

# ***BOARD OF EXAMINERS REPORT***

## ***NCATE***

---

National Council for Accreditation of Teacher Education

### ***CONTINUING ACCREDITATION VISIT TO:***

Buffalo State College  
Buffalo, New York  
November 16-20, 2002

***NCATE Board of Examiners Team:***

Jeanne Christiansen, Chair  
Karen Carey  
Jack Hasegawa  
Wendell Pope  
Holly Thornton

**State Team:**

Glenn Jeffers, Chair  
Pat Antonacci  
Geoff Coward

## TABLE OF CONTENTS

I.	Introduction.....	1
II.	Conceptual Framework.....	3
III.	Findings for Each Standard.....	8
	Standard 1.....	8
	Standard 2.....	16
	Standard 3.....	20
	Standard 4.....	25
	Standard 5.....	32
	Standard 6.....	37
IV.	Sources of Evidence.....	42
V.	Corrections to the Institutional Report.....	63

**SUMMARY FOR PROFESSIONAL EDUCATION UNIT  
NCATE 2000 Standards**

**Institution: Buffalo State College**

<b>Standards</b>		<b>Team Findings</b>	
		<b>Initial</b>	<b>Advanced</b>
1	Candidate Knowledge, Skills, and Dispositions	M	M
2	Assessment System and Unit Evaluation	NM	NM
3	Field Experiences and Clinical Practice	M	M
4	Diversity	M	M
5	Faculty Qualifications, Performance, and Development	M	M
6	Unit Governance and Resources	M	M

M = Standard Met  
NM = Standard Not Met

## **I. Introduction:**

Buffalo State College (BSC) is part of the State University of New York or SUNY system. Its chartered name is the State University College at Buffalo, or SUC Buffalo. The SUNY system includes 64 campuses and enrolls more than 380,000 students. Buffalo State College is the largest of the colleges in the SUNY system and is located in a metropolitan area. Buffalo State College offers more than 150 undergraduate and graduate majors and minors in liberal arts and applied programs, and educates more than 11,000 undergraduate and graduate students each year. Enrollment in fall 2001 consisted of 9,590 undergraduate students and 2,153 graduate students. Minority candidates represent approximately 17.5% of total student enrollment.

The college draws its students primarily from the surrounding areas and many of its students live off-campus and commute to and from the college. Candidates from Erie County, where the college is located, and neighboring Niagara County dominate applications and enrollments at both the undergraduate and graduate level. The college also accommodates a large transfer population equal to more than forty percent of new student enrollment in fall 2001. The local nature of its student base reflects the college's belief in providing access to quality public higher education for the greater Buffalo community.

Buffalo State College is committed to the intellectual, personal and professional growth of its students, faculty and staff. Its goal is to inspire a lifelong passion for learning and to empower a diverse population of students to succeed as citizens of a challenging world. Towards this end, the college is dedicated to excellence in teaching and scholarship, cultural enrichment, and service. The establishment of a number of Centers for Excellence dedicated to research and community service reflects the college's commitment to this mission.

The mission of teacher education at Buffalo State College is consistent with the mission of the college – to prepare knowledgeable and skilled educators who are committed to ensuring that all students achieve their greatest intellectual, emotional, and physical potential. The unit has articulated the following principles in relation to the mission of the unit: (1) all students can learn; (2) all students have a right to learn to their greatest potential; (3) all students are entitled to an educational environment where teaching and learning are the most valued of all activities.

The teacher education unit of the college is organized as an interdisciplinary unit, with its programs housed within all of the three faculties at the college: Faculty of Applied Science and Education, Faculty of Arts and Humanities, and Faculty of Natural and Social Science. Nearly two hundred full- and part-time faculty are assigned to the unit and are under the direction of the Associate Vice President for Teacher Education. The unit offers 14 baccalaureate degree programs, 10 post-baccalaureate degree programs, 12 master's degree programs, and one advanced certificate program leading to teacher certification in New York State. The master's degree programs prepare candidates at the initial as well as the advanced level.

The structure of the unit reflects the historical development of the relationship between the academic departments of the college (centered upon core liberal arts and sciences disciplines) and teacher education (the historical foundation of the college and its largest area of study). The academic departments, represented by the deans of the three faculties, continue their oversight of program content and development, with increased collaboration and communication across the

three faculties under the guidance of the unit head, the Associate Vice President for Teacher Education. The president approved the current structure in spring 2002 and appointed the dean of the Faculty of Applied Science and Education as the Associate Vice President for Teacher Education at that time. The unit has moved deliberately forward under the guidance of the president to collaboratively develop the policies and procedures necessary for the planning, delivery, and evaluation of teacher education programs across the faculties offering these programs. The president has reinforced the role of teacher education as a flagship program of the college and has provided stability related to personnel and mission.

The teacher education unit has recently revised its programs in response to new teacher education program requirements put forth by the New York State Board of Regents. The new requirements are organized around three curricular components: the general education core, the content core, and the pedagogical core. All of the unit's initial level programs were re-registered in 2000, while the advanced level programs were re-registered in 2001.

The unit has been incorporating available technology into its programs and offering an increasing number of courses that provide for dramatically increased communication with current P-12 school personnel. Within the unit at present, only the graduate program in special education is offering courses at off-site locations in a distance education format.

The joint NCATE-New York State Education Department (NYSED) team visited the college from November 16, 2002 to November 20, 2002. Five NCATE team members and three New York State team members conducted the review in accordance with the state partnership agreement. The college was reviewed for continuing NCATE accreditation.

## II. Conceptual Framework

*The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.*

**A. Level:** Initial and Advanced

**B. Findings:**

### **Introduction**

The Professional Education Unit has adopted a conceptual framework that contains and is consistent with the mission of Buffalo State College. This framework is organized around three interdependent outcome foci – the learner, content and pedagogy - within three environmental contexts: the contexts in which colleges and public schools exist, programmatic outcomes fundamental to educator preparation across programs and across time, and the college-wide commitments to intellectual, personal and professional growth. These commitments are articulated in the institution's mission, core values and institutional priorities.

The framework aligns with the requirements for teacher education programs adopted by New York State in 1999. These standards, like the framework, are also organized around three key components: a general education core in the liberal arts and sciences for all candidates, a content core representing breadth and depth of study, and a pedagogical core that reflects the conditions of the learner. In addition, the conceptual framework references alignment with the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and with the standards of the respective professional associations to assure that teacher candidates meet state, professional, and national standards.

Deleted: C

Deleted: t

The conceptual framework informs program goals at both the initial and advanced level in relation to the three outcome foci: the learner, content, and pedagogy. At the initial level, the unit seeks to develop candidates that are reflective facilitators of learning. Program graduates will be knowledgeable of human learning and development processes, the subject matter being taught, principles of good practice, and the setting of the educational process.

At the advanced level, the unit seeks to develop candidates who are accomplished reflective educators. Program graduates exceed the knowledge, skills, and dispositions required at the initial level, deepen their content knowledge, adapt and expand their instructional repertoire, and continue their development as professional educators. Goals for initial and advanced programs are developed within the environmental context of diversity, technology, and practical fieldwork experience.

The conceptual framework was first articulated in preparation for the 1991 NCATE Continuing Accreditation Review. Since that time, Buffalo State College has undergone significant institutional change, and the framework was revisited to include expanded descriptions of the

faculty's beliefs regarding its mission and values. In particular the current conceptual framework was influenced by the "commonly held values among diversity, value for collaboration between college and public school personnel for the mutual review and improvement of each setting, and an educational environment, which ensures their success".

Major modifications have been made to the conceptual framework since the 1996 continuing accreditation visit. Preparing students to assume the role of liberally educated practitioners has been replaced by reflective facilitators of learning for the initial programs and accomplished reflective educators for the advanced programs. The four components of the 1996 model have been replaced by three interdependent foci – the learner, the content, and the pedagogy.

### **Shared Vision**

The enhanced vision for preparing educators was created at the beginning of 2002. The Teacher Education Council (T-E-C), established by Buffalo State College in 2002, will address future modifications and adjustments to the framework. The T-E-C includes representatives from each of the program areas offering teacher education programs and is guided by an Executive Committee consisting of a faculty chair and vice-chair, and representatives from each of the three faculties. Ex-Officio members include the unit head, the Associate Vice President for Teacher Education, the three faculty deans, the Teacher Certification Officer and the NCATE Coordinator. The function of the T-E-C is to guide teacher preparation at the college by ensuring consistency in the application of the conceptual framework across all teacher education programs.

Participation in the revision of the unit's conceptual framework has been extensive, and the professional community of faculty, administrators, students, and P-12 personnel articulates and embraces its principles. The unit developed a videotape as a vehicle to share its philosophy of education, and the tape was distributed to every full- and part-time teacher education faculty member and to P-12 schools in western New York in 2001-2002.

The work of Schoen (1987), Shulman (1987) and King (1988) was cited in the text of the conceptual framework as the sources for describing the nature of the reflective teacher, the importance of knowledge transformation and reflection on the teaching process, and the modification of reflective teaching practices to other professional educational roles. Faculty, when discussing the conceptual framework, cited knowledge bases in their own field to support their work. The draft document, Conceptual Framework Document: Professional Education Programs (7/23/00), cites 23 references of support. Some unit faculty had limited knowledge of the connections between teacher education programs and the conceptual framework.

The conceptual framework directly relates to the mission of the institution to ensure that all students achieve their greatest intellectual, emotional, and physical potential. The unit seeks to offer high-quality programs to widely diverse student populations, fosters an environment conducive for learning, instills an understanding of social justice, promotes life-long learning, and prepares students to be successful in the teaching profession. This relationship is clearly indicated in the one-page Buffalo State Teacher Education Conceptual Model handout.

### **Coherence**

The preparation of reflective facilitators of learning and accomplished reflective educators involves an understanding of how students learn and develop (The Learner), the attitudes and skills to effectively support this approach to learning (The Pedagogy), and an understanding of the structure and extent of knowledge (The Content). To that end the program of studies at the institution structures opportunities to allow pre-professional educators to experience learner-centered approaches through courses, projects, and clinical and field experiences. An emerging Professional Development School (PDS) model, based on the NCATE standards for professional development schools, guides the programs where proficiencies for teachers of early childhood, childhood, middle childhood and adolescent learners are defined. The programmatic direction of this conceptual framework is in alignment with standards established by the state, INTASC, and, to be aligned with, the various content professional associations.

Faculty are aligning the conceptual framework and course syllabi with the teacher preparation program. Advanced programs are currently incorporating these standards into their curricula.

The unit developed a suggested syllabus format that documented several of the critical knowledge, skills and disposition areas of the conceptual framework (e.g. diversity, technology and dealing with exceptional learners). The format suggested that syllabi include Intended Course Outcomes (what candidates should be able to do as a result of taking the course). Evidence suggests that the individual programs within the unit are increasingly using this or an equivalent format.

### **Professional Commitments and Dispositions**

The unit has determined that professional reflection is an appropriate coordinating value for all professional education programming at Buffalo State College. Candidates will be provided with the necessary knowledge for making adjustments to meet the challenges, pressures, and demands of 21<sup>st</sup> century professionals. Curriculum and instruction are organized in order to ensure that teacher candidates acquire knowledge, skills, and dispositions that facilitate their lifelong commitment to personal and professional improvement. The standards related to the content, the learner, and the pedagogy identified earlier in the document outline the units' commitment to knowledge, teaching competence and student learning. In addition, by addressing the critical knowledge/skill areas of diversity/exceptionality and technology, candidates will acquire knowledge of and the ability to apply culturally and socially responsive practices in the instruction and assessment of all candidates by using technological resources for key assignments and assessment.

The unit structures opportunities to allow candidates to experience reflective centered approaches through courses, school based methods field experiences, and internships. Through an increasing use of the professional development school model and program specific partnerships with local schools, the unit ensures that candidates practice in a variety of school settings with diverse populations. Departments assess candidates with a variety of assessment instruments. These include summative evaluation forms containing items appropriate to the content and developmental level of the P-12 population, portfolios, and scores on the state wide New York State Teachers Certificate Exam. Depending on the program, candidates are provided



with feedback on their performance at several benchmarks during the completion of their program. Faculty and administrators continually reflect on program quality through departmental and unit sub-committees to ensure best practice for the specific content levels of certification.

The conceptual framework identifies dispositions from within the standards related to the learner, the content, and the pedagogy. The following dispositions are articulated within the standards for the learner: all learners are capable of learning; respect for individual differences among learners, their families and communities; and remain fair, honest, and caring professionals at all times. The following dispositions are articulated within the standards for the pedagogy: commitment to teaching, advance thinking unit and lesson planning, and recognition of fair and positive methods of assessment. The following dispositions are articulated within the standards for the content: keeping abreast of scholarship in the content disciplines, and maintaining high standards for candidates. The unit has identified benchmark points in the teacher preparation programs to provide feedback to candidates related to the above dispositions.

At the advanced level, candidates are expected to exceed the standards regarding knowledge, skills, and dispositions required at the initial level. Accomplished reflective educators focus on how and why they make decisions related to the learner, the content, and the pedagogy. These research-based programs provide advanced candidates with greater understanding and insights related to learners, their teaching, and the culture of the schools.

### **Commitment to Diversity**

The standards identified in the learner, the content, and the pedagogy of the conceptual framework incorporate diversity as an important component in both initial and advanced programs. All programs are expected to provide a minimum of one diversity course and one course for students with special abilities. It is through the integration of the three conceptual framework components (the learner, the content, and the pedagogy) that candidates can function effectively in diverse settings.

Through the learner, candidates develop awareness and a sensitivity to the differences in learner characteristics based on social and cultural influences. Such awareness and sensitivity allows teacher candidates to make appropriate instructional decisions that result in pedagogy that is culturally and socially responsive. Through the content, candidates can select appropriate subject matter and instructional materials that reflect an appreciation for diversity and that are free from stereotyping and bias. Through the pedagogy, candidates must use culturally and socially responsive modes of delivery so that all learners have opportunities to learn and perform to the best of their abilities.

The standards identified in the conceptual framework have specific reference to meeting the needs of diverse learners or structuring learning to meet the needs of all learners, a commitment of the unit. Many pre-service elementary teachers provide evidence in the form of portfolio entries documenting their performance. They evaluate the diverse learning needs of their students. This allows them to adapt instruction to the identified needs of their students, use a variety of assessment measures to meet the needs of different learning styles and abilities, and have a positive impact on the learning of their students. Pre-service candidates in all the initial

certification programs are expected to complete one of their clinical practice placements in an urban setting with diverse learners.

The unit has the opportunity to work directly with the newly formed Center for Excellence in Urban and Rural Education (CEURE) to recruit and train prospective P-12 teachers, increase the number of qualified, effective minority teachers for high-need schools, and provide specialized and experiential opportunities for prospective P-12 urban and rural teachers.

