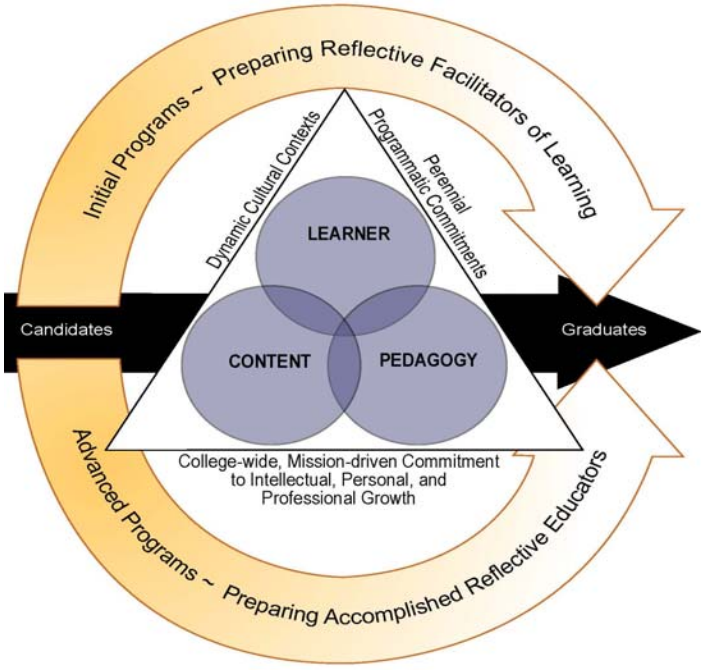
The Teacher Education Unit Conceptual Framework and
The Buffalo State Education Assessment System (BSEAS)

Foundations Handbook
for
Unit Operations
2007



Conceptual Framework
Assessment System
Assessment Plan
Appendices

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This report has been prepared for the April, 2008 Continuing Accreditation Visit by the National Council for the Accreditation of Teacher Education (NCATE). The complete report can be read offline but the links to websites will not be available without connectivity. For privacy reasons, faculty vitae, syllabi, and budget files are being sent to BOE team members on a supplemental CD. The unit expresses heartfelt appreciation to all authors and resources contributing to this representation.

The Teacher Education Unit Conceptual Framework (CLoP TRoDD) and The Buffalo State Education Assessment System (BSEAS)

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Buffalo State Teacher Education Unit (TEU) Overview

Introduction

The preparation of teachers at both the initial and advanced program levels continues to be one of the major responsibilities of Buffalo State. The quality and diversity of the professional education programs have earned the college an excellent reputation across the state and nation.

All professional education programs at the college are under the leadership of Dr. Ronald S. Rochon, Associate Vice President for Teacher Education, Dean of the School of Education, and head of the teacher education unit. The preparation of teachers for secondary education content areas occurs primarily within departments of the respective disciplines in the School of Arts and Humanities, the School of Natural and Social Sciences, and the School of the Professions. All teacher education programs are represented in the Teacher Education Council (TEC) that advises the Associate Vice President for Teacher Education.

The unit conceptual framework forms a basis for all unit operations. The conceptual framework for professional education at Buffalo State reflects the commitment of all members of the professional education community to the preparation of knowledgeable and skilled educators. It is influenced by a strong commitment to issues of diversity, value for collaboration between college and public school personnel for the mutual renewal and improvement of each setting, and an educational environment that ensures success for all. These values along with the identified array of knowledge, disposition, and skill outcomes that have been developed unit-wide--as well as those additional outcomes which have been developed by individual programs--constitute the basis for assessing individual candidate performance and for making judgments about overall program quality.

The focus of the conceptual framework for initial program candidates is preparing reflective facilitators of learning. The focus of the conceptual framework for advanced program candidates is preparing accomplished reflective educators. The central core conceptions of P-12 Learner, Content knowledge, and effective Pedagogy are encompassed with a context including Technology, Reflection, Diversity, and Dispositions.

Buffalo State Mission

Buffalo State College is committed to the intellectual, personal, and professional growth of its students, faculty, and staff. The goal of the college is to inspire a lifelong passion for learning, and to empower a diverse population of students to succeed as citizens of a challenging world. Toward this goal, and in order to enhance the quality of life in Buffalo and the larger community, the college is dedicated to excellence in teaching and scholarship, cultural enrichment, and service.

TEU Mission

The mission of the teacher education faculty at Buffalo State College is to prepare reflective facilitators of learning (initial programs) and accomplished reflective educators

(advanced programs) to meet the challenge of teaching all learners in a complex, technological, global society. Teacher education faculty engage their collective expertise in teaching; scholarship and research; and service to the community, college, and profession. Faculty value and strive to cultivate a professional climate that promotes teaching excellence, intellectual vitality, and communication through collaboration across programs, among faculty, students, and
the larger community.

TEU Vision

The conceptual framework for all teacher education programs at Buffalo State College articulates the unit's vision, ensures coherence across candidates' programs and reflects commitment to prepare candidates to work effectively with all students including students with culturally, linguistically, and ethnically diverse backgrounds and students with disabilities.

TEU Core Values

The teacher education faculty believe that the optimal environment for teacher preparation is one in which college-based and school-based teacher educators collaborate closely on mutually identified and mutually beneficial outcomes designed to improve both the college and school settings.

The teacher education faculty both recognize and celebrate the diversity which characterizes American educational institutions; furthermore, the faculty are unequivocally committed to preparing educators whose attitudes and professional expertise advance diversity and the diversification of American democratic society.

Teacher education faculty are committed to the following fundamental premises: (1) that all students can learn; (2) that all students have a right to learn to their greatest potential; and (3) that all students re entitled to an educational environment where teaching and learning are the most valued of all activities.

Buffalo State intends to build upon its strength in teacher education and its location in the second largest city in the state to play a leadership role in addressing the issues relative to the delivery of quality education in urban settings. In support of this initiative, the college will:

- Focus on studying and assisting urban schools
- Seek to recruit students with an interest in urban education
- Develop curricula to focus on training for service in inner city settings
- Develop a capstone program in urban education open to educators across the state
- Provide continuing education and lifelong learning opportunities for teachers in the region.

TEU Goals

The Teacher Education Unit goals directly reflect elements of the conceptual framework:

Goal 1: Content - The professional educator will know the subject matter to be taught to P-12 learners.

Goal 2: Learner - The professional educator will understand P-12 learners' socialization, growth and development; the learning process; reflection of teaching; and the establishment of a classroom climate that facilitates learning.

Goal 3: Pedagogy - The professional educator will attain an understanding of the strategies that candidates use to teach all learners.

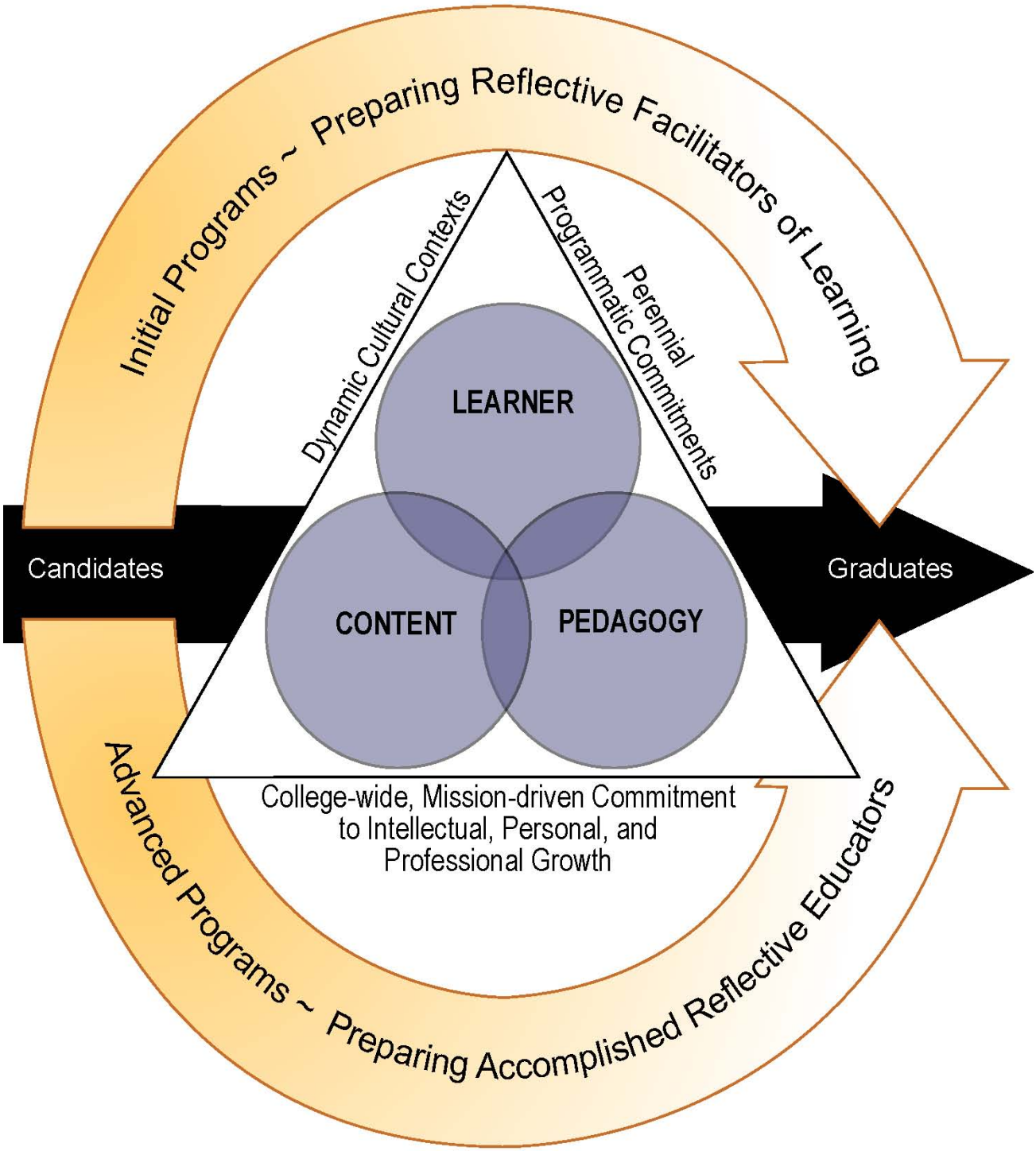
Goal 4: Technology - The professional educator uses technology as a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.

Goal 5: Reflection - The professional educator exhibits the ability to reflect and assess his/her own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.

