

Section 5: Teacher Training

39. Does your program prepare GENERAL EDUCATION teachers to:

	Yes	No	N/A
(A) teach students with disabilities effectively	X		
(B) participate as a member of individualized education program teams	X		
(C) teach students who are limited English proficient effectively	X		

40. Does your program prepare SPECIAL EDUCATION teachers to:

	Yes	No	N/A
(D) teach students with disabilities effectively	X		
(E) participate as a member of individualized education program teams	X		
(F) teach students who are limited English proficient effectively	X		
Our organization does not prepare special education teachers		X	

41. Provide a description of how you 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 six elements listed above are not currently in place. (Insert text below max characters 256)

 Information on teaching students with disabilities included in curriculum coursework, including class on Exceptional learner.

42. 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 six elements listed above are not currently in place. (Insert text below max characters 256)

 All moderate disabilities teachers take coursework on exceptional learner, curriculum design, and assessment within special education context.

Student Teaching Placements

In order for ESE to better support the field in coordinating partnerships, we are seeking to collect data on student teaching placements in Massachusetts districts (this may include candidates that are also teachers of record). This data will help set a baseline for conversations with districts both statewide and individually. Your willingness to enter and share the data is greatly appreciated.

Below, please indicate the top five districts you placed student teachers in during the 2016-17 academic year.

43. Practicum (Student Teaching) Placements

Thank you for completing the 2018 State Annual Report.