### **Commitment to Technology**

Identifying it, along with diversity and dispositions, as a separate area in Buffalo State College's conceptual framework, recognizes the importance of technology in the conceptual framework. The unit recognizes technology as a tool that facilitates and enhances learners' acquisition of information, an opportunity for individual skill/practice development, a tool for the development of higher order thinking skills, and as a tool to utilize in candidate collaboration. As with diversity, the intersection of the three components of the conceptual plan illustrates the relationship that exists between the learner, the content, and the pedagogy.

Knowledge of the developmental levels and interests of the learner informs candidate decisions related to the appropriate use of technology in the classroom. Knowledge of content allows technology to be used as a vehicle for promoting understanding among learners. Knowledge of pedagogy allows candidates to realize that technology is a means rather than an end in itself. Evidence of the commitment to technology is seen in a systems approach to educational use, and as a tool for assessing candidate outcomes and subsequently pre-teacher performance. Course syllabi identified technological resources for key candidate assignments and incorporated technology into unit and lesson planning. Some of the student teaching portfolios demonstrated that teaching candidates used videos of classrooms to critique teaching performance. Examples of web-boards and interactive electronic classrooms were observed. The availability of professional development for faculty in the areas of educational technology was evidenced by the availability of "Fast" technology workshops.

### **Candidate Proficiencies Aligned with Professional and State Standards**

The professional education unit adopted the INTASC standards as its pedagogical outcomes for the teacher candidates at the initial level. The department heads stated that their teacher preparation programs adopted the standards of their respective professional associations to assess the content and pedagogical-content outcomes of their teacher education candidates. Although it was stated that the standards for each program reflected the INTASC standards and the standards of the specific Specialty Professional Association (SPA), no specific articulation of the alignment was presented. There was evidence to suggest that institutional standards were aligned with state standards for teacher preparation programs.

### III. Findings for Each Standard

#### 1. Candidate Knowledge, Skills, and Dispositions

*Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.*

A. **Level:** Initial and Advanced

B. **Findings:**

#### Content Knowledge for Teacher Candidates

The first component of the conceptual framework is the Learner, or student, where candidates are expected to develop “knowledge of learner’s socialization, growth, and development; the learning process; reflection of teaching; and the establishment of a classroom climate that facilitates learning.” Teacher candidates gain general, overall knowledge in the liberal arts and sciences by completing a required general education component that is currently undergoing revision to meet the outcomes mandated by the SUNY Board of Trustees. They take courses in cultural diversity, educational technology, and writing. All candidates complete between 42 and 63 credit hours in applied science and education, arts, basic communication, civilizations, diversity, foreign languages, humanities, mathematics, mathematics and/or science, and social sciences.

Teacher education programs require from 30 to 42 credit hours of content-related coursework in candidates’ respective disciplines (majors). In Elementary Education and Exceptional Education, teacher candidates are required to complete 30 credit hours selected from one of the following academic disciplines: English, foreign language, mathematics, science, social studies, environmental studies or American studies. Teacher candidates are also required to complete a minimum of 100 clock hours prior to student teaching in field-based experiences.

The college accepts a minimum grade point average (GPA) of 2.0 to satisfy the general education requirement, but candidates seeking admission to teacher education are required to have a minimum GPA of 2.5. Candidates also demonstrate their overall liberal arts and sciences knowledge by passing a certification examination that is aligned to the New York State Learning Standards for P-12 Students. The Liberal Arts and Sciences Test (LAST) assesses candidates’ general liberal arts and sciences knowledge and critical thinking skills. Program graduates from Buffalo State College regularly exceed the pass rate required by New York State (80%) for the LAST.

Program content has been aligned with standards of professional organizations, New York State Learning Standards, and INTASC. Due to changes in certification areas and requirements for teacher education programs in New York State, all unit programs underwent revision and were re-registered in 2000-2001. Most programs have received approval by the Specialty Professional

Associations. At the time of the visit, the unit was rejoining reviews for the new Childhood Education Program, Elementary Education (Post-baccalaureate) Program, Bilingual Special Education Master's Program, Childhood Education and Adolescence Special Education Master's Program, and the Technology Education Program. The concerns cited for these programs included insufficient attention to performance based assessment, minimal information on the use of content knowledge, minimal information on field experience data, and rubrics for determining levels of candidate performance. The rejoinders more clearly articulate the alignment of content knowledge, field experiences, and assessment rubrics. Programs that have submitted similar rejoinders have received approval.

Interviews with preservice candidates, student teachers, cooperating teachers, college supervisors of student teachers, student teaching placement coordinators, and field-based administrators indicated that all felt comfortable with candidate knowledge in these areas, and a sampling of portfolios in these areas showed evidence that candidates were able to create lessons demonstrating performance of students.

The advanced programs require a minimum 2.5 GPA for admittance into the programs and candidates are expected to maintain a minimum 3.0 GPA in all coursework. Candidates in Elementary Education, Biology, Chemistry, Earth Science, English, Foreign Language – French and Spanish, Physics, Social Studies and Mathematics are also required to take the New York State Teacher Certification Examination (NYSTCE) - Content Specialty Test or CST. The CST focuses on the subject that the certificate authorizes the candidate to teach and is currently required of teachers to make their provisional teaching certificate permanent. Beginning in February 2004, the CST will be required for an individual's first teaching certificate and will thus be included in the state's calculations for the 80% pass rate on NYSTCEs. The following tables show the pass rate for unit program graduates by certification area.

**Percent of Candidates Passing the Content Specialty Test (CST)**

	1998-1999	1999-2000	2000-2001
Elementary	91	83	89
Biology	64	72	69
Chemistry	77	50	30
Earth Science	64	68	65
English	87	76	78
Foreign Language: French	100	100	75
Foreign Language: Spanish	30	40	44
Mathematics	75	66	60
Physics	100	40	0
Social Science	76	56	81

The variability in the percentage of students passing the content assessment is tied, in some cases, to the changes in the number of candidates completing the assessment. For example, one candidate completed the physics content assessment in 2000-2001 and did not pass the test. Candidate knowledge is also assessed throughout their preparation in the discipline through multiple measures including papers, examinations, projects, and presentations.

Candidates at the advanced level, depending upon program, are expected to maintain a GPA of 3.0 or higher and to complete a comprehensive written examination, a master's degree project, or a master's thesis to insure candidates possess in depth knowledge of their subject matter. Interviews with candidates, cooperating teachers, and school site administrators indicate overall satisfaction with candidates' content preparation. Candidate performance on the CST will need to meet the 80% minimum pass rate in 2004.

### **Content Knowledge for Other Professional School Personnel**

The unit offers three programs for other school personnel. The Educational Computing master's degree is designed to prepare educational technology specialists to meet New York State certification requirements. The program includes 42 credits of coursework that expand candidates' knowledge and skills in the educational application of computers and the use of computers in the instructional process. Candidates in this program must complete either a master's project or a thesis. Specific guidelines for the completion of the project or thesis are provided to the candidates through courses and include the application of content knowledge in the assessment.

The second program is the Literacy Specialist program offered in the Department of Elementary Education and Reading that leads to New York State certification in Literacy. Two tracks are offered: the Master's of Professional Studies: Literacy Specialist degree (grades 5-12) and the Master's of Science in Education Literacy Specialist degree (birth through grade 6). Both programs require 36 credit hours and include a 6 unit clinical practicum in a school facility and include assessments of content knowledge in the master's degree thesis, project, or examination.

The third program is the Educational Leadership and Facilitation (ELF) program offered in the Elementary Education and Reading Department that prepares school administrators, including principals and supervisors. This post-master's program with an emphasis in Creative Studies (focusing on problem solving and facilitation) leads to a certificate of advanced study and New York State certification as a School Administrator and Supervisor and/or School District Administrator. Candidates in this program complete 39 credit hours, a field experience, and internship. The field experience and internship result in a total of 1500 hours of on-site experiences for candidates. In addition, candidates are required to complete an applied research project that is evaluated according to specific rubrics developed for the project. Candidate content knowledge is assessed in the field experience and in the applied research project. Supervisors who hire candidates from the program verify that applied knowledge is one of the reasons that Buffalo State candidates are in demand.

### **Pedagogical Content Knowledge for Teacher Candidates**

The second component of the conceptual framework is Pedagogy. Candidates are expected to "develop knowledge and skills in presenting information to P-12 students" and the "notion of reflective facilitator of learning suggests that learning takes place in many different ways." The third component of the conceptual framework is the candidates' knowledge about P-12 learners. "Knowledge of the student, his/her background, developmental/academic level, family and community, and prior experience must be considered when making decisions regarding appropriate content to teach and effective ways of presenting the content."

Candidates in the Elementary Education program are expected to demonstrate these skills and knowledge in their Junior Participation experience. This experience occurs prior to student teaching while candidates are enrolled in their methods courses; candidates must complete a minimum of 100 hours on a school site during this time. Rubrics have been developed to evaluate candidates during their Junior Participation, although data have yet to be compiled and aggregated.

In other programs, requirements for the experiences vary, but in all cases candidates are expected to develop at least one lesson plan and conduct the plan in a classroom. Candidates in all programs are required to complete a minimum of 100 hours of field experience in diverse school settings prior to their student teaching experience. This complies with New York State requirements for teacher preparation programs.

Depending on the program, candidates are expected to develop portfolios that include lesson plans and thematic units, behavior change programs, and use technology in the classroom. While rubrics have been developed to evaluate portfolios and individual programs conduct evaluations, no information related to the aggregation of data from portfolios could be identified. Program faculty stated that the evaluation component was still under development.

Teaching evaluation forms are used by faculty members and cooperating teachers to evaluate each candidate's progress. Candidates are also expected to keep a reflective journal for their use and complete written reflection papers in their coursework. Individual course faculty members evaluate the written reflection papers.

At the student teaching level, candidates are evaluated on the Student Teaching Summary/Evaluation forms completed by student teaching supervisors and cooperating teachers. The overall ratings for candidates on individual items on the form range from 2.178 to 2.527 on a scale of 1-3. While this form was adopted for use by the unit, each program area may develop its own form in addition to this form to address discipline-specific pedagogical issues. The Elementary Education and Reading program has made the most progress in standardizing the use of this form and aggregating the data.

At the advanced level, candidates are expected to demonstrate pedagogical knowledge and skills at a level beyond that of candidates at the initial level. In some programs candidates are expected to complete activities in their field-based experiences and master's projects that demonstrate the knowledge and skills, but no unit-wide assessment information was presented. There did not appear to be a clear and consistent set of criteria upon which these activities are evaluated, and there is no unit process established for collecting or aggregating data to ensure criteria are applied consistently.

### **Professional and Pedagogical Knowledge and Skills for Teacher Candidates**

All programs require a minimum 100 hours of fieldwork experience prior to student teaching. Many programs have moved to a field-based model, teaching courses on-site, and collaborating frequently with cooperating teachers. Candidates are expected to prepare lesson plans and thematic units of study, design instructional materials, and consider the context of the school, family, and community in their instruction. Each program has its own evaluation form to

determine candidates' competencies in these areas, but aggregate data are not available by program or unit.

All candidates must take the Assessment of Teaching Skills – Written (ATS-W). The ATS-W is offered in two forms, the Elementary and Secondary. This test addresses “knowledge of the learner, instructional planning and assessment, instructional delivery, and the professional environment.” The pass rates of candidates at the Elementary Level and at the Secondary Level are presented in the following table.

**Assessment of Teaching Skills – Written**

	1998-1999	1999-2000	2000-2001
Elementary	96	89	86
Secondary	87	87	85

The number of candidates completing the elementary assessment have increased by approximately one-third since the first assessment in 1998-1999, and the mean passing score of the candidates has remained the same overall.

At the advanced level, there is greater emphasis on conducting and evaluating applied research and candidates are expected to fulfill a culminating master's project, master's thesis, or a comprehensive examination. Each program utilizes its own rubrics and evaluation forms to evaluate these experiences but limited information on the alignment of these experiences are aligned with the conceptual framework was evident. There did not appear to be a clear and consistent set of criteria upon which these assessments are judged. Advanced level candidates are expected to be accomplished reflective practitioners, but the means by which candidates are evaluated in this area was not evident.

Testimony from cooperating teachers, administrators in schools with field placement candidates, and with candidates themselves demonstrate that by the completion of the student teaching experience, BSC candidates reflect behaviors identified in the conceptual framework and its indicators. Examples were offered from all programs demonstrating that candidates are able to employ a wide variety of teaching strategies, that they regularly adjust for diverse needs of learners, that they are proficient at assessing learning in traditional and alternative ways, that they are creative in finding ways to motivate students, and that they are comfortable in working collaboratively with colleagues and parents.

The last formal survey of teacher education programs was conducted in 1999. All one to three year graduates and principals in the service area were surveyed. A total of 469 graduates responded to the 51-item instrument and 182 principals responded to a 14-item questionnaire. Graduates and principals responded that they felt candidates were adequately prepared in the ability to communicate effectively, work collaboratively, plan effective and accurate lessons, relate positively with students and motivate them to succeed. The areas of greatest challenge included: 1) preparing graduates to work with exceptional/disabled students in the regular classroom; 2) preparing graduates to make effective use of technology in their classrooms; 3) preparing graduates to manage classrooms and student behavior; and 4) preparing graduates to work effectively in settings with a diverse student population.

Based upon the results of the surveys and changes in the New York state requirements for teacher education programs, the unit implemented changes to address these concerns. Candidates are now required to complete coursework related to working with children with disabilities, managing classroom behavior, and working with children in diverse settings and with diverse populations. Candidates in all programs are also required to complete field-based experiences in both urban and suburban settings giving candidates well-rounded experiences. Technology has also been increasingly emphasized, and candidates can take course work in instructional technology and complete lesson plans utilizing different technologies. In addition the Center for Excellence in Urban and Rural Education works to recruit and prepare teacher candidates in urban and rural areas and has identified technology as a much-needed resource for schools in these areas.

Candidates at both the initial and advanced levels stated that they felt prepared to work with diverse students in diverse settings, work with students with exceptionalities, manage classroom behavior, and utilize technology for student learning.

### **Professional and Pedagogical Knowledge and Skills for Other School Personnel**

Faculty members in departments preparing other school personnel evaluate candidate professional and pedagogical knowledge and skills. Candidates must maintain a B average in the Educational Technology, Literacy Specialist, and Educational Leadership and Facilitation programs. A review of the portfolios of several candidates in the Literacy Specialist and the Educational Leadership programs provided written evidence from teachers and other colleagues that demonstrated that the candidates typically use pedagogical and professional knowledge appropriate to reading specialists and school administrators. Candidates in the Educational Leadership program are required to complete applied research projects that are evaluated by program faculty. Interviews with the faculty members of these programs suggest that the candidates demonstrate these competencies and are sought after and are often hired before they complete their programs.

### **Dispositions for All Candidates**

In all programs candidates' dispositions are delineated in the Rubric for Dispositions of Teacher Candidates at Buffalo State College. These dispositions include:

- Personal characteristics - motivation, level of involvement-initiative and commitment, enthusiasm and energy level, flexibility and adaptability, maturity and emotional stability, responsibility and punctuality;
- Attitudes and Beliefs – all students can learn, warm and caring attitude, relationships with families and caregivers;
- Values and Standards – fairness and honesty, maintains challenging standards, commitment to social justice, ethics – confidentiality and privacy, originality of work;
- Professionalism – listening and receptivity, safe and supportive learning environments, confidence and poise, communication, tact, appropriate dress and demeanor, decision-making and judgment.