Goal 6: Dispositions - The professional educator demonstrates respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.

Goal 7: Diversity - The professional educator is aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy.

Goal 8: Research (Advanced Programs only) – The professional educator is a lifelong learner who competently translates current educational theory and practices into P-12 achievement by exploring and integrating concepts into effective pedagogy.


Initial Programs ~ Preparing Reflective Facilitators of Learning
Dynamic Cultural Contexts
Programmatic Commitments
Perennial
LEARNER
Candidates
Graduates
CONTENT
PEDAGOGY
College-wide, Mission-driven Commitment
to Intellectual, Personal, and
Professional Growth
Advanced Programs ~ Preparing Accomplished Reflective Educators

The Conceptual Framework

History of the Conceptual Framework

A conceptual framework can be most simply defined as the shared understanding (across all relevant stakeholders) of what constitutes the best way to prepare individuals for the teaching life. That shared understanding is the result of what might best be called the orchestration of conversations among teacher educators with partner school faculty, arts and sciences faculty, and teacher candidates themselves; conversations that result in the establishment of courses and field work monitored by professionals and punctuated by key decision-points relative to teacher candidate growth and development.

The conceptual framework at Buffalo State College was first articulated in preparation for the 1991. NCATE Continuing Accreditation Review. In response to a mandate from the New York Regents, the New York State Education Department (NYSED) established new standards for initial-level teacher licensure and teacher education program approval in 1999. Having begun a comprehensive professional education curriculum review process in 1998, the college completely revised all initial-level professional education curricula in order to meet new program approval standards established by NYSED. These new standards were themselves organized around the curricular components of (a) general education core and liberal arts and sciences; (b) teaching content core; and (c) pedagogical core. Following the submission of these revised programs to NYSED in April 2000, a full and complete approval was received for each of the submitted curricula. A similar revision and re-registration, with a similar NYSED review of all graduate professional education curricula occurred in 2001, resulting in a full and complete approval of all advanced-level programs being granted. The conceptual framework which had guided programs since its inception was validated by its central role in the successful curriculum realignment. Core components reflected the continuing values of the Buffalo State Teacher Education Unit.

In the intervening years, the framework has been revisited, refined, and renewed to include expanded descriptions of the faculty's beliefs regarding its mission and values; new understandings of the theories of teaching, learning, and best professional practices; performance expectations for both initial and advanced-level candidates; and professional education assessment. Teacher educators, arts and sciences faculty, and P-12 educational partners have collaborated to conduct systematic reviews of the conceptual framework. No actions have fundamentally altered the unit's long-established commitment to the preparation of highly competent reflective educational practitioners who are prepared to work with an increasingly diverse population of students, and who demonstrate an unwavering commitment to the fact that all students can learn. These developmental processes occurred during a period of significant change, including the college-wide development of new statements of mission, vision, and institutional priorities—a process that concluded with a complete campus re-organization and the establishment of Buffalo State's first School of Education in 2005. The reorganization unleashed a new strategic planning process focused on individual Schools which once fully developed and adopted, will again influence the values and priorities of the unit. With attention focused on maintaining high-quality teacher education as a pivotal institutional priority, the TEU Conceptual Framework will continue to remain the foundation of unity among teacher education unit faculty, school-based faculty, and candidates.

Elements

The model of the TEU Conceptual Framework graphically represents both initial and advanced level program values and outcomes. The framework, at the basic level, consists of three major components-- the Content, the Learner, and the Pedagogy (CLoP). These components are examined in conjunction with four influencing contexts: Technology use, effective Reflection, Diverse learning environments, and appropriate Dispositions in all circumstances (TRoDD). Additionally, for advanced program candidates, the context of Research is also included. These elements are interrelated and integrated to prepare teacher candidates to assume roles as reflective facilitators of learning (initial programs) through coursework and experiences in each component of the model or reflective facilitator of learning (advanced programs) who couple knowledge and skills to exemplify those qualities and dispositions that characterize effective teachers.

Content

Content, the first component of the model, can be defined as the subject matter or content to be taught to the learners. In this component, teacher candidates develop a thorough understanding of the content that they intend to teach. Teacher education programs require from 30 to 42 credit hours of content-related coursework that provide teacher candidates with a strong background in their respective disciplines. In Art Education, Speech Language Pathology, and secondary education programs that prepare teacher candidates to teach in content areas, teacher candidates acquire an in-depth knowledge of the content in their respective disciplines that is equivalent to subject majors. In Elementary Education and Exceptional Education, teacher candidates are required to complete an academic concentration consisting of 30 credit hours of coursework selected from one of the following academic disciplines: English, foreign language, mathematics, science, social studies, environmental studies or American studies. Therefore, teacher candidates obtain a strong knowledge base related to the content in their respective disciplines.

Particularly important to initial baccalaureate education programs is the Buffalo State general education core and the strength of the various cross-campus departments – both of which help develop a strong content knowledge base in teacher candidates. Offerings are the top of regular conversations at TEC meetings. Still, a thorough knowledge of mathematics relevant to K-12 education, or of reading, or of science, represents just one component of the "content" dimension within the educational enterprise. An equally important dimension involves selecting content that meshes with what teachers know about their students. This means preparing teacher candidates to make sophisticated curricular choices—choices that will resonate with the lived experiences of their students, maximize engagement with the material, and consequently advance student achievement. The wherewithal for making these kinds of curricular choices includes necessary intellectual leverage over the motives of for-profit textbook companies who attempt to package curriculum for the mass market. It is intention of the Buffalo State TEU to prepare teachers who can identify the useful material in a textbook series and compensate for their considerable shortcomings (Gordy & Pritchard, 1995; Pewewardy, 1998).

Too little attention is paid to the ends of education in today's society. Politicians and business leaders simplistically assume that an education is, and should only be, all about the economic dimension in life—Candidates must be prepared to compete in a global market, to get good jobs, to make America globally competitive. But public education is every bit as much about preparing youth for life in a social and political democracy. Indeed, this was the reason public schools were created in the first place. Horace Mann said almost nothing about making American youth competitive in the economic arena. A teacher's choice regarding content must bear some relationship to the perceived ends of education. Buffalo State teacher education programs intended to prepare students to consider more than what might be culturally popular at any point in time relative to the ends of education, thereby giving them the wherewithal to balance the economic *and* democratic ends of education through their content choices (Soder, Goodlad, & McMannon, 2001).

Learner

The first second component of Buffalo State College's conceptual model is the Learner, (i.e., students from birth to grade twelve), where there is a strong emphasis on teacher candidates attaining an understanding of learners' socialization, growth, and development; the learning process; reflection of teaching; and the establishment of a classroom climate that facilitates learning. Courses in this component are designed to develop attitudes related to philosophies of teaching and learning as well as societal and multicultural influences in education. Studies in foundations provide teacher candidates with initial field experiences in schools and other ancillary agencies. This component serves as a source of knowledge in the areas of educational materials and structures, and formal educational scholarship. General pedagogical knowledge; knowledge of learners and characteristics; knowledge of educational contexts (Shulman, 1987); and knowledge of educational ends, purposes and values are the knowledge base categories of this component.

Candidates in initial (baccalaureate) programs continue the process of comprehension and critical reflection introduced in general education core courses and begin to develop the processes of evaluation and transformation. Teacher candidates learn to assess individual learning situations by gathering and analyzing information. They are also required to use formal and informal assessment procedures to obtain relevant information for making educational decisions based on learners' characteristics and needs. Subsequent reflection requires that teacher candidates modify material by critically interpreting it in light of their own evolving understanding, by identifying alternative ways of presenting it to learners; by choosing from an instructional repertoire; and by adapting and tailoring it to learner characteristics.

Professional education at Buffalo State College has developed through an evolutionary process that has been primarily influenced by program evaluation and research in teacher education. Teacher education programs are driven by what educators have come to understand about research related to culturally relevant pedagogy (Gay & Kipchoge, 2003; Howard, 2003; Ladsen-Billings, 2001; Seidl, 2007). The next dimension of the tri-partite framework—learners—rests on understanding of the pivotal nature of the teacher-student relationship. The general education program at Buffalo State goes a long way toward preparing future educators with perceptive insights related

to the human condition and thus to the potential of Buffalo State teacher candidates to effectively building teacher-student relationships. A myriad of cultural forces are at work in the lives of all students. Teachers who are unaware of how such factors as language, gender, race, and socioeconomic status intersect with student lives are going to experience serious obstacles in their attempt to teach all children. Herb Kohl's classic, *I Won't Learn from You* (1991), represents a sophisticated account of the necessity of knowing learners well. The "learner" piece of the conceptual framework therefore highlights pivotal dispositions that teachers must possess. Teachers who are disposed to believe the vacuous, though culturally popular, rationalizations for poor student performance, e. g. the parents just don't care, or they don't value education, are not likely to successfully teach all children. Possessing the appropriate dispositions, then, is just as crucial to the teaching profession as it is, say, to the medical profession.

Part of knowing learners includes knowing something about human cognition, about how they learn, although learning theory is very much "contested terrain" at the moment. While the majority of the educational research community stands behind constructivist theory, it is far from universally embraced. As a community of professional educators, therefore, the teacher education unit at Buffalo State has tried to build programs that acknowledge the strength of constructivist instructional approaches (Bransford, Brown, & Cocking, 2000; Brooks and Brooks, 1993) while recognizing that some learners may require structured, direct approaches to instruction (MacIver & Kemper, 2002).

Pedagogy

The third component of the model is Pedagogy or the strategies that teachers use to teach all learners. Teacher candidates develop a breadth of pedagogical abilities for teaching content and skills, including the use of inquiry-based and problem solving strategies and critical thinking to enhance learning, within the elementary, secondary, and special education areas. In initial programs, a strong emphasis is placed on field-based experiences concurrent with coursework (minimum of 100 clock hours required prior to student teaching), enabling teacher candidates to demonstrate their ability to apply educational theory in sound practice. This component is a source of much of the knowledge in the areas of scholarship in content disciplines, formal educational scholarship, and educational materials and structures. Students acquire content knowledge appropriate to their disciplines, general pedagogical knowledge, curriculum knowledge, and specific pedagogical content knowledge (Shulman, 1987). In this component, while teacher candidates continue to develop skills in comprehension and critical reflection, they acquire new skills in instruction. Teacher candidates learn and practice instructional skills in the areas of classroom management, evaluation and planning, and knowledge and use of educational technology to promote student learning.

