

Strengths and Research at Buffalo State College

Standard 1: Candidate Knowledge, Skills, and Dispositions

Strengths at Buffalo State:

Elementary Education and Reading Department

- 30 hour concentration in foundational areas of elementary curriculum: English, math, science, social studies, foreign language, American studies
- Universal requirement of MAT 121 & 122 Math for Elementary Teachers
- All graduate candidates other in masters programs that do not include an additional certification area require 12 hours of advanced content in ELA, math, science, SS
- All advanced degrees offered in EER require multicultural education coursework and additional work on curriculum, literacy and research
- SUNY mandated general education frameworks require broad knowledge across knowledge base required by teachers including: the arts, humanities, mathematics, science, social sciences, American history, Western civilization and other world civilizations and competence in foreign language, English composition, oral communication, critical thinking and quantitative reasoning. The college committed time and resources to the revision of our general education program which is evident in the newly instituted Intellectual Foundations program.
- The Teacher Education Council has advanced a proposed framework for evaluating teaching dispositions across the major education programs and is currently investigating a process for evaluating and counseling students on that dimension.
- Teacher certification examinations are embedded in the undergraduate programs. While we do not require a passing rate to advance in our coursework, students take the LAST, ATS-W and CST while engaged in their programs at the college. We are currently working on a system of requiring these examinations at various benchmarks in the programs.
- The Taskstream Portfolio and Assessment utility provides a universal template for assessing students on these 3 dimensions and on their lesson planning relating to the NYS standards for each content area.

Exceptional Education

Department offers 3 initial certification programs in Special Education (Childhood, Adolescent, Early Childhood).

Coursework is aligned with CEC standards.

Department evaluated each program individually using variety of assessments to determine impact on candidate knowledge, skills, and dispositions (see SPA reports).

Early Childhood program was “recognized” by NCATE and report will be used as an exemplar by NCATE for training purposes (available for word wide distribution via internet).

Department based Curriculum Committee continually re-evaluates and rewrites programs and coursework to reflect current state, national, and professional level requirements and evidence based practices.

Student teaching- EX ED majors have increased contact hours with students (and thus supervised student teaching) due to the dual certification they receive. (EXE 420 and EDU 404).

Field based blocks- candidates receive a majority of the pedagogy-related content and instruction in the field. They are instructed in schools and are provided with immediate opportunities to implement strategies and instructional techniques with immediate supervised feedback.

Professional CEC standards are included on all course syllabi, course assignments, and rubrics. In addition, New York Standards included when planning lessons and units.

Two CEC chapters exist on campus (Chp 117 and 402). One is for professional members and one focuses on student membership.

Dispositions are evaluated throughout program at various transition points (e.g. EXE 362, 366, 368). Cooperating teachers evaluate as well using the Cooperating Teacher Evaluation Form used in EXE 420 (student teaching).

Graduate students (Lisa Lucente, Kim Parzymieso, and Debra Pretorius, group project adviser: Kevin Miller) in the Exceptional Education Department have been selected by the Graduate Advisory Council Committee as recipients to receive the Outstanding Master’s Project Award.

Literacy Specialist Program

1. 3 semesters of rigorous practicum work with struggling readers/writers, including 4-week summer clinical experience in a city school

2. Opportunities for literacy specialist candidates to demonstrate professional knowledge through workshops for parents and educators

Music Education Program

Music Education has specific disposition document. Disposition development is addressed in required freshmen class.

Science Education Programs

Summer physics teaching pathways
Bio/chem./phy speakers program
Clubs
Many workshops and educators conferences

Speech and Language Pathology

Through a strong, science-based program, our undergraduate students are prepared to be successful during their graduate study in speech-language pathology, audiology, or a related field. The SLP graduate program is rigorous and comprehensive with a practicum component. These students are prepared to work as speech-language pathologists who are eligible for ASHA (American Speech-Language-Hearing) certification, New York State licensure, and New York State Teacher Certification.

Technology Education Program

The Education Computing Program at Buffalo State College, in conjunction with Erie 1 BOCES, hosted a 'T6 Conference (Transforming Teaching with Technology Tools for Today and Tomorrow) targeting Pre-K-12 teachers, administrators, technology coordinators and anyone involved in a PreK-12 educational technology setting in the Western New York area (including Buffalo State College teacher education pre-majors and candidates) an opportunity to enhance their computer technology skills in education. Papers were called for as well as nominations for the Teacher Using Technology of the Year award. Certificates of Professional Development were provided to participants in the conference.

Educational Computing

Buffalo State College's Educational Computing Program, in cooperation with Erie 1 BOCES, is offering an opportunity to enhance your computer technology skills in education. The focus of the conference **ETC '07 (Educational Technology Conference 2007)** is to bring educators, administrators, technology professionals, faculty and staff, public and academic librarians together to think, discuss, listen and learn the best strategies to plan for, implement, and use educational technology in our schools.

Related Research or Inquiry at Buffalo State:

Art Education Program

AED Teacher Dispositions Assessment measures assess seven core disposition areas. Lucy Andrus developed and pilot tested the dispositions document in Fall 2005. In a faculty retreat, we also developed a plan for faculty to assess dispositions in Methods classes starting in Junior year, AED 300, 302, 302, and ATS 325. Faculty assessed dispositions mid-semester and at the end of the semester. Faculty also had students use the document to assess themselves. It was decided that If faculty believe a student is deficient in a dispositions area, they will notify the student, the Department Chair, and the Academic Standards Committee. Lucy Andrus is currently summarizing and assessing 3 years of dispositions documents conducted by students and by faculty. She is also seeking input from faculty for her summaries.

Exceptional Education

Department piloted *Professional Disposition Qualities (PDQ) For Teacher Candidates* evaluation tool in conjunction with University of Colorado as part of nationwide research collaboration.

All master's level candidates plan, develop, and complete a data-based research project aimed at improving student learning outcomes using research-based practices.

Department instituted a Master's Level Research Symposium whereby "student researchers" (i.e., teacher candidates) present their research studies to peers and faculty campus wide.

Literacy Specialist Program

1. Action research project completed in seminar; award given each year to outstanding action research project by Alpha Upsilon Alpha, honor society of Int'l Reading Assoc.
2. Candidates present poster sessions at Graduate Student Scholarship & Creativity exposition (check exact title w. Ellen Friedland)

Science Education Programs

Undergraduate research—several different projects
STEM grant
GSA conferences
APS
BSTN (Buffalo Science Teachers' Network, middle school science)
MSP9 with BPS all levels of teachers)

Speech and Language Pathology

We ensure that our students are prepared by certifying that they have met the knowledge and skills established for professional certification. Undergraduate and graduate coursework is considered and the students must complete a minimum of 400 hours of clinic practicum (25 of which are observation hours). In addition, as part of the student learning outcomes, our students must demonstrate knowledge of professional issues that including dispositions, ethics, cultural appropriateness, evidence based practice, etc. (see attached SLP student learning outcomes). Our students also engage in research with the faculty that often leads to conference presentations and sometimes articles in peer-reviewed journals.