The IR states that the disposition rubric is currently being field-tested; however, interviews on site indicated that the rubric has not yet been field tested, although some programs are utilizing the rubric. In addition to the general rubric for all teacher candidates, each program has also included dispositions specific to their own areas based on the SPAs' requirement.

Candidates in some programs are well aware of program dispositions and are given copies of them early in their methods classes. They articulate a clear understanding of dispositions, and understand how they will be evaluated. Other candidates are less able to articulate the exact meaning of dispositions in their respective fields.

Candidates and cooperating teachers indicated during interviews that candidates are expected to self-reflect on their dispositions as well as be evaluated by cooperating teachers and faculty supervisors on their dispositions. Evaluation of dispositions is used in different ways by different programs. Some programs make an evaluation of dispositions a part of a candidate's course grade while others encourage candidate reflection on their dispositions.

Evaluation of advanced candidates' dispositions is program specific. Most programs have designed strategies to assess candidates' abilities to engage in self-reflection. Some programs have candidates prepare reflective statements as a part of the admissions process while others require a self-reflection journal; and some require a critique of the candidates' video taped lessons while others require written self-reflective course assignments. Interviews with candidates supported these findings.

#### **Student Learning for Teacher Candidates**

Initial and advanced teacher candidates learn to assess student learning in P-12 schools, collect data, analyze difficulties students are having, adjust instruction as needed, and design and implement strategies to address learning problems. Candidates provide evidence of these activities in their portfolios; however, there is no systematic means for the evaluation of portfolios either within or across programs. The Teacher Education Committee is in the process of developing a more systematic means to collect and review data of teacher candidates. Interviews with candidates, cooperating teachers, and college supervisors of student teachers indicated satisfaction with candidates' knowledge and skills as related to student learning.

#### **Student Learning for Other Professional School Personnel**

Candidates in the Educational Technology program are evaluated based on specific course requirements. Candidates in the Literacy Specialist and Educational Leadership and Facilitation program must demonstrate competencies during their fieldwork and internship experiences. All three programs are aligned with the elements of the conceptual framework although evaluation differs for each program. However, these assessments are not aligned directly with evidence of changes in student learning.

#### **Overall Assessment of Standard**

Candidates in initial and advanced programs are knowledgeable about content, pedagogy, and knowledge specific to their areas. Candidates demonstrate command of the elements of the conceptual framework during their student teaching and internships and meet current state requirements on state certification exams. While the unit does have rubrics for candidate evaluation, each program has developed their own forms and rubrics. Data have not been

collected or aggregated for the unit as a whole.

**C. Recommendation:** Met – initial and advanced

**D. Areas for Improvement:** None cited

## 2. Assessment System and Unit Evaluation

*The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.*

A. **Level:** Initial and Advanced

B. **Findings:**

### Assessment System

The current assessment system of the teacher education unit was developed between 2000 and 2002 by the subcommittee of the assessment committee, comprised of administrators and faculty. The assessment committee collaborated with Professional Development Schools and partner schools through the Teacher/Administrator Advisory Board. The advisory board made recommendations that were used by the assessment committee in their development of the assessment system for the unit. The unit has a description of an overall assessment plan that is used and includes the following elements: the NCATE standards, the measures, the evaluation methods, the benchmarks, and the timeline for implementation. The unit articulated their plan through the use of a graphic organizer that shows the outcomes, multiple sources of assessment, the development of rubrics for assessment, the identification of benchmarks as well as the collection, aggregation and analysis of data for program review. While there is a college-wide assessment plan at its beginning stages, the relationship between the college and the unit assessment plan is not clear. Conversations with faculty and department chairs indicated that few were aware of the unit assessment plan.

The unit is comprised of three faculties that are involved in the preparation of teachers. Within the three faculties, teacher preparation programs are delivered through different departments. There are no uniform standards for initial or advanced programs. Rather, the standards and the performance outcomes for programs are derived from the Specialty Professional Associations (SPAs). There is no evidence that the performance outcomes are tied to the Content, Learner, and Pedagogy elements of the conceptual framework. While the graphic symbol that represents the Content, Learner, and Pedagogy appears as part of the heading of most course syllabi, the elements of the conceptual framework are not integrated consistently throughout the syllabi. There is clear evidence that each program within the unit has identified transition points in the program to collect, analyze and use assessment data for decisions on individual candidates. There are varied criteria established for admission to and retention within initial and advanced levels. The admission criteria were submitted to the admission committee, a subcommittee of the assessment committee of the Teacher Education Council. Currently, there is no evidence that the admission criteria are used consistently to monitor the acceptance of applicants to programs within the unit.

Multiple forms of assessment, both internal and external, are used to monitor candidates' performances related to their development of content and pedagogical knowledge, skills, and dispositions. The unit uses the scores on the New York State Certification Tests: Liberal Arts and Science Tests (LAST), Assessment of Teaching Skills-Written (ATS-W) and the Content

Specialty Test. They have created a rubric for assessing the levels of candidates' performances for each of the tests. At the target level, the overall pass rate for each of the three tests has been set at 95%. Internal assessments include the performances embedded within the courses: lesson plans, tests, microteaching, portfolios, projects, research papers, action research projects, and tests. Programs are not at the same stages in the use of rubrics with assessment measures to evaluate candidate performances on assessment measures. Further, candidates' professional dispositions are assessed. At this time, different departments use varied indicators for the evaluation of candidates' dispositions. There has been initial work on the development of a single rubric for the assessment of dispositions for use by all departments within the unit. The instrument is in its initial stages of development and field-testing. The cooperating teachers and the college supervisors evaluate candidates for their performances in student teaching. There are two different instruments that college supervisors use: one of the two forms is standard across programs, and individual departments have developed the second assessment form. Currently, there are no studies used to determine the fairness, accuracy, and reliability of the assessment measures used, but the unit plans to conduct studies in the future.

Distinctions are made between the assessments used in the initial and the advanced programs. In the initial programs for teacher preparation, the emphasis is performance-based assessments that are embedded in course assignments; and in the advanced programs for teacher preparation, there is an emphasis on culminating performances within a project, thesis, or examination. At the initial and advanced levels, performances were described as being aligned to the INTASC standards. As a result, candidates in the advanced programs are required to meet the INTASC standards at higher levels or performances. For example, candidates at the advanced levels reflected on their current practices as classroom teachers through action research projects. Similar to the initial levels, performances for candidates at the advanced levels are embedded in course projects. Conversations with faculty and candidate work samples indicate that consistent unit performance indicators in the advanced programs are not clearly delineated.

#### **Data Collection, Analysis and Evaluation**

The unit is at the beginning stages in collecting, analyzing and evaluating assessment data. Currently, there is evidence that the unit systematically collects, analyzes and evaluates data from the New York State Teacher Certification Examinations. Additionally, they have collected data from surveys distributed to first-year graduates, follow-up surveys to third-year graduates from the teacher preparation program, and administrators in western New York State. The model within the assessment system articulates that the unit will collect, analyze, and evaluate the following: student teaching assessments, biennial surveys of cooperating teachers, grades in professional education courses, and characteristics of clinical placement sites. An appeals board is in place for candidates who wish to petition a decision regarding admission, retention, or exit from the program. The appeals board is operated through the office of the Associate Vice President for Teacher Education. Additionally, for candidates who may not be ready to proceed to the next stages of their programs, various courses of action have been identified, including remediation, counseling, and taking a longer time to complete the program.

At this time, technology plays a limited role in the collection, analysis and use of assessment data. The unit uses technology to analyze the New York State Teacher Certification Examination Scores, the results of surveys for graduates in their first year and third year of

teaching, and the results from the surveys to administrators in Western New York State. The unit is just beginning to explore ways to use technology more extensively through the use of the program SABRE. While there was an indication that an electronic tracking system will be part of the assessment system in the future, there was no formal plan for the use of technology to monitor data.

### **Use of Data for Program Improvement**

Currently, the following assessment and evaluation data have been used to manage and improve the operations and the programs within the unit: The New York State Tests for Certification in Teacher Education, the alumni surveys, the administrators survey, and the Teacher/Administrator Advisory Committee. For example, the use of the results on the Content Specialty Tests have led to the recommendation and the development of a content-specific pedagogy course in social studies. Further, the use of graduate surveys led to the inclusion of a course to help candidates use technology to support student learning. While there is evidence that the use of data for program revision in some departments exists, there is little evidence to show that this activity occurs consistently in each department.

### **Overall Assessment of Standard**

The unit has a plan for the assessment of candidates and unit operations. There is not an articulation between the plan and the conceptual framework or state and national standards. Several sources of data are included in the plan; however, these data are not collected for all programs. While some elements of the plan have been implemented, there is inconsistent application of the plan across programs within the unit. The limited use of technology affects the ability of the unit to process the quantity of information gathered and disseminate the results for consideration and action.

**C. Recommendation:** Not met – initial and advanced

**D. Areas for Improvement**

#### New

There is limited evidence that the unit assessment system is aligned with the conceptual framework and professional and state standards.

*Rationale: The unit's assessment system does not have a comprehensive and integrated use of unit performance goals and indicators as aligned with the conceptual framework and state standards.*

The unit's assessment system lacks a clear definition and use of unit-wide performance assessment data.

*Rationale: There is no use of data and standards across the departments and unit as a whole. INTASC standards were referenced but performance indicators for the conceptual framework were not clearly present.*

The unit does not include a plan or system to assess the impact of initial and advanced candidates on the learning of P-12 students.

*Rationale: P-12 student work samples are present within course assignments, individual portfolios, and lesson plan materials in an inconsistent manner across the unit. There is no system present to evaluate these samples and provide evidence of impact on P-12 student learning.*

The unit assessment system uses information technology in limited ways.

*Rationale: Information technology is currently limited to the compilation of state test score data. A plan for the use of technology for unit-wide data collection, aggregation, analysis and improvement is just in its beginning stages. The SABRE program is currently being purchased and will be used to track admissions data, GPA and course completion in the near future. Concrete plans to use its capacity to serve as assessment of candidate performance and dispositional data are not yet present.*

Continued

Former Category I: Candidates in Professional Education, Standard II. A. Qualifications of Candidates. Current: Assessment System and Unit Evaluation

No process has been established for monitoring admission decision to ensure that criteria are applied consistently.

*Rationale: The unit has not established a process to monitor admission criteria for applicants to the programs within the teacher education unit.*

### 3. Field Experiences and Clinical Practice

*The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.*

#### A. Level: Initial and Advanced

#### B. Findings:

##### **Collaboration between Unit and School Partners**

Extensive collaboration exists between the unit and its school partners. The primary responsibility for placement of candidates for field experiences and clinical practice resides within the individual programs of the unit. Program student teaching coordinators work with a well-established network of cooperating teachers to match candidate knowledge, skills, and dispositions to field experience and clinical practice placements. Testimonials from teacher education candidates, cooperating teachers, and clinical supervisors corroborated the efforts of unit programs to seek P-12 input and advice during the placement process.

One of the primary mechanisms available to the unit for sharing placement resources and expertise is the Center for Excellence in Urban and Rural Education (CEURE). The Center has as its primary mission the enhancement of high-need urban and rural schools through the recruitment, education, and retention of qualified and effective educators. The Center, supported by state and private grants, was established in 2000 with the New York State Legislature providing a \$150,000 grant to help launch the Center. The Center serves as a support and enrichment vehicle for programs within the unit for field experiences and clinical practice. For example, the Center oversees the administration of the Professional Development School Consortium which in 2001-2002 consisted of 40 schools: 14 urban, 5 rural, 4 parochial, and 17 suburban. The Professional Development School (PDS) model, utilized predominately by the Elementary Education and Reading department in the past, is increasing among the departments comprising the unit. Secondary education programs are establishing PDS agreements with local secondary schools; the first PDS secondary site connects the Department of Mathematics and the Buffalo Public Lafayette High School for 2002-2003. PDS agreements with the Department of Elementary Education and Reading and select elementary schools are being revised to reflect NCATE Professional Development School standards.

The increasing use of the PDS model contributes to the unit's efforts to identify placement sites that benefit both program candidates and cooperating schools. The Junior Placement (JP) assignments for candidates in the Elementary Education/Reading Department reflect the unit's commitment to mutually beneficial school placements. These JP assignments consist of site-based methods courses and extensive candidate involvement in elementary classrooms with some candidates acquiring experience in middle school classrooms as well.

The unit has also piloted a student teacher cohort model in one of the teacher education departments. This model requires an increased unit presence at the site (in the person of the program supervisor) and provides increased opportunities for interaction between the supervisor

and cooperating teachers. The unit has worked with eight student teachers each semester over three semesters, and preliminary observational, interview, and survey data indicate broad support for the program from all parties involved.

Collaborative efforts at the advanced levels focus on the schools that are directly involved with candidate internships. Candidates in the advanced Literacy program have also collaborated with undergraduate candidates completing their JP assignments to document student histories and collect student data. Faculty in the Elementary Education and Reading department facilitated this collaboration.

The unit created the Teacher/Administrator Advisory Committee to continue its dialogue with administrators and teachers in the region regarding the design, implementation, and evaluation of field experiences and clinical practice. The Committee, comprised of approximately 60 teachers and administrators from schools in western New York, was formed in January 2001. Members of the Committee participated in focus group activities in the fall of 2001 to discuss their perceptions of the college's teacher education programs and many of their comments were translated into unit goals in the Assessment Plan for Teacher Education.

### **Design, Implementation and Evaluation of Field Experiences and Clinical Practices**

All teacher education candidates at the initial levels must complete a minimum of 100 hours of field experiences and student teaching placements at two grade levels appropriate to the teaching certificate sought. The field experiences and clinical practice include placements at an urban site and a rural site or suburban site. Special attention is focused on the urban placement of teacher candidates, reflecting the mission of the college to "enhance the quality of life in Buffalo and the larger community." The Center for Excellence in Urban and Rural Education has contributed greatly to this mission by increasing candidate access to diverse field experience placements. Each program area (and combined program areas) tracks these placements to ensure a diversity of experiences consistent with state standards for teacher education programs. Each program area has its own means of collecting placement data. The Teacher Certification Office is the identified unit collection point for clinical practice placement records. Field experiences and clinical practice comply with state standards regarding minimum hours and diversity of placements.

Clinical experiences at the advanced level adhere to appropriate state standards for each program area. Candidates in the Speech-Language Pathology program are also expected to adhere to the guidelines of the American Speech-Language-Hearing Association regarding clinical competence. Candidates in the Educational Leadership and Facilitation program complete 1500 hours of field and internship requirements.

All programs at the initial level require completion of field experiences in conjunction with completion of methods course work. Candidates are provided with experiences in P-12 settings early on in their education sequence, affording them greater opportunities to connect theory to practice. Sequencing of field experiences and connections to course work are decided at the departmental level, although the Teacher Education Council Subcommittee for Field Experiences is presently drafting a generic course design for field experiences. If approved by the Teacher



Education Council, this course will be sent to the individual departments within the unit to consider for adoption.