Sometimes defined as the art and science of teaching, pedagogy is referred to as the teaching act itself premised on *critical reflection*. Buffalo State Teacher Education Programs focus on enabling teacher candidates to utilize instructional techniques that hinge on a deep and compassionate knowledge of their students and sophisticated choices related to content. Because the teaching act itself creates a relationship between teacher and student it is the intention of the unit to design and deliver programs that will enable teacher candidates to exhibit pedagogical behaviors that generate positive relationships,

and thus create an environment where students want to learn. This is the very premise of Geneva Gay's conception of "culturally relevant pedagogy" and it applies to diverse and non-diverse classrooms alike.

In the twenty-first century, teachers have the distinct advantage of being able to utilize sophisticated technology that can significantly enhance pedagogical and curricular choices. Buffalo State teacher candidates are prepared to creatively utilize various technologies in the interest of ensuring that all students learn. Despite attempts to "standardize" the educational endeavor, students inevitably come to school at differing levels of ability, with different academic strengths and weaknesses. As well, educators as far back as the eighteenth century noted and understood that not every child learns the same way. The predictability of these circumstances suggests that teachers must possess pedagogical flexibility and a consciously cultivated pedagogical imagination. A formula-driven approach to instruction may work well for many students, perhaps most students, but never *all* students. Adaptations, supplemental materials, and modifications are constantly required. When to make a curricular or instructional adjustment for a child, or for several children, is an act of pedagogical judgment premised on critical reflection. Buffalo State teacher education programs are created and refined such that teacher candidates are capable of making these kinds of adjustments during their first year on the job, while recognizing that improved pedagogical judgment will require growth and development throughout one's career.

Technology

Technology can be a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects. In order for teacher candidates to use technology effectively, they must use knowledge and skills from all three components of Buffalo State's conceptual model. Therefore, the intersection of the three components of the conceptual model illustrates the relationship that exists between technology and the Content, the Learner, and the Pedagogy.

Content: In order for teacher candidates to use technology to enhance their teaching, they first need to know how to operate multimedia devices including computers. Teacher candidates must also have a good knowledge of the content of the discipline in order to use technology as a vehicle for promoting understanding among learners. The careful selection of discipline-specific content and activities that learners can access through technology and other multimedia resources allows learners with multiple opportunities to acquire information and practice skills.

Learner: Teacher candidates must be knowledgeable regarding all learners' developmental levels, interests, and physical/motor and intellectual abilities to make appropriate decisions on technology use in the classroom. Knowledge of the learner's prior experience is a prerequisite for choosing discipline-specific software programs to promote comprehension.

Pedagogy: Teacher candidates understand the role that technology plays in facilitating learning in learners from birth through grade twelve. They understand that technology is a means to an end, not an end in itself. Teacher candidates know how to integrate technology and information literacy in instruction to support student learning. They use simulation software to give learners opportunities to think critically and develop higher order thinking skills.

Reflection

Reflection is defined as the fixing of the thoughts on something; careful consideration. For teacher candidates, the ability to reflect on successes and failures in teaching and to subsequently make adequate adjustments in order to improve effectiveness is central to successful P-12 learning to occur in a classroom. Reflection requires the ability to monitor behaviors and continuously evaluate personal effectiveness so that modification, change, or even cessation of instruction can be made on an as needed basis. Reflection is part of effective address of Content, Learners, and Pedagogy.

Content: Teacher candidates must be able to realize what content will be important in order to design curriculum maps: considering prerequisite knowledge and skills, supplementing areas of weakness, making lessons progressive and consistent, and meeting the developmental and intellectual needs of P-12 students in classrooms. Reflection on the content is an integral part of selecting, presenting, and understanding the effect of specific lessons and activities.

Learner: Teacher candidates must reflect on what they know about their Learners in order to design and deliver the most effective instruction which will appeal to all learner types. They must reflect on the progress of instruction as it is delivered, and they must reflect in retrospect on how the learners responded to their teaching and what may need to be addressed in addition or in review for future reflection. Understanding learner needs and reflecting on how to appeal to them are intertwined.

Pedagogy: Reflection is also key to effective pedagogy. Reflection requires an initial understanding as the foundation coupled with the ability to anticipate, realize, and subsequently review the effectiveness of instructional strategies developed for and/or delivered to P-12 learners. Skills in teaching can be strengthened to achieve maximized results when processes of reflection or modeled, instructed, and subsequently required of candidates in a supportive teacher education program.

Diversity

Teacher candidates must use their knowledge, skills and dispositions related to each of the three components to teach diverse learners effectively. The ability of teacher candidates to be aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy is dependent upon their knowledge of the Content, the Learner, and the Pedagogy.

Content: Teacher candidates must understand how their respective disciplines are influenced by and related to culture. They must also select appropriate subject matter content and instructional materials that reflect an appreciation for diversity and that are free from stereotyping and bias.

Learner: Knowledge of all learners is critical for developing an awareness of and sensitivity to ways in which learners differ based upon their gender, sensory and intellectual abilities, cultural backgrounds, and prior experiences. Knowledge of learner characteristics related to disability and diversity will help teacher candidates make appropriate instructional decisions that result in pedagogy that is culturally and socially responsive.

Pedagogy: Teacher candidates must use culturally and socially responsive pedagogy so that all learners have opportunities to learn and perform to the best of their

abilities. They must be vigilant to ensure that learners are not disadvantaged by specific practices in the areas of assessment and instruction. Further, teacher candidates must adjust curriculum and adapt instruction in light of learners' abilities or disabilities.

Dispositions

Dispositions are the natural or prevailing aspect of one's mind as shown in behavior and in relationships with others. Dispositions are pervasive in all aspects of an academic career and subsequent professional and personal experiences. While theorists differ on whether or not dispositions can be radically changed through instruction and deliberate effort, it is the intention of the Buffalo State Teacher education unit to inform candidates about appropriate dispositions and encourage self reflection as well as external evaluation of the expression of those dispositions related to P-12 teaching over the course of candidates' studies. Dispositions are part of full and effective commitment to the instruction of Content, P-12 Learners, and appropriate pedagogy.

Content: Effective teachers are committed to their own professional growth. They maintain high standards for themselves by keeping abreast of scholarship in the content disciplines and maintain high and challenging standards for their students.

Learner: In order for teacher candidates to be reflective facilitators of learning, they must believe that all learners are capable of learning. Effective teachers demonstrate respect for individual differences among learners, their families and their communities. They are professionals who are fair, honest, and caring and who establish and maintain a safe and supportive environment for learning.

Pedagogy: Teacher candidates demonstrate their commitment to teaching by consistently engaging in long-term and short-term planning. Units of instruction and lessons are prepared well in advance. They use performance-based assessment to document positive effects on student learning and engage in critical reflection to improve their own teaching performance.

Research

A key context for advanced program candidates is their ability to understand and use current developments in the field to significantly impact the achievement of P-12 learners. Only by becoming lifelong learners with the capacity and propensity to explore current environments including best practices and exemplary performances can the professional educator continue to improve teaching methods and effectiveness throughout his/her educational career.

Content: Advanced program professionals have an established basis of knowledge that has enabled them in their profession. However, candidates must be encouraged to continue to investigate the ever-evolving body of knowledge in each discipline and to subsequently carry that knowledge into the classroom.

Learner: Advanced program professionals have an ongoing commitment to the population they have chosen to serve in the teaching profession. They have the responsibility and must have continuing commitment to interpret strategies and skills defined by research and bring those into the classroom to empower their learners. By understanding and valuing the use of educational research both theory and practice can be translated into effective classroom practices to maximize performance and learning for P-12 learners.

Pedagogy: Advanced program professional use pedagogy to be the active force in the educational lives of P-12 learners. The practitioner must be vigilant in seeking out and adopting current pedagogy including both teacher and P-12 student strategies that will transform the classroom into a productive dialogue for P-12 student learning.

Initial Programs

The outcome of professional education programs at Buffalo State College at the initial level is a reflective facilitator of learning, a teacher who is able to teach and guide learners through a cycle of learning activities that involve comprehension, transformation, instruction, evaluation, and critical reflection. Such teachers not only know the subject matter being taught, but also its structure; the materials and settings of the educational process; the knowledge of schooling, human learning and development; and the principles of good practice. Such teachers make instructional decisions that are rooted in an understanding of teaching and believe that student learning is the ultimate goal of teaching.

General Education Foundation

The college believes that the preparation of reflective educators is intellectually grounded in a broad liberal arts and sciences background, which is complemented by an in-depth knowledge of teaching content and pedagogy. The undergraduate program for all students at Buffalo State College begins with a required General Education component named "Intellectual Foundations" where teacher candidates acquire knowledge of scholarship in content disciplines. This is one place in initial programs where teacher candidates study content knowledge related to academic disciplines while gaining insight into knowledge of societal and education ends, purposes, and values. Comprehension and reflection (Shulman, 1987) are the major activities in this component with the objective being the development of educated individuals.

The Mission of the Intellectual Foundations program is to promote an understanding of the continuity of human history, the depth of inherited knowledge, the validity of diverse modes of inquiry, the value of artistic expression, and the richness of collective experience. The purpose of the Intellectual Foundations program is to develop the skills and habits of the mind required for a life of intellectual curiosity and civic engagement. This framework will help teacher candidates gain the experience, knowledge, and sensitivity necessary to function in contemporary society as educated individuals and to adjust to the pressures and demands of careers and of life. We expect teacher candidates to acquire the necessary skills to continue their learning and development as citizens and professionals. The Intellectual Foundations program constitutes 39-66 of the 120 credit hours necessary for graduation, divided among 15 areas of knowledge: Foundations of Inquiry, Basic Writing, Mathematics/Quantitative Reasoning, Arts, Humanities, Natural Sciences, Social Sciences, American History, Western Civilization, Non-western Civilization, Technology and Society, Diversity, Basic Oral Communication, Writing Across the Curriculum and Foreign Language.

In addition to the liberal education coursework all undergraduate degree candidates must meet college-wide graduation requirements: Successful completion of required coursework in the declared major, successful completion of at least 120 credit hours, of which at least 45 must be upper division, at least 32 credits must be taken at

Buffalo State, including the last 16 credits. Final minimum overall cumulative GPA of 2.0, final minimum major GPA of 2.0, and successful clearing of all I, N, or X grades.

Practicum in Teaching

The intersection of the Learner, the Content, and the Pedagogy components in the graphic representation of the conceptual model illustrates the practicum during which all teacher candidates demonstrate their ability to teach. Teacher candidates need to use knowledge and skills acquired in all three components in their culminating student teaching/clinical fieldwork experiences. Teacher candidates are required to integrate their knowledge of the learner, their knowledge of content, and their understanding and skill related to pedagogy as teachers working with learners from birth through grade twelve. They must also model dispositions that characterize effective teachers.

