

Rider University provides dynamic undergraduate programs in more than 60 areas and graduate programs in 18 specialties. The School of Education was the first private university in New Jersey to be accredited by NCATE and has been continuously accredited since 1974. Periodic reviews and ongoing program evaluations assure that our philosophy and practices are current, we adhere to high standards, and plan for future development. Program refinement occurs through self-study, strategic planning, and cooperative work with our various constituencies, which include public school personnel, colleagues in liberal arts and sciences, and colleagues in education programs in other institutions of higher education. In fall 2012 we received full re-accreditation of our Unit and received national recognition for all of our 18 programs. In addition to NCATE, our programs are accredited by CACREP, NASM and NASP.

Our strengths enable us to function successfully in today's changing world. We have accomplished faculty with diverse backgrounds and expertise. Our programs in teacher education, teacher and administrator leadership, and human services offer cutting-edge opportunities for high quality preparation and professional growth. Our two departments, graduate and undergraduate, specialize in meeting the needs of learners in various stages of life.

More than 70% of our 2013 graduates are working in schools, clinical settings, working toward advanced degrees and contributing to organizations, locally, regionally, nationally and internationally. Our field-based programs and strong Rider alumni network provide important contacts and mentoring opportunities that leads to employment opportunities for our graduates. In fact, five of our recent graduates have been named NJ Distinguished Student Teacher of the Year.

In 2012-2013, the preliminary institutional summary pass rate for Rider University on the New Jersey required tests for certification was 98%. We are proud to note that our teacher preparation process achieves such high success. A distinctive feature of our coursework is that it is field-based. Prior to student teaching, undergraduate students complete more than 150 hours in classrooms. In our post-baccalaureate program, candidates complete an average of 50 hours of fieldwork before student teaching. Student Teaching and Seminar is a full-time, semester-long field placement program for seniors and post baccalaureate program candidates providing practical teaching experience in an accredited elementary or secondary school 40 hours a week for 15 weeks.

Our program level and unit level meetings, enlisting the School of Education Advisory Board consisting of program faculty, College of Liberal Arts and Sciences faculty and staff and P-12 educators, have allowed us to use data to make decisions about Praxis and GPA requirements and refine assessments. This has led to a change in our student teacher evaluation instrument, which is now based on the Danielson Framework. The results of our completer and principal surveys show that 91% of our recent completers felt prepared for student teaching and 95% of our graduates

were performing at the acceptable range in the classroom. Our continuous improvement efforts affect our teacher, leader and other school personnel candidates to successfully engage students in their future classrooms.