The unit provides candidates experiences with P-12 classroom situations through: participation in on-site methods courses associated with the PDS Consortium, interaction with P-12 students at the Buckham Campus School on the Buffalo State College campus, and through distance learning initiatives that afford synchronous candidate observation of P-12 instruction. Implementation of these various delivery mechanisms is uneven within the unit, with the Elementary Education and Reading department utilizing these mechanisms more extensively than other departments. The Center for Excellence in Urban and Rural Education also contributes to the unit's effort to provide regular opportunities to incorporate technology into field experiences and clinical practices. The Center is administrating a PT3 grant that encompasses candidates in Art Education, Mathematics Education, Early Childhood Education, and Social Studies/English Education.

At the initial and advanced levels, field experiences and clinical practice are designed, implemented, and evaluated within the individual departments that comprise the unit. While elements of the conceptual framework can be inferred from departmental evaluation forms, no evidence was located that connected such department-level assessments to the conceptual framework. For example, it was unclear how the social studies 7-12 department and the unit linked the documents entitled "Evaluation Form for Secondary Social Studies Student Teachers", "Assessment of Student Teaching Performance: National Curriculum Standards for Social Studies", and "Student Teaching Summary/Evaluation". The "Student Teaching Summary/Evaluation" form was adopted in 2001-2002 by the unit and is based upon INTASC standards. All teacher education programs are now utilizing this form; any program may use additional assessment forms. At the time of the visit, only the Elementary Education and Reading department had begun to analyze the data collected during the first year of implementation of this form.

Field experiences are designed with P-12 participation to enhance candidate knowledge and understanding of the learner, to enable candidates to adjust pedagogical practice to accommodate the knowledge and dispositions of the learner, and to refine and enhance candidates' knowledge of content. Solicitation of P-12 input is handled at the department level, although The Center for Excellence in Urban Education is facilitating connections across departments related to field experiences and clinical practice.

### **Candidates' Development and Demonstration of Knowledge, Skills and Dispositions to Help all Students Learn**

The individual departments within the unit determine entry and exit criteria for clinical practice. Entry criteria consist primarily of candidate grade point average, completion of predetermined courses with a minimum acceptable grade, and completion of identified prerequisite courses. Exit criteria consist of the recently adopted Student Teaching Summary/Evaluation form and department specific student teaching evaluation forms. Candidates may obtain entry and exit information from each department's student placement coordinator. Nearly all candidates who enter the clinical practice component of programs successfully complete the experience.

The college supervisor has the primary responsibility of evaluating candidates during their student teaching/clinical placements. Input from cooperating teachers is garnered through joint meetings with the supervisor and candidate. The college supervisor ultimately determines whether the candidate has successfully completed the clinical practice. Individual departments use a variety of inputs to select supervisors, including individual knowledge of the supervisor and recommendations from current P-12 supervisors and cooperating teachers. Anecdotal evidence indicates that all departments with initial-level programs seek extensive P-12 experience at a minimum, with many seeking retired teachers as supervisors. Because supervisor selection and training is based at the department level, no unit guidelines for selecting supervisors were located nor were unit recommendations for training found. The Elementary Education and Reading department provide training for supervisors by requiring them to shadow an experienced supervisor. Use of full-time faculty for student teacher supervision varied within the unit, with the Speech and Hearing department full-time faculty doing all of the clinical supervision to the integrated use of full- and part-time faculty found in most other departments.

Candidates who complete field experiences in Professional Development Schools are afforded ample time to reflect upon their activities and to engage in both self- and instructor-led assessment of their effectiveness. Candidates in the Elementary Education and Reading program complete a JP assignment and are evaluated using a common rubric based upon INTASC standards. In other programs, faculty members teaching the courses to which field experiences are attached determine the success or failure of the experiences. Each department appears to define expectations for field experiences individually, from little incorporation of the candidates' experiences into course work to focusing entire courses upon these experiences. Evidence indicates that candidates are required to reflect upon their experiences, although reflection is defined and assessed differently from program to program.

For student teaching placements, efforts are made in every program to ensure regular meetings between the candidate, the college supervisor, and the cooperating teacher. Interviews with student teaching placement coordinators, college supervisors, cooperating teachers, and program candidates confirmed these efforts.

Due to the individualized nature of the assessment instruments used for field experiences and the newness of the unit's Student Teaching Summary/Evaluation form, demonstration of candidates' impact upon student learning at the P-12 levels varied greatly. Many programs require candidates to prepare portfolios that include sample lesson plans, behavior change programs, and the use of technology during the field experiences. Review of sample portfolios indicates that candidates are aware of and understand state and national standards in their content areas. Testimonials from cooperating teachers and college supervisors provided the most consistent evidence of candidates' possession of pedagogical skills that help all students learn. Assessments of candidates' dispositions through a systematic means could not be located, although reviews by cooperating teachers and clinical supervisors indicate that candidates successfully match varied pedagogical approaches to the given contextual realities of their field experiences. Evidence of student learning was not a consistent focus of the field experience and clinical practice assessments and was not consistently present in candidates work samples.

**Overall Assessment of Standard**

Individual departments within the unit seek input from school partners regarding the design and evaluation of field experiences and clinical practice. The Center for Excellence in Urban and Rural Education also significantly increases connections between the unit and the larger Buffalo community. Teacher candidates and other school personnel receive multiple experiences in diverse settings, have numerous opportunities to connect these experiences to course work, and produce work samples that demonstrate their ability to assist students in obtaining their greatest intellectual, emotional, and physical potential.

**C. Recommendation:** Met – Initial and Advanced

**D. Areas for Improvement:** None cited

**Corrected**

(Initial) Most secondary education programs do not offer adequate field experiences prior to the student teaching practice.

*Rationale: All secondary education programs (adolescence education programs) now require a minimum of 100 hours of field experiences prior to the student teaching experience. Secondary education programs are strengthening their relationships with the Center for Excellence in Urban and Rural Education and increasing the diversity of field placement opportunities.*

#### 4. Diversity

*The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.*

**A. Level:** Initial and Advanced

**B. Findings:**

##### **Design, Implementation, and Evaluation of Curriculum and Experiences**

The unit's commitment to preparing candidates to work with diverse students is a repeated theme in the conceptual framework. The unit and the university have created, installed, and maintained a number of inputs to support their commitment to diversity. Course work requirements, field experiences in diverse settings, and new unit and institutional efforts to increase the diversity of candidates and faculty all demonstrate the commitment to diversity expressed throughout the conceptual framework. The policies, pedagogy and content of the professional education unit reflect the conceptual framework's commitment to prepare candidates who are "capable of performing effectively in a range of cultural and educational settings and who also perform effectively in an increasingly rapidly changing cultural, educational and technological environment." (IR, p. 17). Candidates are expected to develop knowledge of the diversity of American society, including differences of race, culture, socioeconomic status, gender, sexual orientation, and exceptionality. They are also expected to gain understanding of multiple learning styles. All undergraduates in teacher preparation programs must meet a general education requirement that includes one required course in the area of diversity. The undergraduate catalog lists 44 courses that can be used to meet this requirement. There are also a number of courses with diversity or multicultural education content or fieldwork listed in the planned programs of study for the various programs at both the initial and advanced levels. Undergraduate courses such as EXE 100, Nature and Needs of Individuals who are Exceptional, AED 318, Art Education and Multiculturalism, EDU 121, Teaching Native American Students, and SST 363, American Identity in Transition: Diversity and Pluralism in the United States, illustrate the range of courses available. Examples of courses offered for candidates in graduate and advanced programs are ELF 500, Multicultural Education, ELF 686, Seminar in Inner City Education, and AED 518, Art Education and Multiculturalism. Both initial and advanced programs publish the expectation that candidates will complete fieldwork and clinical experiences in at least one urban setting, with at least one other extended experience in a suburban or rural setting.

The conceptual framework includes the following skills needed for effective teaching and learning in a diverse society: learning to assess individual learning situations by gathering and analyzing information, using formal and informal assessment procedures, modifying material by critically interpreting in terms of the teacher's own evolving understanding, identifying alternative ways of presenting material to learners, choosing from an instructional repertoire, and adapting and tailoring instruction to learner characteristics. These skills are introduced in methods courses related to the content materials presented in general education and professional education courses. Skills are tested and polished in field work experiences, ranging from

classroom observations, studies of individual children, tutoring, internships and, finally, student teaching. Field experiences are linked to courses and seminars that provide opportunities for self-assessment through reflection, and assessment by others through journals, portfolios, videotapes, and oral presentations reviewed by instructors, field work supervisors, cooperating teachers and peers. Evidence that candidates have developed skills in these areas was provided in interviews with candidates in initial programs, observations of student teachers and tutors, discussions with college student teaching supervisors and cooperating teachers, and reviews of candidate work in the form of essays, portfolios and videotapes of student teaching lessons.

Candidates' responses to questions and scenarios designed to test their understanding of diversity and the skills necessary to function in a diverse classroom setting were thoughtful and well grounded in current research and practice. Many course syllabi, especially courses with fieldwork components, had explicit references to diversity skills. For example, the Elementary Education and Science Education programs had very strong links between content and specific skills and approaches to transmit the content and processes covered in the course to diverse learners. These two programs also have rubrics that attend to diversity when assessing candidate performance in their courses and field experiences.

The conceptual framework identifies several dispositions related to diversity. An effective teacher is one who believes that all students are capable of learning; respects individual differences among learners, their families and communities; projects fairness, honesty and caring; creates and maintains learning environments that are safe and supportive; develops and uses culturally responsive pedagogy; and acts as a reflective facilitator of learning. Faculty and students report that dispositions are discussed most frequently in methods courses, field experiences associated with them, and in the student teaching seminar. Some of the rubrics used to assess field experiences, notably the rubrics developed for junior participants (interns) who spend four hours a week in schools during the two semesters of methods courses in elementary education, address dispositions related to diversity. These assessments have not been aggregated, so there is no way to gain any statistical analysis of the diversity knowledge, skills and dispositions of current or past candidate enrolled in Buffalo State College's teacher preparation programs.

Similar lists of skills and dispositions for diversity can be extracted from the conceptual framework and program descriptions for advanced programs. Advanced candidates build upon previous knowledge and experience. Diversity issues are addressed informally and in the context of individual courses and advisement in these programs. For example, a master's degree project on delivery of services to Hispanic families displays both deep understanding of the field and a series of clear descriptions of the cultural issues that must be recognized and addressed to make service delivery acceptable and effective. Another advanced program candidate's paper on the use of multicultural literature in instruction concluded that "Racism is a problem that has many implications. Before one can be prepared to address the issue, education about its history and possible solutions must take place."

There is a detailed Action Plan for Field Experiences and Clinical Practice. This plan has a schedule of activities intended to produce a unified program of field experiences and assessments in diverse school settings for both initial and advanced candidates. The faculty requires that

every candidate have field experiences in both urban and suburban or rural settings. The extensive Professional Development School network established and maintained by the unit and the new Center for Excellence in Urban and Rural Education add strength and additional focus on opportunities for well-supervised field experience and clinical practice in settings with multiple forms of diversity. The Center's commitment to diversity is illustrated by the fact that its first two goals relate to minority teacher recruitment, professional development, and retention. It has developed a series of discrete programs, including three programs offering grants and one scholarship program, to support those goals.

In interviews, candidates and recent graduates were frequently unable to list dispositions related to diversity with any fluency. Yet when observed in diverse settings, or when asked to respond to situations describing challenges in teaching and learning growing out of diversity, the same candidates and recent graduates invariably demonstrated a command of highly appropriate skills and dispositions.

**Experiences Working with Diverse Faculty**

Racial diversity within the professional education faculty, the only diversity dimension reported by the University, is 12.5%, somewhat lower than the overall university faculty rate of 17%. The representation of the historically under-represented racial groups in the education faculty is the same as, or slightly better than faculty diversity in comparable institutions. The faculty is fairly evenly divided by gender, with 58 women and 47 men.

**Full-Time Teacher Education Faculty, fall, 2003**

Gender	White	Afr.Am.	Hispanic	NtvAm.	International	%
Male	41	2	0	2	1	10.9
Female	50	4	3	1	0	13.8
Total	91	6	3	3	1	12.5

These statistics for minority faculty include both initial and advanced programs.

Some racial and ethnic diversity exists among teachers in the public schools receiving candidates for field experiences and student teaching. There are a total of 745 teachers of color (Native American, African American, Asian American, and Hispanic) among Buffalo's 3,293 public school teachers.

**Buffalo Public School Teachers by Race, 2001-2002 (data from Buffalo Public Schools Website)**

White	African American	Hispanic	Asian American	Native American	%
3,293	538	170	20	17	22.6

Although teachers of color comprise about 23% of the total number of teachers in the Buffalo Public schools, they are unevenly distributed. For example, more than half of the Hispanic teachers in the district's 75 schools are located in just 4 schools. Nonetheless, with careful placement, many candidates have the opportunity to work alongside teachers of color.

The unit, through the Center for Excellence in Urban and Rural Education, has launched a large-scale effort to identify and recruit minority teachers to participate in the professional development programs offered by the Center, to serve as a resource for recruiting and retaining minority teachers to act as mentors and field work supervisors, and to serve as advisors to the Center.

The unit and the university as a whole have strong minority recruitment and retention programs in place. Minority fellowships are available to encourage graduate study for potential future faculty members. The Urban Teacher Network is a program designed to simultaneously increase the number of master teachers from urban school districts, including a substantial percentage of teachers of color, and provide more direct contact with those teachers and education faculty and candidates. Professional development activities are being provided for all the constituent groups.

A number of initiatives are underway to help Buffalo State College faculty members be better prepared to work with diverse students and to model best practices for their candidates. For example, the Center for Excellence in Urban and Rural Education has mounted a series of professional development activities for all education faculty members to increase awareness, skills and dispositions related to diversity. They presented a two-day workshop this summer using trainers and materials from the National Coalition Building Institute (NCBI), a nationally recognized diversity training organization. A veteran faculty member called it "One of the best professional development experiences of my career." She reported that she had already implemented skills and concepts from the seminar in her course and fieldwork assignments. Several faculty members have been trained as facilitators in this program and have begun providing professional development activities for other university faculty and staff and for teachers and teacher candidates in schools that serve as training sites for junior practitioners and student teachers. Plans for "Fridays at Noon," a series of regular professional development programs designed to increase faculty members' knowledge, skills and dispositions related to diversity, have also been implemented as a follow up to the NCBI program.