In their required practica, teacher candidates are placed in at least two supervised classroom settings where they are expected to demonstrate skills and knowledge acquired through the three components of their programs. Placements are selected to assure that teacher candidates have the opportunity to demonstrate competence to work with learners in high need areas with learners from linguistically, culturally, and/or ethnically diverse backgrounds. Placements are also selected to ensure that teacher candidates have experience in using technology to facilitate learning. They build on the foundation of previously acquired abilities, synthesize earlier experiences, and refine not only through observation of teaching behavior in isolation, but also in reference to the content taught. The student teaching experience is a source of all areas of knowledge but particularly wisdom of practice (Shulman, 1987). Teacher candidates assume all the roles of effective teachers and use knowledge from all categories.

Certification Only Programs

Several teacher education programs at Buffalo State College offer certification only programs. These programs are designed to provide individuals who already possess a bachelor's degree with coursework and the required practicum/clinical fieldwork experience in the professional sequence so that they may be eligible for a certificate of qualification (C.Q.) or a provisional teaching certificate upon completion of their program. Because many graduate programs in education require that students entering masters degree programs possess a provisional teaching certificate or C.Q., these programs allow individuals interested in pursuing teaching certification an option for becoming certified without completing a second bachelor's degree program. These programs are subsumed under the category of “initial programs” because coursework results in initial state certification.

Advanced Programs

At the advanced level, master's degree programs provide sound academic preparation of individual graduate students while maintaining sufficient flexibility to allow them to benefit from their maturation and experience. Some graduate students enrolling in master's degree programs may enter without prior teaching experience; other graduate students may bring previous experience in the teaching profession or currently hold teaching positions. Their experiences, interests, and previous education allow

graduate students to acquire higher levels of knowledge to further develop their expertise and/or enrich their theoretical knowledge.

At Buffalo State College, advanced teacher preparation programs are designed to prepare accomplished reflective educators. The professional education curricula continue to provide graduate students, many of whom are already teaching, with opportunities for growth and promote continued study of evolving trends and issues in the teaching profession. Therefore, in the advanced program, graduate students take the theoretical knowledge acquired in the initial program, further develop their practical skills, and prepare to assume a greater leadership role in the educational community.

Graduate students at the advanced level must exceed the standards regarding knowledge, skills, and dispositions required at the initial level. At the advanced level, graduate students are expected to deepen their knowledge of content; adapt and expand their instructional repertoire based upon new knowledge and understandings; and, as professionals, work collaboratively with their colleagues and with the parents/caregivers of learners in schools.

The three components of the knowledge base at the advanced level are designed to build on the undergraduate base of a reflective facilitator of learning to enable graduate students to become accomplished reflective educators. The model at the advanced level includes the same three components that describe teacher education programs at the initial level: Learner, Content, and Pedagogy.

Learner

The Learner component at the advanced level requires an extension of that same component at the initial level. Graduate students concentrate on synthesizing current thinking in the area of general pedagogical knowledge, and on evaluating existing and proposed educational contexts, structures, and materials. Similarly they integrate knowledge of learner characteristics including intellectual and cultural differences with the ends and purposes of schooling.

Content/Pedagogy

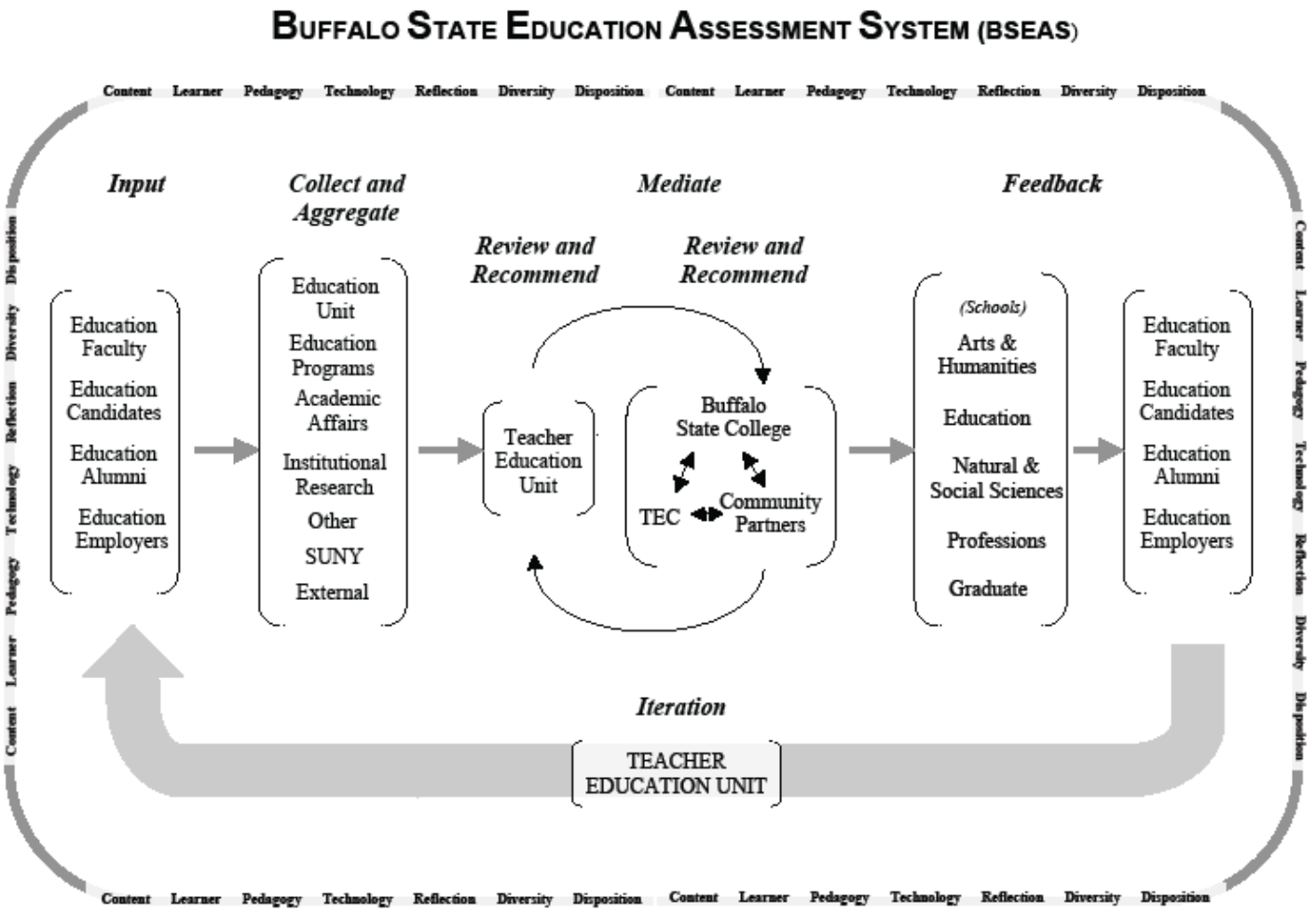
Courses within the content/pedagogical components at the advanced level concentrate on broadening teacher candidates'/teachers' pedagogical content and curricular knowledge. Accomplished reflective educators demonstrate scholarship in content disciplines, make appropriate decisions regarding educational materials and techniques including the use of technology to promote learning, and establish educational settings which reflect wisdom of practice.

Research and Application

While research and application are infused into the coursework in the initial program, there is a special and unique focus at the advanced level. All graduate students study current research and educational programs and develop skills to design, implement and evaluate research related to the profession. They learn to present data to peers and community groups. General pedagogical knowledge, knowledge of learners and knowledge of purposes of schooling are examined in light of current research. Graduate students propose and conduct research to add to their professional knowledge base. Some programs at this level require field-based, clinical, and/or internship experiences.

The graduate program has, as a mandate for all programs, three defined transition points: admissions, candidacy, and commencement. Each program has latitude to add additional requirements beyond that monitored by the Graduate School for each gateway. In this way, minimum quality of candidate performance is defined and monitored. Additional advising related to certification informs candidates of any additional coursework beyond that prescribed by the program, necessary to achieve additional certifications.

As accomplished reflective educators, students graduating from advanced teacher preparation programs at Buffalo State College demonstrate strong ability to teach. They also demonstrate professionalism through their commitment to lifelong learning and conform to a stringent code of ethics. They use good judgment and are effective decision-makers in their work with elementary, middle and high school students. In essence, they are accomplished reflective educators.


BUFFALO STATE EDUCATION ASSESSMENT SYSTEM (BSEAS)
Content Learner Pedagogy Technology Reflection Diversity Disposition
Input
Collect and Aggregate
Mediate
Feedback
Review and Recommend
Review and Recommend
Education Faculty
Education Candidates
Education Alumni
Education Employers
Education Unit
Education Programs
Academic Affairs
Institutional Research
Other
SUNY
External
Teacher Education Unit
Buffalo State College
TEC
Community Partners
(Schools)
Arts & Humanities
Education
Natural & Social Sciences
Professions
Graduate
Education Faculty
Education Candidates
Education Alumni
Education Employers
Iteration
TEACHER EDUCATION UNIT

Buffalo State Education Assessment System (BSEAS)

Information Processing Model

The BSEAS is an information-processing model consisting, at a fundamental level, of input, processing, and output - occurring iteratively, all actions encompassed by the unit conceptual framework. There are five core steps of the system: (a) input from stakeholders, (b) collection and analysis of information by relevant groups, (c) centralization of data by the teacher education unit administrative offices, (d) distribution of the information to campus groups for review, consideration, and subsequent decision-making, and finally, (e) feedback to the same stakeholders that provided the initial information. A sixth step could be considered iteration as the processes are repeated over time. Instruments, procedures and products are considered part of the assessment system. While each may be on its own timeline to complete the full cycle, the overall system works collectively based on regularly scheduled events and active involvement from each constituent in the process.

Steps in the system are described and defined in a fundamental and conceptual way to characterize the system as a whole. Additionally, some processes and supplements are more variable, do not necessarily proceed through all stages, and serve to support and perpetuate the cyclical nature of the working system. As possible, those supplements are identified in accompaniment to each step:

Step 1 - Input

At the input stage, information is sought from a variety of relevant sources. Participants who may belong to this group (depending on the instrument) include unit and school based faculty, initial and advanced candidates, alumni, and school personnel including candidate employers. Each of these groups is a regular participant in BSEAS. Additionally, individual groups may be polled for information. For example, Buffalo State recently did a one-time email survey to SUNY education deans asking how their programs responded to the challenge of school districts' offers to hire and subsequently pay candidates during the student teaching experience. In other instances, an instrument devised primarily for one group (e.g. to assess candidate evidence) would be administered instead to another group (e.g. unit faculty) – in order to achieve a different purpose than usual (e.g. to review the validity of content and subsequently inspire discussion of possible improvements to the instrument). These exceptions to the system representation are encompassed naturally as a process but do not represent the core established and maintained BSEAS. In most instances where instruments are described, the group from which information is collected is obvious by the name of the instrument or the group that administers it.

Step 2 - Collection and Aggregation

In this second stage of the system, key groups take responsibility for collecting the instruments, artifacts, information, etc…and in some instances aggregate that information for their own use and subsequent reporting. Groups who may perform this

step include programs, the unit, Institutional Research (an office on campus), Academic Affairs (through the VP for Curriculum and Assessment), the State University of New York (SUNY) main administration, or other external groups such as grant funders, certification exam administrators, etc. The fundamental system is defined by instruments, procedures and products that are passed along through further steps in the system. However, in some instances, there is even more information that is gathered and used by the groups in the second stage that is not necessarily passed through the rest of the system unless specifically requested by another group. For example, there may be assessments reflecting candidate performance that are not key program assessments. Products are evaluated and grades calculated and/or feedback provided to candidates. However, documentation of that process finds its home within the faculty grade book. The candidate evidence is authentic and mandatory, valued intrinsically. However, the score (for example) it is not a basis for the fundamental system of unit-level assessment.

Step 3 - Mediation

In the third stage of the system, the system itself as well as each individual piece of the system is audited continuously by the teacher education unit administration. While not every single aggregation of data must pass through the office, the working system relies that most consistently will. The cycle calendar attempts to ensure this. Raw data for aggregation, aggregated data to report on, and final reports developed by individual programs or groups are managed at the unit level to ensure consistent, systematic, implementation of fundamental system instruments, products, and procedures. The intention of unit administration by establishing and maintaining this step of the system is acting in the form of an agent or mediator for unit information - to be shared with other relevant campus groups.

Steps 4 A and B – Review and Recommendation

The basis of BSEAS Step 4 A and B is designed for those groups that consistently request information and provide a forum for sharing that information. Groups include the following: the Teacher Education Council, community partners (in a variety of forums), and campus groups. Sharing aggregated data both in raw format, in executive summary form, or with relevant interpretation is imperative to the operations of many campus groups such as the College Senate, Career Development Center, College Relations, the Academic and Vice Presidents Councils, Human Resources, ISAS (technology), and the Registrar. While reports do not necessarily need to be tailored for the specific group, most request access to certain information on a regular basis. Unit aggregations of data are housed on a shared drive for access by all unit faculty. Recommendations based on data are owned by the review group but each is asked to document anticipated changes, use of data, discussions, plans, and include other relevant information so that the unit administration will understand how the data is being used.

The fourth step clearly is conceptually defined within the system, yet is subject to permutation in its planned implementation due to the constantly changing nature of many groups, the variability of scheduled meetings and communications, and the magnitude of groups who take an interest in using relevant feedback. Parts A and B are interchangeable and also, in many instances, actually overlap in faculty who receive information. For example, a unit faculty member may be a member of the college senate

and attend an update on the teacher certification examination database presented to that group. That same faculty member may also hear the same information reported to unit faculty at a teacher education retreat – or look at the scores on the Title II website or unit faculty shared drive. This is a natural and desired characteristic of the system in that Step 4 seeks to subsume all groups and not eliminate reporting, reviewing and recommendations to certain groups based on membership. Step 4 A relates to groups of which teacher education faculty may or may not be a direct part while Step 4 B indicates that certain unit information is shared consistently across all schools containing education faculty. Using this conceptualization, effectiveness of moving information through the cycle can be more readily planned and understood.

Step 5 – Feedback

Once the information is assimilated by groups and used for decision-making, an important aspect is to communicate results including how the information has been used to make improvements related to the same groups who were originally polled. There are challenges to ensuring consistency in the quality and quantity of feedback because the groups using the data and results take responsibility for this stage of the system. For example, programs provide feedback to candidates within the context of course evaluations or advising. Institutional Research has its data available on a public website. The office of Academic Affairs/Associate Vice President for Curriculum and Assessment makes reports available but only to those with a Buffalo State user ID. SUNY central often takes a longer time to process information but does generate system-level reports representing each campus that are made public through publications and website .pdf files. External agencies that have requested or collected data pass it along at their discretion, observing privacy rights, appropriately. The teacher education unit does not manage Step 6, although unit policies encourage and support sharing of feedback. If groups are not satisfied with the availability of information, they let administration at the unit level know that management of this stage of reporting needs to be facilitated. The unit has, as a vehicle, an email distribution list, an education unit shared drive, teacher education retreats each semester, a newsletter (currently focused on School of Education), an education website, and support persons at the unit level who maintain databases so that distribution vehicles are available and used for particularly relevant information at all stages of BSEAS.

Step 6 – Iteration

The general system is to document needs for information/feedback at various levels of the institution, presenting a schedule of regular data collection, aggregation, analysis, distribution, discussion, decision-making, and then maintaining iterations of the cycle in order to use that information on a continuous basis among all levels of the institution. Influencing factors facilitating continued development of the system include the following: (a) faculty collaboration including training on elements of the system, itself, (b) clear needs for each program and the unit to use candidate, school partner, and faculty information in order to make informed decisions about possible improvements, and (c) mandates from national, Specialty Program area, and institutional directives. Data inform decisions that strengthen programs as well as procedures and subsequently the unit as a whole. The primary focus of the teacher education unit at Buffalo State is to

maximize the impact of teacher candidates when they reach the classrooms of the nation's children.

Data in general are compiled and reported to the unit at regular intervals (December and May Reading Day, Teacher Education unit retreats, and TEC Meetings) and on an approximate schedule to inform decisions. Because of the volume of instruments, the unit coordinates the system by prompting those who need to collect, aggregate, report, and use the data. In many instances, these prompts are not necessary. In others, multiple steps are necessary prior to report or use of data. To this end, a general schedule of review has been created and maintained as well as a reminder calendar developed specifically for the Associate Dean, representing responsibility for the system at the unit level. While the intention of the defined system is full representation of data used for every instrument, in some instances representative sampling techniques are employed by particular stakeholders to assist interpretation of performances.

Details

The BSEAS addresses actual instruments and approach to their use, procedures that are routinely followed related to unit operations (e.g. faculty and staff evaluation, advising surveys, budgeting, etc), and products which need to be reviewed and updated on a regular basis (e. g. college catalogs, student teaching handbooks, training systems). The system is necessarily NOT limited to aggregation of candidate evidence related to Specialty Program Area (SPA) reports. The system rather focuses on all operations that situate the unit as a productive identity in the campus context. Without the system of assessment for instruments, procedures, and products, daily management of the unit would be inefficient at best. Reviews of the system as a whole and each part are made routinely.

While initial development of the system began by identifying needs at each level and reviewing current paper records of information collected and used, the system can now be reviewed and revised at any stage in the process. Actual instrumentation used varies by semester and sometimes by year. Proposals for additions, deletions, or improvements in the process are encouraged by/from all constituents at any time especially including teacher education unit retreats, fall, spring, and summer. Modifications in the unit assessment system must be reviewed and approved by stakeholders on a regularly scheduled basis. The vehicle of review is the unit assessment subcommittee of the Teacher Education Council that is responsible for reviewing input and opinions and offering suggestions on changes to the system as a whole.

The unit assessment system is a continuous cycle that uses ongoing feedback to inform improvements in efficiency. Assessment occurs continuously. Monitoring of the processes of assessment exists in systematic representation. Comprehensiveness is represented by the constituent groups and the instruments and tools identified as part of the fundamental system and also those which supplement the system operations while establishing their own support structures based on need. For example, school faculty need to be evaluated annually by their school supervisors. While this requirement is not part of the formal assessment system of Buffalo State, the separate system may still affect operations by providing feedback on areas of strengths and weakness for school faculty improvement - which subsequently may be translated to his/her work with candidates.

Internal and external evaluations and evaluating bodies are recognized within the system. But, supplemental opportunities are embraced and utilized as identified and available. In some instances, adoption of alternative options may serve to strengthen the system over time.

Several options are being explored related to the assessment system, but have not yet reached the decision-making stage.

The nature of ownership for instruments and processes has been changing rapidly and significantly since the reorganization of Buffalo State in fall, 2005. It continues to evolve and future plans may include full-time funding for a TEU Assessment Coordinator.

Exploration of innovations as well tools to make efforts encompassing of all needs is ongoing. Investigation of current third party vendor solutions for coordinating unit-wide assessment systems has been initialized. While Buffalo State remains committed to the use of TaskStream at the program level, and intends to try using TaskStream to aggregate program level assessments across the unit, technology options that could encompass centralization of assessment across all NCATE unit standards are of interest. In the meantime, several databases are being moved to the unit level using FileMaker Pro as a centralization point. It is expected that this technology tool will facilitate coordination of multiple databases currently maintained independently. As the transition to FileMaker Pro is currently being undertaken, it is expected that the system will reflect the planned centralization by the time of the NCATE BOE site visit. There should be no changes in data reflected by the change in technology. Use of FileMaker Pro is considered a change in technology tool rather than a change in the BSEAS.

Why a System?