There is also strong college-wide support for continuing education on diversity in all its dimensions. The college is in the fourth year of a "Project Success" grant, which includes training and a series of newsletters designed to provide university faculty and staff with "continuing education to insure that students with disabilities receive a quality higher education." The college's substantial affirmative action plan has been updated with an action plan for 2002-2005, growing out of the recently completed strategic plan, which includes a number of diversity and campus equity goals. The Center for Equity and Campus Diversity provides strong monitoring and support for the affirmative action strategic plan elements. It issues a series of publications aimed at recruiting minority faculty and student applicants. Its "Guide to Effective Faculty, Administrator and Staff Searches" contains guidelines for search processes, a collection of university and state policies related to diversity, and a list of resources for affirmative action outreach. It also contains a list, with websites and telephone numbers, for the "Top Minority Doctoral Degree Producer Schools."

### Experiences Working with Diverse Candidates

Diversity among teacher education candidates at Buffalo State is 9.7%, compared with minority students majoring in art or the sciences, each program at 16%, and the overall representation of minority students at Buffalo State College, which is 17.5%.

### **All Undergraduate Majors by Ethnicity: Buffalo State College, Fall 2001**

Area	Total N	Total N*	Caucasian %	African American %	Hispanic %	Asian %	Native American %
Arts	656	576	84.2%	8.0%	3.6%	3.3%	0.9%
Education	2232	2007	90.3%	4.8%	3.1%	1.0%	0.7%
Humanities	818	748	78.7%	13.9%	5.9%	1.1%	0.4%
Natural Sciences	385	357	84.3%	10.9%	3.4%	1.1%	0.3%
Social Sciences	1172	1070	73.6%	19.8%	3.9%	1.7%	0.9%
Applied Science and Technology	2161	1953	78.8%	13.4%	4.3%	2.5%	0.5%
II. <u>Grand Totals</u>	7424	6711	82.2%	11.3%	3.9%	1.7%	0.7%

Total N = Reported Ethnic Identity

In spite of substantial efforts to recruit and retain candidates of color, the teacher preparation programs report continuing difficulties in this area. Faculty in the unit are committed to increasing candidate diversity, since the college is located in a city in which 58% of all public school students are African American and over 11% are Hispanic. This compares to only 4.8% African American and 3.1% Hispanic enrollment in teacher preparation programs.

There are some promising initiatives to increase the number of African American and Hispanic candidates from non-traditional groups. The unit is reaching out to urban educational paraprofessionals, and providing opportunities for well-qualified individuals to earn baccalaureate degrees and teacher certification. The post-baccalaureate teacher certification program provides opportunities for well-educated career changers to enter the profession. Post-baccalaureate initial and advanced programs have enrollments of 23% full time candidates of color (32 of 139) in full-time study. Twelve percent of the part-time students in these programs are candidates of color, again exceeding minority candidate enrollment in undergraduate preparation programs. The college as a whole has made a strong commitment to increasing the enrollment of candidates of color through the establishment of a well-staffed Minority Student Services Office, with an array of resources ranging from scholarship and fellowship programs for minority students, a mentoring program to support minority students, and increased outreach and recruiting in Buffalo's African American and Hispanic communities. These outreach and recruitment efforts are specifically focused on identifying African American and Hispanic candidates for educator preparation programs by the Center for Excellence in Urban and Rural Education (CEURE). CEURE is also in the process of expanding its network of minority



educators. One of the major tasks for this group is identifying and helping to recruit minority teacher education candidates. Members of the Buffalo State BOE met with the President's Council on Equity and Campus Diversity, and were impressed by the Council's specific commitment to recruit, enroll and support African American and Hispanic teacher education candidates. Increases are likely to be incremental, but the strong upward trend of minority candidates in post-baccalaureate programs leading to certification is an indication of the potential for growth from the kinds of programs and incentives now in place.

The institution compares favorably in terms of minority teacher candidates when placed in the context of other SUNY teacher preparation programs and the national demographics. The strong, systematic efforts by the faculty of education and the university as a whole in this area keep this from being noted as an area for improvement.

**Experiences Working with Diverse Students in P-12 Schools**

Buffalo State University teacher candidates have exceptional opportunities to work with very diverse students in a variety of settings. New state regulations strengthen the unit's historic commitment to ensuring that all candidates have extended field experiences, including student teaching, in urban, suburban and rural settings. Candidates at both initial and advanced levels have a large number of urban schools available to them, so that their career goals can be met fully in the context of schools with high proportions of racial minority and economically challenged students.

The unit places nearly all of its candidates in schools located in five districts. There is one large urban district, one small city, a large suburban district, a small suburban district and a small rural district with a significant Native American enrollment.

District	Afr. Am.	Hispanic	AA/NA	White
Buffalo	57.5%	11.4%	2.6%	28.5%
Niagara Falls	33.6%	2.0%	4.3%	60.1%
Williamsville	2.8%	0.9%	5.9%	90.5%
Cheektowaga	10.5%	1.3%	2.3%	85.8%
Salamanca	0.8%	2.1%	26.9%	70.2%

Cooperating teachers and principals uniformly report that Buffalo State teacher candidates arrive well trained and eager to engage into the duties and opportunities offered. There is a careful system of supervision and support, involving the college supervisor and the cooperating teacher. In many cases the methods course faculty and content course faculty are also deeply involved, both on-site and in on-campus advisement.

Candidates are included in professional development activities at their fieldwork and student teaching schools. Diversity and multicultural education workshops taken alongside their cooperating teachers allow candidates to immediately use the knowledge, skills, and dispositions acquired. Candidates having difficulty adapting to unfamiliar cultural settings in schools typically receive strong emotional support and practical guidance from their mentors in the schools and on campus.

Reflection with regard to diversity issues is limited. Some of the teacher preparation programs have rubrics for assessing student teaching and the junior participant experiences that have explicit sections for reflecting on the impact of diversity on their experience and growth. Most programs, including advanced programs, have few specific performance measures on diversity and multicultural knowledge, skills, and dispositions. However, although candidates may struggle to articulate skills and dispositions related to diversity, they frequently demonstrate a clear understanding of those skills and dispositions in their work with students. Candidates observed working in urban settings and interviews with candidates and cooperating teachers revealed a remarkable ability to analyze student diversity and the impact of cultural and linguistic difference, exceptionalities and family expectations, and to adapt instruction, classroom environments, and climate to meet student needs.

### **Overall Assessment of Standard**

The commitment of the unit to prepare candidates to work with diverse students is articulated in the conceptual framework. Institutional efforts have resulted in course work requirements and field experiences in diverse settings, and institutional efforts have been made to increase the diversity of candidates and faculty. The policies, pedagogy, and content of the professional education unit clearly reflect the conceptual framework's commitment to prepare candidates who are "capable of performing effectively in a range of cultural and educational settings and who also perform effectively in an increasingly rapidly changing cultural, educational and technological environment." The unit has made good faith efforts to recruit and retain a diverse faculty and student body. Candidates complete field experiences in settings that provide the opportunity to demonstrate competence in meeting the needs of diverse learners.

**C. Recommendation:** Met – Initial and Advanced

**D. Weaknesses:** None cited

## 5. Faculty Qualifications

*Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.*

**A. Level:** Initial and Advanced

**B. Findings:**

### **Faculty and Faculty Qualifications**

The teacher education faculty at Buffalo State College is a part of each of the three faculties at the college and is comprised of 118 professors, associate professors, assistant professors, and lecturers. Thirty-six faculty members are full professors, 32 are associate professors, and 25 are assistant professors. There are 32 full-time lecturers and 83 part-time instructors. Faculty have earned doctorates or have exceptional expertise (e.g., specialized knowledge and skills, school-based experience) that qualifies them for their assignments. Seventy-five per cent of the faculty teaching in the initial programs hold terminal degrees in their areas of instruction, and, in the advanced programs, 88% hold the terminal degree. Examination of the vitae and institution catalogs offers evidence that the faculty is well prepared for their teaching assignments. Faculty members that work in the public schools have appropriate licenses to supervise candidates in all of the school settings as evidence by document examination.

Mentor teachers are often part-time instructors. The faculty members who teach methods courses have P-12 experience and hold licenses that are current. Many of these faculty serve on committees, present workshops, conduct research, and provide in-service workshops in areas of their expertise and interests. Interviews with faculty who have served on recruitment committees report that they seek individuals who have strong content/specialty preparation, teaching experience especially in teacher education, and the skills to collaborate with public schools and other institutions.

Examination of vitae shows that clinical faculty members from higher education have contemporary professional experiences in the school settings where they supervise. They are a faculty involved in teaching, research, writing and publishing scholarly publications, and who give freely of time and effort to the advancement of learning both in their institution and community. The vitae reveal examples of publications, presentations and service projects over the past five years. Exhibits included numerous faculty publications representing texts, book chapters, research findings, journal articles, and presentation manuscripts.

### **Modeling Best Professional Practices in Teaching**

At both the initial and advanced levels, faculty members have a thorough understanding of the content they teach. Their teaching reflects the unit's conceptual framework and research, theories, and current developments in their fields. Value is attached to student learning, and faculty members assess candidate learning using multiple methods. The faculty members assess

their own effectiveness as teachers including the positive effects they have on candidates' learning and performance.

Faculty members are required to identify, describe, and document activities that relate to teaching effectiveness. They also describe activities that serve to improve student learning, foster student development, and enhance their own professional development. In order to earn the rank of full professor, the faculty member must provide strong evidence of teaching effectiveness as indicated by student, peer, and administrative personnel. Recommendations for promotion need to be supported by the department chairperson, students, colleagues and personnel committee.

Site administrators, cooperating teachers, and candidates in both initial and advanced programs report that the education faculty possess wide repertoires of teaching strategies and are considered to be model teachers. A review of course syllabi from each department reveals that the faculty members integrate technology into the required courses with power point presentations, web site development, online instruction, electronic bulletin boards, software evaluation, and Internet searches. In classroom visitation, professors were observed using a variety of teaching strategies, especially interactive problem solving, critical thinking activities, group work and infused technological competency. Also evident in these classes were content strands that addressed diversity. The schools in the service area eagerly seek candidates from the institution, and principals report that competence in the use of technology is a major reason.

Faculty effectiveness in teaching is further attested to by administrators and teachers in the four Professional Development School (PDS) sites. Many special education and elementary candidates reported they profited from the college supervisors who are onsite to supervise, teach, and model the best pedagogical techniques. Advanced level candidates were well versed in their knowledge of the conceptual framework and reported that they integrated it during their practicum.

A number of faculty from Arts and Sciences reported that the conceptual framework emphasis in preparation for the NCATE visit had prompted them to reflect on their own teaching. They were able to identify elements that they might strengthen or initiate. New faculty members reported that the framework had been a part of their orientation to the institution.

### **Modeling Best Professional Practices in Scholarship**

The education faculty members at Buffalo State College demonstrate scholarly work in their fields of specialization. Their scholarly publications demonstrate a range of interests: cultural and linguistic diversity, home-school partnership, community partners and team building, conflict resolution and peaceable schools, violence in the lives of children, substance abuse, instruction geared to children with special instructional needs, and academic motivation. An examination of faculty publications shows authors and co-authors of books, chapter contributors, journal articles, conference presentations, media products and other evidences of serious scholarly productivity.

### **Modeling Best Professional Practices in Service**

The professional education faculty are actively engaged in dialogue about the design and delivery of instructional programs in both professional education and P-12 schools. They are actively involved in professional associations where they provide education-related services at the local, state, national and international levels. Service is a major consideration for promotion at Buffalo State College. The institution prides itself on a long history of success in obtaining state and federal monies to support projects related to service in teacher preparation. Two examples of funded projects that have strong service components are: (1) Carnegie Academy for Teaching, Scholarship and Learning (CASTL) where faculty interact with teachers to use scholarship to enhance teaching and learning, and (2) Project Flight where faculty members work with teachers, schools, community organizations and businesses to promote literacy by delivering books to inner city communities.

### **Collaboration**

The professional education faculty collaborate with thirty-seven school districts, units within their institution, private industry, external agencies, and organizations. Minutes of meetings, contracts, programs, publications, and brochures provide documentation of the longstanding relationships and sharing of resources and staff. Faculty provide workshops on a wide range of topics. Faculty serve on community advisory boards and school improvement committees.

Visits to school sites and interviews with principals, coordinators, mentor teachers, interns, and recent graduates indicate that collaboration serves to enhance the experiences of candidates and school and community staffs alike. Building principals substantiated strong support for the collaborative arrangements.

Other initiatives provide important avenues for teacher and local school administrators to collaborate in overseeing initial and advanced programs. One major initiative is the Center For Excellence in Urban and Rural Education (CEURE). The Preparing Teachers for Tomorrow in Technology (PT3) project provides pre-service teachers with preparation to use technology applications to respond to needs of urban children, insures that pre-service teachers integrate the New York State technology standards within respective disciplines, and builds and maintains a cross-discipline field based technology teaching consortium comprised of Buffalo State College and high-need urban schools of Buffalo and Niagara school districts. In the VESID Reading and Math Initiative Technical Assistance Center faculty members from Exceptional Education, Elementary Education, Reading and Math have worked in 37 districts in Western New York to promote professional development and technical skills for more than four years.

### **Unit Evaluation of Professional Education Faculty Performance**

The provisions of the Agreement between the State of New York and United University Professions (UUP) define performance of the professional education faculty at Buffalo State College. This agreement stipulates the processes for tenure and promotion. Non-tenured faculty performance is evaluated periodically, and evaluation is required at critical points involving promotion for tenured faculty.

The initial appointment of faculty members is for a two or three year term. A systematic review of the faculty member is completed by the personnel committee and department chair and

forwarded to the dean in the year prior to the last year of the appointment term. Contracts can be extended for one to three years, with a review occurring again in the year prior to the last year of the appointment term. This process continues until the faculty member is awarded tenure.

Faculty contribute to an annual report incorporating activities and feedback for the year. The reports are submitted to the dean who develops a report for the college. Distribution of discretionary salary funds is based on this report. Each department may assess the faculty within the department and use the summative data for improving teaching, scholarship, and service. For example, the Departments of Exceptional Education and Elementary Education design instruments for faculty use; in many cases members of the departments modify the instruments to address individual needs. Faculty members report that the results are used to modify teaching, scholarship, and service. The summative and reflective data are collected in a folio and presented to the department chair that is required to prepare an annual report.

The institutional action report says “the area continues to receive a good deal of attention within the teacher education unit. Efforts to require all faculty to utilize a single instrument to evaluate their teaching effectiveness has been thwarted by faculty who protest this policy based upon the United University Professions (UUP) contract under which faculty at Buffalo State College work”. The team found that there is a system for review present in each of the faculties of the college. The processes are guided by by-laws and are applied consistently within each faculty administrative structure.

Currently, faculty evaluate their teaching performance through the use of student course evaluations, peer review, and self reflection. Based upon these evaluations, faculty make changes and/or pursue professional development to enable them to improve their teaching. Annual reports within the departments require that faculty assess their own effectiveness and participate in professional development that leads to improve their teaching.

In the 2001-2002 school year, all teacher education faculty were asked to complete a self-assessment of teaching practices survey in which they rated themselves on a array of teaching characteristics. These forms were submitted anonymously to the Associate Vice President for Teacher Education.