The unit assessment system is congruous with the assessment goals and activities of all constituent parties. The Buffalo State Teacher Education Unit has developed the assessment system to facilitate achievement of unit goals reflecting the conceptual framework. Additionally, or even in conjunction with unit goals, the system serves the following intentions:

1. To allow ongoing and continuous planning and monitoring of program quality and hence ensure improvement of the world for P-12 children
   - To ensure that candidates meet minimum standards and are supported to excel
   - To monitor candidate knowledge, skills, dispositions, and impact on P-12 students and provide remediation, counseling, or guidance to change majors if candidate abilities are insufficient
   - To prepare candidates to understand and appreciate diversity
   - To maximize candidate effectiveness impacting P-12 students in a variety of classrooms
2. To create, sustain, and revisit the conceptual framework as the infrastructure of the unit culture
   - To measure elements of the conceptual framework in all coursework and candidate activities
   - To encourage internalization of the dispositions reflected in the conceptual framework by candidates but unit and school faculty as well

- To cultivate an environment of common understanding and goals that is a foundation for all aspects of the teacher education unit
- To achieve true unity; to foster good teaching at all levels

3. To support the academic integrity of the institution
   - To help in meeting all levels of reporting mandates
   - To ensure national, state, Specialty Program area, and local standards are met
   - To reflect consistency, fairness, accuracy, and other underlying values that should be taken by candidates to the P-12 environment
4. To collaborate with peers: other units, other SUNY campuses, other institutions, and other offices related to quality of teacher education programs (state, national, professional)
   - To communicate openly at all levels of the unit and ensure that elements of the system are necessarily connected
   - To respond effectively to all needs for information that inform the present and future actions of the unit
   - To share understanding of the dynamic, evolving educational arena at all levels
   - To heighten awareness of one another's needs and identify collaborative methods, avoiding redundancy
5. To acknowledge the ongoing efforts of all constituent groups as well as to gain credibility, acceptance, understanding, and support from all system constituents
   - To maintain self esteem and support personal pursuits of excellence for all members of the unit - to validate their contributions
   - To support constituents personally and in their professional decisions
   - To ensure state of the art, cutting edge approaches and avoid content and procedural lethargy
   - To provide feedback on individual and group performances

Support Structures

The teacher education unit has had partners in its development and implementation of systematic assessment procedures. Assessment at Buffalo State is institutionalized. The assessment process is the fabric of the institution as well as the unit. BSEAS facilitates accountability at all levels. The Buffalo State Education Assessment System (BSEAS) is founded on assessment systems administered through the State University of New York (SUNY) system and also the campus wide assessment system. The unit has developed a system which also encompasses reporting assessment needs of programs, and individuals including unit and school faculty as well as candidates:

SUNY

Buffalo State is part of the State University of New York System that has strong, influential assessment guidelines for member campuses. In the Master Plan 2004-2008, the following issues are specifically developed, addressed, and subsequently developed by BSEAS: SUNY assessment requirements for programs on campuses, the GEAR group for assessment system review, a progress report on implementation of assessment systems on campuses, a history of goals for teacher education programs, and the action plan proposed and supported by the SUNY system for teacher education.

Additionally, Buffalo State was a member of the SUNY Teacher Education Program Assessment (FIPSE TEPA) Project which was a three year project ending in the summer of 2007. The sixteen colleges and universities in the State University of New York (SUNY) that prepare new teachers collaborated with SUNY System Institutional Research and the New York State Education Department (NYSED) to develop, implement, and enhance their campus assessment systems to improve teacher education programs and beginning teacher competency. The three-year project was supported by a grant from the U.S. Department of Education's Fund to Improve Post-Secondary Education (FIPSE). The measurable project outcomes included: (a) increased quality of teacher education programs and their associated assessment systems; (b) reallocation of institutional resources for program assessment; (c) assessment of important candidate characteristics that are difficult to measure, such as professional dispositions and impact on K-12 learning; (d) teacher certification exam analyses that support content area program improvements; (e) system and campus databases for managing teacher assessment data; (f) increased collaboration among SUNY teacher education campuses to support assessment; and (g) access to New York State Education Department data on SUNY in-service teacher graduates.

Buffalo State

Based on SUNY assessment initiatives, the Office of Academic Information and Assessment at Buffalo State was established in 1999 to provide resources and leadership for campus-wide assessment activities. In August of 2003, assessment was moved to the office of Academic affairs and is currently directed by the Associate Vice President of Curriculum and Assessment. A campus-wide advisory board reviews and supports activities. The campus assessment system encompasses the BSEAS and plays a significant role within the collection, aggregation, and use of information. Important guidelines for campus assessment include guiding principles of assessment, principles of assessment including parameters of the Buffalo State Campus system, and the history of assessment system development campus-wide.

Additionally, the campus has undergone significant planning including a Mission Review II planning process (2005-2010) which indicates campus commitment to assessment in general, and teacher education programs, specifically. These guidelines ascertain administrative level support and guidance from the campus environment, for the BSEAS.

On campus, as supplement to BSEAS, the Student Affairs Assessment committee coordinates division-wide efforts to assess the needs and expectations of students and to determine the effectiveness of programs and services provided in response to student needs and expectations and to improve their academic success. Student stakeholder meetings are held each year, along with department-based student focus groups, to involve students in the assessment process.

Unit

The unit has a defined system based on parameters encouraging organization of assessment by all levels of standards. The unit is mandated to report to constituents in the education system both above and below the unit (conceptually) in the campus organization. The unit is responsible for ensuring consistency in the representation and

use of conceptual framework values as the foundation for all unit operations. The system is shared with member groups through unit forums and also is regularly reviewed by the unit assessment subcommittee of the Teacher Education Council.

The Teacher Education Council (TEC), the governing body for the teacher education unit, consists of a representative group of teacher education faculty with responsibility for ensuring necessary and productive dialogue between and among teacher education faculty across the entire college; facilitating the assessment, evaluation, and development of teacher education curricula; and communicating recommendations for improvements in teacher education programs to programs, departments, and the unit head, Dr. Ronald S. Rochon. Every department that offers a teacher education program at the college is represented on the council.

The unit operationalizes the conceptual framework by providing evidence on each element, from multiple groups. Additionally, School of Education strategic planning development based on institutional mandates will further clarify and supplement the definition of assessment steps, constituents' roles, and greater definition and selection of instruments, procedures, and products. It is expected that the system can only grow in strength based on current unit changes as it has continued to do over the past 6 years.

Additionally, the BSEAS accepts as part of its charge, mandated unit operations such as teacher certification examination reporting to Title II and the state, faculty, department, and school annual reporting (using a defined template), reviews by accrediting agencies, and other non-negotiable regular activities. The BSEAS is seen as a help to organizing efficient procedures.

Program

At the program level, there are also imperative operations that are encompassed by the BSEAS. Unity is achieved throughout education programs through the adoption and use of initial program outcomes (based on INTASC standard) and advanced level program outcomes (based on NBPTS standards). Each program encompasses these outcomes in their curriculum planning and also, instruments are designed to ensure outcomes have been achieved by culmination of a candidate's studies.

Individuals

There are also regular assessment guidelines at the level of individuals within the unit. Faculty use a consistent, prescribed template for regular individual annual performance reports. Additionally, they develop professional portfolios containing representative products for their teaching, scholarship and professional development, and service activities, in order to be considered for tenure and promotion. Unit administrators similarly have a prescribed template for evaluation. Program candidates at both the initial and advanced levels, by the nature of an academic system, are charged with following transition point guidelines and ensuring that all requirements have been met for graduation and/or certification. Within coursework and supplemental projects and activities, candidates provide evidence that they are achieving the quality knowledge, skills, dispositions, and impact on P-12 students that is required by the institution. This need for personal accountability fuels their eager participation in the overall BSEAS. Exiting candidates and subsequent alumnae are also encouraged to provide feedback to programs on areas of perceived strength or weakness in their preparation for teaching.

School faculty who participate in teaching, scholarship, or professional development with Buffalo State have opportunities to be informed about their responsibilities to candidates, are surveyed on their qualifications, experiences, and abilities, and must represent their school in the formal (documented) partnership that their administration has established with Buffalo State. Need for instruments, procedures, and products at various levels of the institution encourage and support continuing development and implementation of the BSEAS.

System Characteristics

Program

There are 68 education programs within the unit including 21 advanced level programs. Advanced level program progress is monitored by gateways established by the Graduate School as well as individual program requirements and collection/use of candidate evidence. Initial programs have a minimum of three established transition points although many have five. All programs are required to have assessment plans (for additional program detail, please see folder 6 in Standard 2 of the Exhibit Room) registered with the office of Academic Affairs, updated on a 3-4 year cycle monitored by Academic Affairs. Additionally, many programs have their own assessment committees within the program to help monitor the effectiveness (collection and use) of measurements. Assessment plans are also reviewed by the Associate Dean for the School of Education and plans for strengthening assessment systems as well as programs are done regularly. Each program in the unit has an identified 'point person' who serves as the lead representing assessment activities and other documentation of individual programs. Initial programs and some advanced programs have defined field experiences that provide unique opportunities to assess candidate abilities including focus on the learner, knowledge in the content areas, effective pedagogy, recognition of diversity, ability to reflect and strengthen instruction, dispositions within the profession, and impact on P-12 students (elements of the conceptual framework).

Alignments

The assessment system for teacher education programs at Buffalo State College is based on professional, state, and institutional standards and includes a comprehensive and integrated set of evaluation measures. These measures assess candidate performance and unit operations and include transition points that programs identify at admission, mid-way and at completion of programs. Decisions about candidate performance are based on multiple measures. The conceptual framework (unit goals) is aligned with New York, INTASC, and NBPTS standards. Initial program and advanced program transition points are aligned with the conceptual framework as well as directly with INTASC and NBPTS standards. Tools in the BSEAS system are aligned with the conceptual framework and standards. Through the FIPSE grant to SUNY institutions, crosswalks aligning Specialty Program areas with state standards were developed. (They are presented in folder two under conceptual framework in the electronic exhibit room). Programs have been asked to align each item of each key assessment at the program level with the conceptual framework. Alignments of some programs are contained in folder 6 of Standard 2 in the electronic exhibit room). There is currently no technological system at Buffalo State to

aggregate disparate instruments across 68 programs using the conceptual framework. Ideally, this aggregation of conceptual framework elements would be possible through BSEAS.

While each component of the conceptual model contains elements that are distinct and separate, there is significant overlap among them. For example, knowledge of the learner is a prerequisite for making decisions related to pedagogy and will be reflected in much of the course work in professional education. Similarly, the areas of content and pedagogy are frequently addressed concurrently in coursework as teachers/teacher candidates investigate effective strategies to promote student learning in a variety of content areas.

While all professional education programs at the college share the basic elements of the models presented, each is unique by virtue of the fact that every program meets professional standards set by its discipline. This authentic diversity builds on a common knowledge base while reflecting compliance with professional organization standards.

The knowledge bases used in teacher education programs at Buffalo State College are designed to meet both the general needs of all teacher candidates in professional education and the specific needs of teacher candidates in the various specializations. Programs are designed to ensure a broad base of knowledge and provide a strong foundation in pedagogy and mastery of content specific to teaching responsibilities.

Programs at the college provide teacher candidates with broad knowledge and pedagogical backgrounds, meet the standards of professional organizations, reflect current practice, and use a variety of educational settings in which students are able to practice and demonstrate skills. Through comprehension and reflection, teacher candidates build on knowledge of theory, research, and practice to enhance new learning and their continued professional development.

Instruments

The BSEAS includes system tools at for each group assisting step 2 of the system. For the unit, these tools encompass instruments, procedures, and products.

Schedules

Efficiency and continued growth of BSEAS is dependent on regular schedules of data collection and review. The cycle of review is developed as well as a calendar of events for the Associate Dean (the primary unit level administrator) to manage BSEAS. For each instrument, the tool, the timeline for collection and how that data may be used by certain groups is developed as well as a global improvement cycle. General responsibilities of the system are also defined. There is some flexibility in the system but significant variability would compromise the integrity of the systematic process. Some of these reviews or representations were developed by the new Associate Dean in order to clarify what have been longer standing processes that were generally undocumented by the prior Associate Dean.

Documentation of Change

The format for documenting change presented to each program, the unit, and/or group responsible for any aspect of the system allows consistency in reporting (documentation) of data use. The unit expects that procedures and products will have

visible changed products, and that any groups falling under the jurisdiction of the Vice President of Teacher Education will adhere to requirements for documentation of change. However some groups (e.g. Institutional Research) works in conjunction with the teacher education unit but follows its own jurisdiction for documentation of work and activities.

Technology Tools

There are several applications used to collect and process data within BSEAS. Tools include Excel, SPSS, Access and Filemaker Pro. A third party product used for program assessment is TaskStream. Data are reported at the institutional level via the Buffalo State website.

There is a multitude of technology support resources available for BSEAS constituents who have a logon ID to the system or a contact to campus.

Computing Advisory Groups on campus include ISAS (which is a conglomerate of technology support groups), the Academic Technology Advisory Committee, the Administrative Information Technology Advisory Committee, Web Group, Teaching, Learning, and Distance Education, E.H. Butler Library, Instructional Resources, Computing and Technology Services, Student Affairs, and Enrollment Management. The Banner Implementation Group on campus is working closely with the off-campus Student Information and Campus Administrative Systems (SICAS) whose focus is to develop common software and services for those campuses using Banner Software in New York State. It also is supported through work with the Information Technology Exchange Center (ITEC), one of several special purpose organizations within the State University of New York system established by participating institutions to support multi-campus, computer-related, group activities targeted at improving the quality, quantity and cost- effectiveness of campus-based and University-wide computer services.

Specific to the education unit, the Center for Excellence in Urban and Rural Education provides an environment with specialized faculty and community partner supports for specialized needs related to education. They also provide evaluative services to faculty and as consultant services or in supplement to funded projects. The unit administrative offices including the Teacher Certification (soon changing to Field Placement) office offers support to BSEAS activities. Other resources on campus may supplement efforts at all levels. Buffalo State is committed to enabling BSEAS and its resultant improvements.

Buffalo State Education Assessment Plan

Focus on the Future

History

The Buffalo State Teacher Education Unit created its initial unit-specific assessment system focused on collection and use of candidate performance evidence in 2001 after spending a year establishing a foundation of basic understanding among constituents of the system. The skeletal system, in its infancy, was presented for evaluation during the 2002 NCATE Continuing Accreditation on-site review. The system and its accompanying plan for continued development, at that point in time, was judged not strong enough to accomplish assessment goals as established by national program guidelines. In 2003, a revised system was described and submitted as rejoinder to NCATE. In October, 2003, the system and accompanying plan was deemed acceptable for continuing accreditation.

Since that time, the assessment system has continued to grow in depth and breadth, evolving to a principal and indispensible role in unit operations. There are few if any actions at any level that aren't conducted within the context of both formative and summative evaluation – under the auspices and mechanisms of the system. The assessment system has become a pervasive part of Buffalo State teacher education unit culture. The nature of a dynamic academic environment requires attention to change and subsequent adaptation of existing systems. Each representation of BSEAS is a snapshot while the system continues to grow in its efficiency. Change and improvement in a system as large as the Buffalo State teacher education unit is sometimes cumbersome and takes time. Strong planning with key players in new implementations or designs ensures continued growth.

Current Context

Several key factors have influenced the continued development of the assessment system.

Perhaps most importantly, in Fall 2005, the School of Education was created as an independent decanal area, splitting off from the School of the Professions in what was once the Faculty of Applied Science and Education. This provided the college the opportunity to focus vision, Strategic Planning and resource support for the teacher education programs in the School of Education and the Teacher Education Unit as a whole. The School of Education became the foundation for the unit while the assessment system continued to encompass education faculty across all four schools, as well as the graduate school (for advanced programs).

Because the SOE was a brand new entity in 2005, the President charged the School to define its mission, vision and goals to guide the Unit in program development, assessment and accreditation. With the facilitation of Dr. Dorcas Colvin, the Associate Vice President for Policy and Planning, the strategic planning committee began to fulfill its 2 year charge to develop a specialized Strategic Plan which would subsequently be reviewed and adopted for the education unit. Work began in the summer of 2006 and has continued to the present. The first task for the committee was to gather important external and internal data on the school using the SWOT analysis (Strengths, Weaknesses,

Opportunities and Threats). Following data collection and analysis, the committee drafted a Mission and Core Values document to share with the faculty as well as members of the community most affected by the plan (such as the Professional Development School Advisory Council). Two full stakeholders meetings included representatives from all teacher education faculties in the Unit in reviewing and revising the plan. Feedback was solicited and the mission was adjusted to frame the directions suggested. The planning group then reconvened to address the updating of Vision and Goals statements. This work was primarily accomplished in the summer of 2007 for presentation to the SOE and Teacher Education Unit at the fall retreat in September, 2007. Constituent feedback was sought and incorporated into the proposed vision and goals. Finally, faculty and other stakeholders from the SOE and Teacher Education Unit were invited by the Dean to participate in task teams to develop an implementation plan for presentation to the faculty in the spring of 2008. Implementation groups submitted preliminary reports to the planning group during Fall 2007 semester. It is expected that the strategic plan will be presented to the unit during the Spring of 2008.

The unit is bound by the Teacher Education Council whose unit assessment subcommittee is responsible for exploring and planning implementations and modifications. At the same time, changes in the orientation of the unit are often initiated in the School of Education and brought to the unit for discussion and subsequent acceptance. As the strategic plan is finalized for the unit and reflects the reorganization of Buffalo State, the assessment system will be adjusted to reflect any updates in aspects of the system. The current conceptual framework elements will be retained but definitions, goals, and support systems may be renegotiated. It is anticipated that necessary changes to the assessment system will be limited.

A second contextual factor is changes in leadership subsequent to the reorganization. A new dean who also acts as the Associate Vice President for Teacher Education began in Fall of 2005, a new Associate Dean began Spring of 2007, an accreditation coordinator (a tenure track faculty member) was hired during the Summer of 2007, and a Field Placement Coordinator position is funded although the position has not yet been advertised. In the change of personnel, an identified goal has been to take greater ownership for assessments (collection, aggregation, distribution, retention) at the unit level than ever before. While the unit has relied heavily on institutional supports for assessment (from the State University of New York system, from the Buffalo State Associate VP of Curriculum and Assessment, and from Buffalo State Institutional Research), the next evolution of the system involves establishment and maintenance of databases with strengthened coordination from the centralization point, the office of the School of Education dean.

A third contextual factor affecting the assessment system is the Buffalo State decision to discard its student service system, SABRE, and implement Banner in its place. While discarding a familiar system is sometimes perceived as frustrating, the teacher education unit seized the opportunity to advance discussion about more extensive use of on-campus technology tools for unit operations. Additionally, purchase of a third party product to support unit assessment was explored. With goals for greater efficiency in unit assessment operations, it was decided that current needs identified would be addressed individually in order to customize the system. At this point, the unit has decided to develop additional technology approaches to work in conjunction with Banner

candidate profiles in order to collect, consider, and subsequently distribute key components (assessments) within the Buffalo State Education Assessment System (BSEAS). Phase II (2008-2009 academic year) of Banner implementation will include customization on campus as well as integration with existing and new technology tools used by the teacher education unit.

Response to Context

Given these contextual factors, three questions emerged to guide future planning for system improvement: (a) How can instruments be developed/adapted to reflect modifications of the unit organization?; (b) How can the unit take greater ownership of the instruments, aggregation, and dissemination of data?; and (c) What technologies can aid the efficiency of each aspect of the assessment system? The following steps reflect plans for response to those guiding questions.

First, a protocol for continuing growth was established for the unit assessment system to ensure efficient review of needs for change: (a) All planning related to the organization of the Schools and unit including strategic planning, the conceptual framework, and instrumentation will be reviewed and voted on by a general assembly of the Teacher Education Council; (b) The assessment system will be evaluated for impact by the unit assessment subcommittee of the Teacher Education Council who will consider each instrument and procedure, independently; (c) Overview of the processes falls to the Associate Vice President for Teacher Education, Dr. Ronald Rochon; (d) Implementation of the plan for adaptation will fall fundamentally to unit faculty who are charged with making adjustments in their own programs and subsequently facilitating change at other levels as necessary (or appropriate); and (e) All constituents of the system will be invited to participate in discussion of directions and subsequent decision-making. The timeline of implementing these reviews is variable, reflecting the continuing development of unit operations. As possible, these guidelines govern ongoing review of the assessment system.

This protocol establishes that as strategic planning progresses and is finally accepted by the unit, the TEC unit assessment subcommittee will review each instrument, product, and procedure to see if update/modification is needed based on the continuing progress of unit definition. The timeline for review will directly reflect the timeline for strategic plan development and implementation. Adjustments prior to finalization would be ill-advised. Once the President's directives for definition have been met, this review of instrumentation will be regularly scheduled by the TEC unit assessment subcommittee, whose recommendations would be reviewed by the TEC, possibly at the culmination of each academic school year.

Next, the unit worked with partners on campus to explore ways that the assessment system could become more centralized to leadership of the teacher education unit. This process is happening over time, following a flexible plan as unit leaders become more immersed in campus and unit operations. In the meantime, relationships with current partners in assessment will be maintained and nurtured and their work will continue as a key component of unit assessment operations. For each instrument and procedure, the unit is exploring whether or not aggregation of data would be more efficient if responsibilities were reassigned. The timeline of implementing the review of assessment ownership is ongoing for individual circumstances, but beginning this year, a

general review will be conducted by the TEC unit assessment committee at the end of each academic school year beginning this year.