#### **Unit Facilitation of Professional Development**

The faculty and staff report that there is a wide array of development opportunities for them. The annual department evaluations may sometimes include directions for this development. Examples of professional development efforts include: (1) Project Success, a program intended to enhance faculty skills in working with students with disabilities, (2) TIP Grants, grants available to unit faculty instructional improvement, and (3) Distance Learning and Blackboard, training for faculty that are interested in distance learning and Blackboard. Two professional education courses are offered using distance learning and approximately 15 courses are offered through Blackboard in Fall 2002.

#### **Overall Assessment of Standard**

The unit faculty have extensive backgrounds in teaching, scholarship and service with a great majority holding doctoral degrees in both initial and advanced programs. A significant number of

faculty provide services in the public schools. The unit effectively uses the Professional Development Schools and clinical faculty site coordinator for the initial programs. The advanced programs make effective use of distance learning capabilities. The faculty continues a long tradition of productivity in scholarly areas, and when assessed using multiple measures, are excellent scholars and teachers.

**C. Recommendation:** Met – Initial and Advanced

**D. Areas for Improvement:**

Corrected

Faculty evaluation formats differ throughout the teacher education programs, and there is no process for systematically or regularly using data to improve faculty teaching.

*Rationale: The professional education unit spans the three Faculties of the college. Each administrative unit has an established process for the evaluation of faculty. As part of the annual reporting process, each faculty member assesses feedback on instruction and reflects on ways to use the feedback to improve instruction.*

## 6. Unit Governance and Resources

*The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

A. **Level:** Initial and Advanced

B. **Findings:**

### **Unit Leadership and Authority**

The strategic plan developed recently under the leadership of the president, affirms the importance of teacher preparation at Buffalo State College. The president approved the current professional education unit in spring 2002. At that time, the dean of the Faculty of Applied Science and Education was designated as the head of the Teacher Education Unit with the title of Associate Vice President for Teacher Education. An organizational chart depicting the unit was developed in July, 2002 and includes the Teacher Education Council and the External Advisory Committee for Teacher Education with a dotted line relationship to the unit head, administrative positions with direct reporting lines to the unit head, and the reporting lines for the teacher and school preparation programs located in the three faculties (Faculty of Applied Science and Education, Faculty of Arts and Humanities, and Faculty of Natural and Social Sciences). The college has established June 2004 as the goal for full implementation of the approved structure.

The unit is developing the policies, procedures, and practices necessary for the planning, delivery, and evaluation of school personnel programs. An initial step in this process is the approval for a Teacher Education Council (T-E-C). The T-E-C, reporting to the president through the head of the teacher education unit and the Vice President for Academic Affairs, consists of members representing each department that offers a teacher education program. The charge to the committee includes: 1) ensuring necessary and productive dialogue between and among faculty in teacher education programs across the entire college, 2) facilitating the delivery, assessment, evaluation, and development of teacher education curricula, 3) monitoring admission requirements to teacher education programs, 4) recommending standards for faculty in teacher education programs and for professionals with whom teacher candidates work in schools, and 5) communicating both general and specific recommendations for teacher education program improvements to the unit head. The T-E-C began meeting in February 2002, adopted by-laws, established sub-committees, and discussed issues and ideas related to teacher education programs.

The Teacher/Administrator Advisory Committee was formed in January 2001. The committee consists of about 60 teachers and administrators from western New York State who provide external input to the unit. The committee has been involved in the development of the mission and conceptual framework revision, worked with the unit on the assessment plans, and provides feedback for program improvement.



The organizational chart provides a graphic representation of the relationships between the faculties of the college, teacher preparation programs, and the T-E-C and the Teacher/Administrator Advisory Committee. The three deans report that a collaborative process is used to address teacher education programs and issues. The college is engaged in a planned and deliberate approach to the implementation the newly defined professional education unit. Steady progress is being made to engage all unit faculty in this process. However, the processes for managing and coordinating teacher education programs and decisions across the college faculties are not articulated by faculty, implemented within the unit, nor observed in the planning, implementation, and assessment of criteria and programs for candidates at this time.

A curriculum approval process has been articulated consistent with the professional education unit. The process is presented in a flowchart and includes a review of proposed curricular changes by the Associate Vice President for Teacher Education as part of the decision process. Curricular proposals begin with the department faculty, are advanced to the dean, reviewed by the unit head, and are then forwarded by the dean of the faculty unit through the process.

Faculty are appointed in one of the faculty units (e.g., Faculty of Arts and Humanities) and report to the chair of the department in which the faculty member is employed. The Associate Vice President for Teacher Education has input into personnel decisions, but is not in a reporting line for faculty who are appointed in the Faculty of Arts and Humanities or Faculty of Natural and Social Sciences.

Candidates in the unit are admitted to Buffalo State College, and then into their school preparation program at the initial and advanced programs. Criteria for admission are stated in the individual programs descriptions in the *Undergraduate Catalog* and the *Graduate Catalog*. Candidates meet a minimum grade point average (GPA) of 2.50 on a scale of 4.0. Departments may increase the minimum GPA and may add other criteria specific to the discipline. There is no central system for tracking the admission, continuation, or exit of candidates from the unit at this time. The unit indicates that the implementation of the SABRE project will facilitate the integration of a system to track candidate progress systematically.

Information on the academic calendar, grading, and college services is included in both catalogs. Candidates can access information on support services such as financial aid, advising, counseling, and academic assistance in the catalog and through the college web site. These services are available to all candidates.

### **Unit Budget**

Budget resources are allocated to the Faculty of Applied Science and Education, the Faculty of Arts and Sciences, and the Faculty of Natural and Social Sciences. The budgeted amount for each of the faculties is similar based on FTE in each of the faculties. The dean of the Faculty of Applied Science and Education has expenditure authority over \$9,922,300. Since unit programs are located in the Faculty of Arts and Humanities and the Faculty of the Natural and Social Sciences as well as the Faculty of Applied Sciences and Education, this number under-represents the total budget dedicated to the professional education unit. The unit experienced a reduction in budget due to state holdbacks; the primary effect in the unit was in support for travel.

Faculty report that the resources available to the unit support their work in teaching, scholarship, and service. Resources are available to support the work of faculty with professional development schools.

Faculty units at Buffalo State College receive \$150 per faculty member for professional travel. An additional \$200 per professional education faculty member is allocated through the professional education unit. Funds are reallocated in the event that a person does not use the total amount. An exception to this practice is in effect this fall. There is a moratorium on travel as a result of budget reductions at the college. Efforts are in process to restore these funds for spring 2003. The union provides additional resources for professional development.

Faculty in the unit serve as principal investigators or as participants in externally funded projects that result in approximately half of the external revenue that comes to the college. Unit faculty have been engaged in the development of grant and contract proposals submitted this fall totaling approximately \$15,000,000.

The new Woods-Beals Endowed Chair is the first endowed chair established at Buffalo State College. Individuals appointed to this position will “guide and collaborate with campus and community leaders to accomplish CEURE’s mission...” The focus of the chair on enhancing high need rural and urban schools and supporting educational reform and improvement is consistent with the commitment of the unit to extend teaching and learning for all students.

### **Personnel**

Faculty workloads vary in the three faculties. In the Faculty of Arts and Humanities, most faculty have a 3/3 instructional load; faculty in the Faculty of Applied Science and Education have a 4/3 load; and faculty in the Faculty of Natural and Social Sciences have a 3/3 instructional load. Faculty with active research agendas and/or funded grants and projects have an opportunity for a reduction in load. The placement and supervision of candidates in schools is factored into load. All assignments for supervision fall within the standards of the state of New York. Faculty are engaged in advising, scholarly work and service as part of their assigned load. Evidence of faculty productivity supports that the assigned load provides time for faculty to engage in teaching, scholarship, and service.

The professional education unit includes 118 full-time faculty and 83 part-time instructors. There is 1.0 FTE staff support dedicated to the professional education unit. Staff support for faculty is provided through their academic department, and all faculty have access to the assistance of support personnel. There are no teaching assistants in the unit; graduate assistants provide support for faculty and for the professional education unit. Faculty in the library hold the appropriate credential for their position; a librarian is assigned as a liaison with the professional education faculty, and faculty can work with any person in the library.

### **Unit Facilities**

College facilities and services provide the unit with the necessary classrooms, laboratories, technology-enhanced environments, and school facilities to help candidates meet the standards of the program. Programs and courses are offered in buildings throughout the campus. A number of classrooms are equipped for enhanced technology applications. Faculty request the use of

these classrooms for the semester and/or for single class sessions; there are enough technology-enhanced classrooms to meet the current level of requests.

Faculty are provided with individual offices with computers. Support staff have the facilities and equipment needed to assist faculty and candidates engaged in the professional education unit.

### **Unit Resources Including Technology**

Resources are allocated to professional education programs through the departments. These resources are used to provide the instructional and support resources for faculty and staff. The unit is successful in garnering external grants and contracts. External funding is significant for the unit, and the first endowed chair for the college is located in the unit. Initiatives such as the Center for Excellence in Urban and Rural Education and the PT3 grant increase resources for the work of the unit and provide extended opportunities in and connections with schools

A rich technology environment exists at Buffalo State College. Computer labs are available to students throughout the campus. Technology enhanced classrooms are used by faculty in the unit in their instruction. Technology is integrated in the teaching and learning for candidates through demonstrations, the use of on-line strategies to supplement and replace in person instruction, course requirements, and in the P-12 classroom. When technology resources are not available in the field experience site, candidates have access to computers, projectors, and other devices to take to the classroom for use. The unit is connected with one P-12 school where students wear a vest with a microphone and can be observed by candidates from a distance. The integration of technology prepares candidates to work with students in the classroom and to assist cooperating teachers in the development of their technology applications in the classroom. Evidence of candidate use of technology is provided in their portfolios and is assessed in methods classes and during student teaching.

The E.H. Butler Library allocates approximately \$289,780 to print and electronic holdings for the professional education unit. Library holdings for education titles are approximately 2,780 monographs with about 44% of the total holdings in education or education related fields. While the library is replacing print journals and indexes with electronic materials, it retains the ERIC index in microfiche form to support candidates in professional education programs. The library subscribes to about \$85,000 in databases that support education with about \$342,000 dedicated to serial/journal expenditures for education. A system for interlibrary loans is in place for documents that are not available at Buffalo State College.

Despite a flat library budget the last five years and a 5% reduction last year, library personnel report that they have increased efficiency and reallocated resources to continue to add print volumes, access approximately 12,000 journals electronically, and provide quality reference services for candidates and faculty. The New York Higher Education Initiative and other similar approaches provide coordinated electronic access to increased volumes of materials. Library faculty teach reference and research skills to about 4,000 to 5,000 students annually through teaching two courses on reference skills, guest presentations in courses, and individual consultations.

The Curriculum Lab is located in the E.H. Butler Library. Candidates can access resources such as research databases for P-12 education, children's literature, P-12 textbooks, and New York State Curriculum Guides at the Curriculum Lab. These resources are current and support the preparation of candidates for entry into positions in schools. Materials for the Curriculum Lab are selected for purchase after input from local school personnel and university faculty and with review of award winning materials. Resources support professional education programs.

### **Overall Assessment of Standard**

The unit for professional education has been defined and organized. The overall coordination and management of the unit has not been implemented which limits the ability of the unit to fully implement the assessment system, coordinate program planning and development, and assure consistency across programs. The unit has the budget support, technology and information resources, and personnel to help candidates meet the standards of the college and of the state. Faculty and candidates access facilities that support the instructional needs of the unit.

**C. Recommendation:** Met – initial and advanced

### **D. Areas for Improvement:**

#### New

The lack of articulation of the management and coordination of school personnel preparation programs in the professional education unit limits the articulation, implementation, and assessment of programs.

*Rationale: The professional unit was defined in spring 2002. Supporting internal and external committees have been formed, but there is not a system to manage and coordinate programs within the unit to provide consistency and to enable the unit to fully implement programs, assessments, and reviews of programs.*

#### Corrected

The unit is not clearly identified, nor does it have the authority to develop, administer, evaluate and revise secondary education programs

*Rationale: The professional education unit was defined in spring 2002, and an organizational chart was prepared in July 2002. The position of Associate Vice President for Teacher Education was created; this individual serves as the head of the unit.*

## **SOURCES OF EVIDENCE**

### **Documentation of NCATE Standards Table Master List Buffalo State College**

Introductory Material:

- Institutional Report**
- NCATE Web Site (BOE/NYSED Home Page)**
- Conceptual Framework**
  - Videotaped Overview of Teacher Education Programs at Buffalo State College**
  - Conceptual Framework**
  - Conceptual Framework Graphic**
  - Minutes of Conceptual Framework Subcommittee**

Standard 1: Candidate Knowledge, Skills, and Dispositions

- Program Review Reports**
- Course Syllabi**
- Professional Education Courses by Department**
- Course Schedules**
  - Undergraduate**
  - Graduate**
- College Catalogs**
  - Undergraduate**
  - Graduate**
- Transcripts**
- Advising Records**
- Advisement Handbooks –**
  - Elementary Education and Childhood Education**
- Rubrics**
- Scores of Candidates on NYSTCE**
  - Liberal Arts & Sciences Test (LAST)**
  - Assessment of Teaching Skills – Written (ATSW)**
  - Content Specialty Test**
  - Scores by Teacher Education Program**
- NYSTCE Test Frameworks**
- Summary of Candidate Performance on Student Teaching**
- Summary/Evaluation Form**
- Student Teaching Summary Form Ratings in Rank Order**
- General Education Outcomes**
- Samples of Candidate Performance on Assignments**
- Candidates in Honors Program Current Academic Year**
- Awards Received by Candidates**
  - Awards – Exceptional Education Department**

**Samples of Candidate Work**  
    **Undergraduate**  
    **Graduate**  
**Evidence of Knowledge and Skills related to Technology**  
**Student Research and Creativity Celebration**  
**PT3 Projects**  
    **PT3 Goals**  
    **PT3 Goals Aligned with NCATE Standards**  
**On-line Teacher Education Courses Using Blackboard**  
**Initiatives of the Center for Excellence in Urban and Rural Education**  
    **(CEURE)**  
**Samples of Candidate Reflection**  
**Minutes of Meetings**  
    **Minutes of Assessment Subcommittee**  
    **Minutes of Teacher/Administrator Advisory Committee**  
    **Minutes of Teacher Education Council**  
    **Admissions Standards Committee**

Standard 2: Assessment System and Unit Evaluation

**Assessment Plan Document**  
    **Assessment Plans for Teacher Education Programs**  
    **Annual Reports for Teacher Education Programs**  
    **Admissions Criteria**  
        **Undergraduate**  
        **Graduate**  
    **Multiple Decision Points by Program**  
    **Survey of School Administrators – 1999**  
    **Survey of School Administrators – 2002**  
    **Survey of Recent Teacher Education Graduates – 2000**  
    **Survey of Recent Teacher Education Graduates – 2001**  
    **2001 Alumni Survey**

Standard 3: Field Experiences and Clinical Practice

**Web Site for Teacher Certification**  
    **Student Teaching Handbook – Buffalo State College**  
    **Student Teaching Handbook – Exceptional Education Department**  
    **CEURE Initiatives**  
    **Professional Development School Consortium**  
        **PDS Agreement – Lafayette High School**  
        **PDS Agreement – PDS Consortium – Elementary Ed. & Reading**  
        **Department**  
    **Minutes of Teacher/Administrator Advisory Committee**  
        **Focus Group Activity**  
    **Student Teacher Placement Directory**  
    **Data on Schools Used for Practica Placements including Diversity- primarily Erie**  
        **County**

**Urban – Buffalo Public Schools  
Urban – Niagara Falls  
Suburban – Williamsville  
Evaluation of Practica Placements Form**

Standard 4: Diversity

**Web Site for Office of Equity and Campus Diversity  
Handbook for Faculty and Staff Searches  
Initiatives of the Center for Excellence in Urban and Rural Education  
Course Syllabi  
Diversity Plan  
Undergraduate and Graduate Student Enrollment Data  
Diversity of Student Population  
Diversity of Teacher Candidates  
Diversity of College Faculty  
Diversity of Teacher Education Faculty  
Diversity of Students in P-12 Schools  
Sample of Candidate Work  
Project Success  
National Student Exchange Program  
International Education**

Standard 5: Faculty, Qualifications, Performance, and Development

**Faculty Directory  
Faculty Vitae  
Samples of Faculty Evaluation  
Teacher Education Faculty Self-Reflective Evaluation Form  
Faculty Self-Evaluation  
Arts and Humanities Teacher Education Course Evaluation Form  
with Instructions  
Annual Reports  
Position Announcement for Woods-Beals Endowed Chair in Urban and Rural  
Education  
Samples of Faculty Scholarship  
Mark Warford  
John Thompson  
Kathleen Falconer & Dan MacIsaac  
Promotions to Full Professor  
Faculty Awards  
Distinguished Professor Awards  
Chancellor's Awards  
President's Awards  
CEURE Initiatives  
PT3 Projects  
Technical Assistance Projects for VESID  
Research Foundation**

**Center for the Development of Human Services**  
**Project Flight**  
**Project Success**  
**Presentation on Funding Opportunities**  
**SkillSoft E-Learning Opportunities**  
**Academic Resource Network On-Line Database (ARNOLD)**  
**Degree Navigator Training Sessions**

Standard 6: Unit Governance and Resources

**College Organizational Chart**  
**College Governance**  
**College Annual Report**  
**Appointment of Dr. Dan King as Associate Vice President for Teacher Education**  
**Teacher Education Council**  
**Teacher Education Council By-Laws**  
**Teacher Education Council Membership**  
**Minutes: Teacher Education Council**  
**Minutes: Secondary Education Interdisciplinary Unit**  
**Minutes, Meeting on Governance**  
**Data from Institutional Research**  
**Enrollment Report for Teacher Education**  
**Center for Excellence in Urban and Rural Education Resources**  
**Teacher Education Curriculum Flow Chart**  
**Buffalo State College Web Site**  
**Butler Library Web Site**  
**Instructional Resources/FAST Center Web Site**  
**SABRE Web Site**  
**Career Development Center Web Site**  
**Support Services Web Sites**

Other/Informational

**Board of Trustees Policies**  
**United University Professions (UUP) Contract**  
**College Directory of Policy Statements (DOPS)**  
**NCATE/NYSED Visitation Schedule**  
**The BOE/NYSED Team**  
**The Buffalo State College Coordinating Team**  
**Directory of Professional Education Faculty**



**Individuals Meeting with the NCATE/NYSED BOE Team  
Buffalo State College**

<b>Date/Time/Meeting</b>	<b>Individual(s)</b>	<b>Department/Group/Committee</b>
<b>Sunday, November 17, 2002 3:00 – 4:15 p.m. Interviews with Candidates</b>		
	Ivette Padin	Foreign Language Education (Spanish)
	Amy Wesolek	Foreign Language Education (French)
	Paul Endres	Secondary English Ed. – Graduate
	Brian Graham	Educational Leadership and Facilitation (Certificate of Advanced Study)
	Frankie Miles	
	Joyce B. Jones	
	Elba Hernandez	
	Ariva Nasser	
	Megan McEntee	
	Nancy Wilcox	
	Andrea Kramarz	
	Susan Ronan	Educational Computing – Graduate
	David W. King	Art Education – Post-baccalaureate
	Jamie Tabone	Art Education – Post-baccalaureate
	Angela Richard	Science Education – Post- baccalaureate
	Lynne Taylor	Science Education – Post- baccalaureate
<b>4:30- 6:00 p.m. Poster Session</b>		
	Kate Hartman Michael Parks	Art Education
	Susan Hall	Business Education
	John Popovich Karen Kwandrans	Career and Technical Education
	Maria Ceprano Wendy McLeish Leslie Day	Childhood Education
	Lynne Sommerstein Mary Lou Vaughan	College-based Transition Program
	Marion Barnett	Early Childhood Education
	John Thompson	Educational Computing

	Peter Loehr Brian Graham	Educational Leadership and Facilitation
	Barbara Bontempo Wynnie Fisher Kevin Railey	English Education
	Judy Bondurant-Utz Sarita Samora	Exceptional Education
	Michaelene Meger	Kappa Delta Pi
	Steve Phelps	Literacy Education
	Tom Giambrone	Mathematics Education
	Betty Cappella Geraldine Bard	Project Flight
	Tom Giambrone John Siskar Marion Barnett Pixita del Prado Hill	PT3 Grant Programs
	Don Birdd Dara Dorsey Robin Harris	Science Education
	Linda Fusco Bill Mitchell	Social Studies Education
	Michaelene Meger	Student Chapter of the Council for Exceptional Children
	Clark Greene Richard Butz	Technology Education
	Diane Truscott	Urban Education Initiatives
<b>6:15 p.m. Sunday Evening Dinner</b>		
	Dr. Muriel Howard	College President
	Dr. Gary Marotta	Provost and Vice President for Academic Affairs
	Dr. Dan King	Associate Vice President for Teacher Education and Dean of the Faculty of Applied Science and Education
	Dr. Wanda Davis	Associate Vice President for Undergraduate Education
	Dr. Larry Flood	Dean of the Faculty of Natural and Social Sciences
	Dr. Richard Podemski	Dean of Graduate Studies and Research
	Dr. Richard Lee	Associate Dean, Faculty of Applied Science and Education
	Dr. Karen O'Quin	Associate Dean, Faculty of Natural and Social Sciences
	Linda Gleckel	Assistant Dean for Teacher

		Education Accreditation and Certification
	Rita Zientek	Assistant Dean for Teacher Certification and Clinical Experiences
	Dr. Don Birdd	Chairperson, Teacher Education Council
	Dr. John Thompson	Member of Executive Committee Teacher Education Council Representing Applied Science and Education
	Dr. Maria Pacheco	Member of Executive Committee Teacher Education Council Representing Natural and Social Sciences
	Kate Hartman	Member of Executive Committee Teacher Education Council Representing Arts and Humanities
<b>Monday, November 18, 2002 – Morning School Visits</b>		
<b>Dr. Charles Drew Science Magnet</b>		
	Delcene (Annette) West	Principal
	Jason Mayle	Teacher - Science
	Karl Kurz	Student Teacher
	Maureen Myers	Elementary Education
	Elizabeth Parsnick	Student Teacher
	Lynn Angelo	Elementary Education
	Pamela Malecki	Student Teacher
	Regina Joseph	Elementary Education
	Steven Smith	Student Teacher
	Kay Johnson-Gentile	Buffalo State College Supervisor
	Rosemary Lonberger	Buffalo State College Supervisor
<b>School #61 Early Childhood Center</b>		
	Patricia Evans	Principal
	Laura Harris	Assistant Principal
	Kathy Wood	Buffalo State College Supervisor
	Carrie Goulah	Student Teacher
	Frances Gerspach	Student Teacher
	Sadia Halim	Student Teacher
	Candice Kaier	Student Teacher
	William Wilde	Student Teacher

<b>Frederick Law Olmstead Buffalo Public School Buffalo, New York</b>		
	Lenore Levy	Coordinator of Student Teaching, Elementary Education and Reading Department
	Kate Hartman	College Supervisor, Art Education
	Michael Gruber	School Principal
	Victoria Van Horn	Cooperating Teacher
	Carol Hammond	Student Teacher
<b>Waterfront School Buffalo Public School Buffalo, New York</b>		
	Kim Cassidy	School Principal
	Michael Coleman	Art Teacher
	Sue Wisneski	Kindergarten Teacher
	Mary Ann Crotty- Logue	Second Grade Teacher
	Doris Gayles	Second Grade Teacher
	Lana Tomas	Third Grade Teacher
	Sue Eastmer	Teacher
	Lisa Filbert	Student Teacher
	Lenore Levy	College Supervisor
	Rosemary Connelly	Represented Waterfront on Campus
<b>Dr. Lydia T. Wright Elementary School Buffalo Public School Buffalo, New York</b>		
	Wendy Paterson	Elementary Education and Reading Department
	Mary Jo Conrad	School Principal
	Tom Sadowski	College Supervisor Elementary Education and Reading Department
	Cooperating Teachers	
	Student Teachers	
<b>Herman Badillo School Buffalo Public School Buffalo, New York</b>		
	Donna Jackson	School Principal
	Pixita del Prado Hill	College Supervisor Educational Foundations Department

	Mary Clare Hayes	HOSTS and Project Write Right Coordinator
	Noel Torres	Social Studies Teacher and Cooperating Teacher
	Charlene Stanton	Social Studies Education student
	Dan Stanford	Social Studies Education student
	Scott McGloin	Social Studies Education student
	Edward Grinewich	English Education student
<b>School #18 Buffalo Public School Buffalo, New York</b>		
	Carol Stevens	College Supervisor Elementary Education and Reading Department
	Valerie Kent	Principal
	Jose Rodriques	Assistant Principal
	K. Greiner	Cooperating Teacher Second Grade Teacher
	R. Flory	Student Teacher
	D. Dembik	Junior Participant
	A. Baez	Junior Participant
	D. Balaguer	Cooperating Teacher Fourth Grade Bilingual Teacher
	M. Henry	Cooperating Teacher Third Grade Teacher
	K. Herrscher	Cooperating Teacher First Grade
<b>School #61 Buffalo Public School Buffalo, New York</b>		
	Kathy Wood	College Supervisor Elementary Education and Reading Department
	Patricia Evans	Principal
	Cooperating Teachers	
	Student Teachers	
<b>Lafayette High School Buffalo Public School Buffalo, New York</b>		
	Tom Giambrone	College Supervisor Mathematics Education
	Sharon Lanza	Principal
	Paul Koester	Teacher
	Chris LoTempio	Teacher
	Cathy Reitz	Teacher

	Balerie Ledizon	Student Teacher
	Michelle Loncar	Student Teacher
	Melissa Hanel	Student Teacher
	Mary Ann Catalano	Student Teacher
	Jamie Collins	Student Teacher
<b>Interviews</b>		
<b>1:00 – 1:50 p.m. Educational Foundations Faculty</b>		
	Dr. Betty Cappella	Chair, Educational Foundations
	Pixita del Prado Hill	Member, Education Foundations Department
	Dr. Marilyn Flavin	Member, Education Foundations Department
	Dr. Fred Howe	Member, Education Foundations Department
	Dr. P. Rudy Mattai	Member, Education Foundations Department
	Dr. Keith Schmidli	Member, Education Foundations Department
<b>1:00 – 1:50 p.m. Candidates Currently Enrolled in Methods Courses</b>		
	Renee Brown	Business
	Manuel Estrada	Modern & Classical Languages
	Caitlin Gorman	Art Education
	Terrill Hall	English
	Kristin Hildebrandt	Art Education
	Sara Peterson	English
	Christine Winiecki	English
	Kathy Kawahara	Social Studies
	Glenna Leous	Science/Chemistry
	Matthew George	Social Studies Education
	Brian R. Kramer	Social Studies Education
	Ryan DeSantis	Exceptional Education
<b>1:00 – 1:50 p.m. Graduate Job Placement</b>		
	Stephanie Zuckerman- Aviles	Director, Career Development Center

<b>2:00 – 2:50 p.m. General Education Faculty</b>		
	Dewayne Beery	Physics
	William Englebrecht	Anthropology
	Virginia Grabiner	Sociology
	Curtis Haynes	Economics and Finance
	George Hole	Philosophy and Religious Studies
	Kimberly Irvine	Geography and Planning Development
	Jill Norvilitis	Psychology
	Kerran Sanger	Communications
	Randal Snyder	Biology
	Peter Sowiski	Fine Arts
	Carol Townsend	Design
	Ron Rabin	Communications
	Aimable Twagilimana	English
<b>2:00 – 2:50 p.m. Technology Related to Instruction</b>		
	Bruce Baum	Exceptional Education
	Nancy Chicola	Elementary Education & Reading
	Nancy Deal	English
	Maryruth Glogowski	Director, Butler Library
	Richard Lee	Associate Dean, FASE
	Susan Leist	English
	Dennis McCarthy	Associate Dean, Arts & Humanities
	Karen O'Quinn	Associate Dean, Natural & Social Sciences
	Wendy Paterson	Elementary Education & Reading
	Lori Quigley	Elementary Education & Reading
	Carol Stevens	Elementary Education & Reading
	John Thompson	Computer Information Systems
	Wendy Paterson	Elementary Education & Reading
<b>3:00 - 3:50 p.m. Chief Academic Advisor</b>		
	Gary Marotta	Provost and Vice President for Academic Affairs
<b>3:00 –3:50 p.m. Graduate Faculty</b>		
	Maureen Smith	Exceptional Education
	Judy Bondurant-Utz	Exceptional Education
	Sarita Samora	Exceptional Education

	Clark Greene	Technology Education
	Robin Harris	Science Education
	Don Birdd	Science Education
	Peter Loehr	Educational Leadership & Facilitation
	Wendy Paterson	Elementary Education & Reading
	Kim Truesdell	Elementary Education & Reading
<b>3:00 – 3:50 p.m. Professional Development School Network</b>		
	Leslie Day	Elementary Education & Reading
	Fran Paskiewicz	Hoover School
	Lori Quigley	Elementary Education & Reading
	Gary Stillman	Enterprise Charter School
	Sally Weidler	Como Park School
	John Weitel	Kaegebein School
<b>4:00 – 4:50 p.m. Library/Curriculum Materials</b>		
	Maryruth Glogowski	Director, Butler Library
	Hilary Sternberg	Head of Reference, Butler Library
	Amy Rockwell	Curriculum Lab. Librarian
<b>4:00 – 4:50 p.m. Center for Excellence in Urban and Rural Education</b>		
	Diane Truscott	Director
	Pixita del Prado Hill	Associate Director
	Harriet Sacks	Community Associate
	Kevin Railey	Chair, English Department
	Wendy McLeish	Elementary Education & Reading Department
	Fred Howe	Educational Foundations
	Mark Warford	Modern and Classical Languages Department
<b>5:00 – 5:50 p.m. Currently Enrolled Graduate Students</b>		
	Jennifer Armitage	Literacy/Reading Education
	Debra Barnes	Educational Computing
	Patricia Cramer	Exceptional Education
	Karen Cuer	Mathematics Education
	Keri Hedges Davis	English Education
	Kathy Emhof	Educational Leadership & Facilitation



	Mark Gardner	Technology Education
	Jeff Granza	Science Education
	Ed Grzywna	Mathematics Education
	Debbie Hamann	Business & Marketing Education
	Tandy Hamilton	Educational Leadership & Facilitation
	James Jergens	English Education
	Kathy Kaefer-Smith	Exceptional Education
	Aliscia Krecisz	Literacy/Reading Education
	Leonard Krucenski	Career & Technical Education
	Lisa Lambalzer	Reading/Literacy Education
	Mary Leto	Educational Leadership & Facilitation
	Catherine Monganero	Educational Computing
	Awilda Ramos-Zagamigo	Exceptional Education
	Diane Shaffer	Art Education
	Jennifer Sullivan	Educational Computing
	Ryan Szpyllman	Technology Education
	Michelle Yahr	Reading/Literacy Education
	Carol Petty	
<b>5:00- 5:50 p.m. Recent Graduates</b>		
	Nicholas Desantis	Technology Education
	Nicole Giambra	Business & Marketing Education
	Debra Martin	English Education
	Kathleen Klun	Elementary Education
	Magan Ryan	Mathematics Education
	Christine Streck	Science Education
	James Juergens	
	Timothy Knight	Social Studies
	Amy Keinan	Art Education
	Christopher Boos	Career & Technical Education
	Awilda Ramos Zagarrigo	Special Education
<b>5:00 – 5:50 p.m. Teacher/Administrator Advisory Committee</b>		
	Leslie Sedola	Teacher, BPS #61-Buffalo
	Sonia Davila	Retired Principal, Buffalo Public School
	Thomas J. Knab	Art Teacher, Dodge Elementary
	Sandra Klimas	Principal, Pratt Elementary
	Scott Tellgren	Principal, Springville Elementary School
	Michael Gruber	Principal, Frederick Law

		Olmstead, Buffalo
	Geraldine Horton	Principal, Kensington H.S., Buffalo
	Patricia Van Volkenburg	Teacher, Fricano Elementary
	Fran Paskowitz	Principal, Hoover Elementary Kenmore
	Dennis Devine	Retired Principal, College Supervisor
	Bonnie L. Campbell	Art Teacher, Lafayette H.S., Buffalo
	Bob Farwell	Principal, Orchard Park H.S.
	Joseph Podgorski	Principal, Amherst Central H.S.
	Mary O'Leary	Literacy Support Specialist, So Buffalo Charter School
<b>Tuesday, November 19, 2002</b>		
<b>9:00 – 9:50 a.m. Vice President for finance and Management</b>		
	Dr. Stanley Kardonsky	Vice President for Finance and Management
	Becky Schenk	Budget Office Director
<b>9:00 – 9:50 a.m. Senior Advisor to the President for Equity and Diversity and Representative Members of President's Council on Equity and Diversity</b>		
	Dr. Dolores Battle	Senior Advisor to the President for Equity and Diversity
	Lucy Andrus	Member, President's Council on Equity and Diversity Art Education
	Dr. Stephen Chris	Member, President's Council on Equity and Diversity Senior Counselor Counseling Center
	Yves Gachette	Member, President's Council on Equity and Diversity Director of Institutional Research
	Dr. Scott Johnson	Member, President's Council on Equity and Diversity

		Criminal Justice
	Dr. Martin Kelly	Member, President's Council on Equity and Diversity Biology
	Dr. Ellen Kennedy	Member, President's Council on Equity and Diversity Social Work
	Dr. Aimable Twagilimana	Member, President's Council on Equity and Diversity English
<b>10:00 to 10:50 a.m. Faculty Deans and Graduate Dean</b>		
	Dr. Larry Flood	Dean of the Faculty of Natural and Social Sciences
	Dr. Dan King	Dean of the Faculty of Applied Science and Education
	Dr. Emile Netzhammer	Dean of the Faculty of Arts and Humanities
	Dr. Richard Podemski	Dean of Graduate Studies and Research
<b>10:00 to 10:50 a.m. Administrator with Responsibility for Faculty Development</b>		
	Dr. Wanda Davis	Associate Vice President for Undergraduate Studies
<b>10:00 to 10:50 a.m. Distance Learning Class</b>		
	Dr. Kim Truesdell	Elementary Education and Reading Department
	Julie Roedel	Student - Childhood Education
	Joe Wallace	Student - Childhood Education
	Stacy Wright	Student - Childhood Education
	Maria Campbell	Student - Childhood Education
	Sarah Wagner	Student - Childhood Education
	Rose Seatkowski	Student - Childhood Education
	Blair Hodgson	Student - Childhood Education
	Eric Yensar	Student - Childhood Education
	Denise Montgomery	Student - Childhood Education
	Erin Holner	Student - Childhood Education
	Daniel Weiss	Student - Childhood Education
	Jamie Jablon	Student - Childhood Education
	Denee Rich	Student - Childhood Education
	Alexis Sadlocba	Student - Childhood Education

	Carl Jones II	Student - Childhood Education
	Kirsten Reichert	Student - Childhood Education
	Michelle Martin	Student - Childhood Education
<b>10:00 to 10:50 a.m. Chairs of Teacher Education Departments and Teacher Education Program Coordinators</b>		
	Karen Bailey-Jones	Member, Speech-Language Pathology Department Coordinator of Speech-Language Teacher Education Program
	Dr. Don Birdd	Member, Earth Sciences and Science Education Department Coordinator of Science Education Program
	Dr. Betty Cappella	Chair, Educational Foundations Department
	Dr. Barbara Bontempo	Member, English Department Coordinator of English Education Program
	Dr. Maria Ceprano	Chair, Elementary Education and Reading Department
	Linda Fusco	Member, History and Social Studies Education Department Coordinator of Social Studies Education Program
	Clark Greene	Member, Technology Department Coordinator of Career and Technical Education Program
	Susan Hall	Member, Business Department Coordinator of Business Education Program
	Donna McCarthy	Chair, Performing Arts Department
	Dr. Peter Pawlik	Chair, Technology Department
	Dr. John Popovich	Member, Educational Foundations Department Coordinator of Career and Technical Education Program
	Dr. Kevin Railey	Chair, English Department
	Dr. Sarita Samora	Chair, Exceptional Education Department
	Dr. Robin Sanders	Chair, Mathematics Department
	Dr. Lawrence Scott	Chair, Computer Information Systems

	Dr. John Siskar	Chair, Art Education Department
	Dr. E.O. Smith	Chair, History and Social Studies Education Department
	Dr. Richard Stempniak	Chair, Business Department
	Dr. John Thompson	Member, Computer Information Systems Department Coordinator of Educational Computing Program
<b>11:00-11:50 a.m. Enrollment Management/ Admissions Office Personnel</b>		
	William Kraus	Associate Vice President for Enrollment Management
	Lesa Loritts	Admissions Director
	Sandra Andolsek	Associate Director, Admissions
<b>11:00-11:50 a.m. Technology Related to Administrative Use and Planning</b>		
	Judith Basinski	Associate Vice President for Computing Services
	Sharon Cramer	Executive Director, SABRE Project
	Dennis McCarthy	Associate Dean, Faculty of Arts & Humanities
	Mel Netzhammer	Dean, Faculty of Arts & Humanities
	Richard Podemski	Dean of Graduate Studies and Research
	Carole Schaus	Associate Director, SABRE Project
<b>2:00-2:50 p.m. President Howard</b>		
	Muriel Howard	President
<b>2:00-2:50 p.m. Teacher Education Faculty who Teach Methods Courses</b>		
	Donald Bird	Earth Science & Science Education Department
	Susan Hall	Business Department
	Robin Harris	Earth Science & Science Education Department
	William Mitchell	History & Social Studies

		Education Department
	Stephen Phelps	Elementary Education Department
	Raquel Schmidt	Exceptional Education Department
	Kathy Wood	Elementary Education & Reading Department
	Michael Johnson	Modern & Classical Languages
<b>3:00-3:50 p.m. Students from SCEC and Kappa Delta Pi</b>		
	Amber Nevinger	Dual Certification
	Pamela Szefler	Dual Certification
	Tiana Elliot	Dual Certification
	Cari Oldfield	Exceptional Education/ Elementary Education
	Abbey Nowak	Exceptional Education/ Elementary Education
	Susan Mary Paige	Faculty Advisor Student CEC
	Lynne Sommerstein	Faculty Advisor, Student CEC
<b>3:00-3:50 p.m. Student Teaching Placement Coordinators</b>		
	Karen Bailey-Jones	Speech-Language Pathology
	Wynnie Fisher	English Education & Social Studies Education
	Robin Harris	Science Education
	Katherine Hartman	Art Education
	Joann Ramaekers	Business Education
	Holly Vivarette	Exceptional Education
	Rita Zientek	Assistant Dean for Teacher Certification and Clinical Experiences
<b>4:00-4:50 p.m. Open Campus Forum</b>		
	Sharon Cramer	SABRE & Exceptional Education
	Kevin Railey	English
	Tom Renzi	Academic Skills Center
	Wynnie Fisher	English/Social Studies Education
	Holly Viverette	Exceptional Education
	Susan Mary Paige	Exceptional Education
	Shirley Spriegel	Elementary Education & Reading
	Marie Ferraro	Advisement/Enrollment Support and Retention Programs

<b>4:45-5:30 p.m. Cooperating Teachers</b>		
	Jane Burgio	ECC #90
	Jim Lyons	Lancaster High School
	Jill Kinney	Hoover Elementary
	Paul Dinicolantonio	Maryvale Elementary
	Diana Abussir	Bennett H.S.
	Nanette Winkler	School #82
	Rosemary Connelly	Waterfront School
	Sandra Bilotta	
	Jennifer Maxian	Bennett H.S.
	Robert Tyrrell	Campus West
	Gale Bille	Akron Elementary
<b>4:45-5:50 p.m. College Supervisors of Student Teachers</b>		
	Phil Gullo	Elementary Education & Reading
	Richard Gates	Elementary Education & Reading
	Rosemary Liebowitz	Elementary Education & Reading
	Jim Klapp	Educational Foundations
	Linda Drajem	English
	Bruce Baum	Exceptional Education
	Mark Warford	Modern & Classical Languages
	Tom Giambrone	Mathematics
	Bruce Donn	Earth Sciences & Science Education
	Ron Wilczek	Art Education
	Richard Butz	Technology Education
	John Popovich	Career & Technical Education
	Karen Bailey Jones	Speech Language Pathology
<b>1:00 – 2:00 p.m. Meeting at the Request of Team Educational Computing Master’s Degree Program and Educational Leadership and Facilitation (Certificate of Advanced Study) Program</b>		
	Peter Loehr	Educational Leadership and Facilitation
	John Thompson	Educational Computing

<b>2:00 – 3:00 p.m. Meeting at the Request of Team Admissions Standards Committee of the Teacher Education Council</b>		
	Cheryl Burns	Graduate Studies and Research
	Maureen Smith	Exceptional Education
	Rita Zientek	Teacher Certification
	Cynthia Eggleston	Enrollment Support and Retention Programs
	Rick Fleming	Music Education
	Marianne Savino	Disability Services Coordinator
	Helen Thielke	Speech-Language Pathology
<b>Meeting at the Request of Team United University Professions Representative</b>		
	Steve Pendleton	President, Buffalo State Chapter, United University Professions
<b>Meeting at the Request of Team Representative from the All-College Assessment Committee</b>		
	Roswell Park IV	Academic Support Programs
<b>Meeting at the Request of Team Faculty of the Exceptional Education Department</b>		
	Sarita Samora	Chairperson
	Horace Mann	Retired
	Judith Bondurant-Utz	
	Holly Vivarette	
	Harold Mattie	
	Susan Marie Paige	
	Maureen Smith	
	Tom Wozniak	
<b>Class Visitations Tuesday, November 19, 2002</b>		
<b>9:00 a.m. Foundations of Education</b>	Maureen Smith Professor	Exceptional Education Department



<b>10:15 a.m. Teaching Reading in Secondary Schools</b>	Hibajene Shondomo Professor	Elementary Education and Reading Department
<b>10:45 a.m. Teaching Reading in Secondary Schools</b>	Ellen Friedland Professor	Elementary Education and Reading Department

## CORRECTIONS TO THE INSTITUTIONAL REPORT

**Submitted by Linda K. Gleckel,  
Assistant Dean for Teacher Education Accreditation and Assessment**

Standard	Page Number	Editorial	Correction
2	15		2. B. Paragraph 2. Uniform standards for initial programs were approved by the teacher education faculty on September 6, 2002. The faculty adopted the INTASC standards with two minor modifications as the standards for all teacher education candidates at the initial level.
3	19	Last paragraph. See draft.	
3	23	First paragraph. See draft.	
4	24		4. B. First paragraph. Students are required to complete ONE diversity course.
			Same paragraph. Corrected name of EXE 100: Nature and Need of Individuals Who Are Exceptional
4	25	Last paragraph. See draft,	Last paragraph. Add “diverse” to sentence that states “The number of candidates enrolled in advanced programs is very small...”
4	26	Below first chart. See draft.	
4	27	Fourth paragraph. See draft.	
4	29		Districts identified in chart do not represent the five districts in which most candidates are placed.
4	29	Last paragraph. See draft.	
5	32	Second paragraph. See draft.	
5	33		Collaboration. Paragraph three. The major components identified here are the major components of the PT3 grant project that is coordinated by the Center. The Center coordinates initiatives across all teacher education programs.
5	33		Last paragraph. The VESID Reading and Math Initiative Technical Assistance Center has been in operation for more than FOUR years.
5	34		Unit Evaluation. Last paragraph. “These forms were submitted anonymously to the ASSOCIATE Vice President for Teacher Education.”
5	35		Top line. Project Success is not a part of the Center.

5	35		First paragraph. Last sentence. "Two professional education courses are offered through distance learning and approximately 15 courses are offered through Blackboard in Fall 200s."
5	35		C. Recommendation: MET
6	36		Unit Leadership and Authority Second paragraph. "The TEC...consists of members representing each DEPARTMENT THAT OFFERS A teacher education program."
6	36		Same paragraph. Last sentence. "The teacher education faculty approved the Teacher Education Council and adopted By-laws in February 2002. The T-E-C has met several times since it was approved to establish subcommittees...."
6	38	Personnel. First paragraph. See draft.	
6	38		Personnel. First paragraph. "RELATIVELY FEW individuals have a full load of supervision..."
6	39	Unit Resources. Third paragraph. See draft.	
6	40	Paragraph at the top. See draft.	
6	40		D. Areas for Improvement: The new weakness states "There is limited evidence that the professional unit manages and coordinates school personnel programs." Need clarification. Should "teacher preparation programs" be substituted for "school personnel programs?" Is that what this statement means?
6	40	D. Areas for Improvement. Second paragraph. See draft.	