Finally, in response to significant technology changes on campus, the teacher education unit underwent a significant self-study of the assessment instruments of BSEAS in order to explore opportunities to increase efficiency. As a result, the current assessment plan reflects proposed changes with a timeline for their execution. General principles guiding this plan are as follow: (a) While data is currently housed in and reported from the STARS database, Banner will play a increasing role in the collection and reporting of candidate demographic data; (b) Degree Navigator will continue to be available to advisors and also be expanded to encompass advanced program candidate profiles. (c) FileMaker Pro and SPSS will be used by the Dean's level offices (Teacher Certification, Accreditation, and Dean's Assistant); (d) TaskStream will be used for a unit and school based performance portfolio system. This system will use the unit conceptual framework and Buffalo State strategic plan as anchors for each artifact and within artifacts. Templates will parallel current templates for unit and school based faculty. (e) Data from TaskStream will be used to represent program candidate performances; as possible, use of the tool will be expanded across the unit including Advanced Programs; and (f) Field placement information will be centralized using a Banner Add-On adapted from Georgia Southern's developed product, maintenance will be done by the new Field Placement Officer. The timeline of implementing these technology adjustments spans the next 2 calendar years.

Unit-Level Initiatives

The teacher education unit has developed three significant unit-level assessment initiatives for future focus: improved tracking of Advanced program candidates, the assessments of dispositions within programs, over time, and timeliness of reporting.

Advising of Advanced Program candidates may be improved if pilot systems are effective. In conjunction with unit planning, the elementary education and reading department piloted candidate tracking system ("scorecard") for advanced candidates during Fall, 2007. The Educational Leadership Advanced program developed a pilot curriculum map reflecting program progression more extensively than reflected by course numbers, prerequisite specifications, and program sequencing. If this curriculum map is matched to the piloted system for candidate tracking, workshops will be developed and conducted to assist all other unit advanced programs to adapt and use these two procedures to increase the efficiency of advanced program advising. Collection of project-specific candidate evidence for advanced programs will be strengthened. At the unit level, grades are systematically reviewed including being used as transition points. Selected artifacts are isolated now via the required introductory seminars and then general final project/paper course code and include evaluation of GPA when candidates apply for candidacy. However, rubrics used efficiently at the initial program level may be adapted for use at the advanced program level as TaskStream is applied to advanced programs. Use of TaskStream to accomplish enhanced candidate tracking will allow reporting of greater detail at the unit level (across programs). Pilot information will be reviewed during the Spring 2008 semester. Decisions about expansion will be made by the Associate Dean in conjunction with the TEC and the Graduate School by the end of

the Spring 2008 semester. The improvements would be implemented for Fall, 2008 candidates.

Dispositions will be assessed at a minimum of two transition points for both initial and advanced programs. Currently, assessments are suggested for every field experience, internship, project, but data are aggregated only at the program level to affect transition or remediation decision-making. Unit aggregation of dispositions data is reflected in the Alumnae survey, exit survey, student teaching evaluation, advising survey, administrator's survey, the National Survey of Student Engagement, and academic probation reports. The unit will collect this data with improved consistency across programs. This initiative will be reviewed by the TEC policy subcommittee and furthered to TEC for vote during Spring, 2008. If accepted, the system for collection and aggregation of further dispositions information could begin for Fall 2008 candidates.

Data collected and aggregated at all levels must be reported in a timely manner. This ideal is a pervasive theme in all assessment discussions with any constituent group.

The current assessment plan reflects anticipated changes to the Buffalo State Education Assessment System (BSEAS) and is re-evaluated as needed by participants in the system. At a minimum, the plan is reviewed and updated at the beginning of each semester by the School of Education Associate Dean who oversees its activities.

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Appendix 1:

Guidelines for the Implementation of Campus-based Assessment of the Major

SUNY Master Plan 2003-2008

I. General

Each campus is responsible for overseeing the process through which the assessment of academic major programs takes place, following existing curriculum and governance procedures. Campuses and programs have maximum autonomy in the development of assessment plans for academic majors, and should include the input of faculty, professional staff, and students.

II. Guide for the Evaluation of Undergraduate Academic Programs

Guide for the Evaluation of Undergraduate Academic Programs
It is important to note that the assessment of student learning outcomes comprises only a part of the comprehensive program review process academic programs should undergo on a regular basis in order to stay current and provide the best possible education to their majors. The recently revised Guide for the Evaluation of Undergraduate Academic Programs1 is a helpful working document accepted by the faculty for guiding program review and the Provost's Advisory Task Force on the
Assessment of Student Learning Outcomes recommends that the assessment of student learning outcomes in the Major be carried out within the broader framework of the University Faculty Senate's guidelines.

III. Requirements

All programs should meet the following requirements in carrying out their assessment plan:

· Programs should complete one cycle of assessment every five to seven years. If a review of the major has not been done within the past decade, it should occur early in this cycle;

· Programs should include measures of student learning outcomes in their plans;

· Programs should seek review of their final assessment report by an external review team, including a campus visit and report to the chief academic officer;-2 and,

· Programs should include in their plans some strategy for measuring change in students' knowledge and skills over time, specific to designated learning outcomes.

IV. External Review Team and Report

The purpose of the external review is to provide programs and academic leadership with an at-arm's length, objective critique of the strengths and weaknesses of campus programs, so as to provide the basis for improvement. While issues related to funding levels may have some relevance, the focus of the review should be on the academic enterprise and on steps that could and should be taken to improve the program within available funding levels. Also, given the importance of good governance, it would not be inappropriate for the external review team to examine the effectiveness of program leadership and the level of functional collegiality within the department.

Many programs are reviewed regularly for reaccreditation purposes by an external review team whose membership is determined by a professional accrediting body. The membership of external review teams for all other programs should be discussed between the program/department being reviewed, the dean (where applicable) and the campus chief academic officer or his/her delegate. The campus chief academic officer should make the final determination.

In general, external review teams should consist of not less than two (2) persons1 who have no academic, professional or other significant relationship to full-time faculty in the program/department2, no previous significant or formal affiliation with the institution, and who come from academic or professional institutions belonging to a peer or aspirational peer group (equivalent to being in the same Carnegie class and having similar program size, scope and statistical, or perceived reputational, ranking).

The report from the external review team should include:

· The date of the campus visit and a list of the people whom the team met during the visit;

· The team's assessment of the program, including major strengths and weaknesses; and

· The team's recommendations to the chief academic officer for program improvement.

V. Reporting Requirements

By June 1 of each year, chief academic officers should submit to the Office of the Provost:

· A list of the academic programs reviewed during the previous year;

· For each program that was reviewed:

  Ø The departmental or program Self-Study document, which should include the Program Data Summary Table (attached).
  Ø The completed Assessment of Student Learning Outcomes in the

Major Summary Report; and
Ø The report of the external review team;

· A list of the programs scheduled for review during the next academic year.

VI. Additional Information and Recommendations

Please consult the Report of the Provost's Advisory Task Force on the Assessment of Student Learning Outcomes (pp. 32-36, printed version) for additional information and recommendations regarding the assessment process for the major.

Appendix 2:

General Education Assessment Review (GEAR) Group Review Process Guidelines

SUNY Master Plan 2003-2008

I. Introduction

The General Education Assessment Review (GEAR) Group has been established upon the recommendation of the Provost's Advisory Task Force on the Assessment of Student Learning Outcomes and has been formed jointly by leadership from the University Faculty Senate, the Community College Faculty Council, System Administration and the Student Assembly.

Comprised primarily of faculty from throughout the University, GEAR also includes students, campus chief academic officers, and campus professional staff (particularly from Institutional Research). GEAR is co-chaired by Dr. Patricia Francis, Professor of Psychology and Executive Assistant to the President at the College at Cortland and Dr. Donald Steven, Executive Vice Provost for Academic Affairs. GEAR's web page, which includes a summary of its activities as well as many useful resource and reference materials, may be accessed at http://cortland.edu/oir/gear/.

II. Goals

The GEAR Group's goal is to work with campuses as they develop and implement their campus-based plans for assessing student learning outcomes in General Education, following the guidelines contained in the Task Force report as well as subsequent discussions involving faculty and campus and System leadership. GEAR intends to function as a resource and a colleague, making itself available to campuses to the extent that they would welcome and in ways that they feel would be helpful, engaging them in a dialogue as they develop and carry out their assessment plans. In its "process review" of campus General Education assessment plans, GEAR will focus exclusively on the campus's assessment processes and procedures, not the assessment outcomes themselves.

III. Process

Each campus is responsible for determining the particular structure and content of its campus-based General Education assessment plan, following its own existing governance processes. The task of developing and implementing a campus-based assessment plan for General Education should fall primarily to the faculty members who teach in the program, with the assistance of professional staff and students when appropriate. (Indeed, it may well be the case that on some campuses a full-time staff and/or faculty assessment person may be in a leadership role.) Campus-based assessment plans should be submitted to, and approved by, the campus's Faculty Senate or Faculty Council prior to being submitted to the GEAR Group for formal review.1

GEAR's Expectations of Campus General Education Assessment Plans

In its initial review of campus assessment plans, the GEAR Group will use nine criteria in evaluating a plan's comprehensiveness and rigor. In addition to reflecting widely recognized best assessment practices in higher education, these criteria are consistent with the general guidelines included in the Task Force Report and subsequent discussions, the expectations for assessment of the Middle States Commission on Higher Education, and regulations proposed by the New York State Education Department as part of its Quality Assurance Initiative in Higher Education.

In its initial review, the GEAR Group will seek to ascertain for each campus plan that:

1. The objectives for student learning in General Education relate directly to the student learning outcomes defined in the Implementation Guidelines of the Provost's Advisory Task Force on General Education.2 The GEAR Group is likely to agree that this criterion is met if all outcomes from the Implementation Guidelines are reflected in the campus' statement of General Education learning objectives for its program. (It is important to note that campuses may also include additional learning objectives that are specific to their own program.)

2. Programmatic activities intended to accomplish the campus' objectives for student learning in General Education are described. The GEAR Group is likely to agree that this criterion is met by the campus providing GEAR with its guidelines or procedures for designating courses as General Education courses.

1 - Though GEAR encourages campuses to engage in dialogue throughout the plan's development process. 2 - See Appendix D of the Final Report of the Provost's Advisory Task Force on the Assessment of Student
Learning Outcomes, at
http://www.sysadm.suny.edu/provost/whatsnew/asmtfinalreport.pdf .

3. The measures developed to assess student learning are designed to provide credible evidence of the extent to which students have achieved the learning outcomes or skills stated in the objectives. The GEAR Group is likely to agree that this criterion is met if, for each learning objective, appropriate assessment measures have been established for determining the degree to which students have mastered the objective. In judging the appropriateness of a specific measure, the GEAR Group will rely on answers to the following questions:

· Will it directly measure student learning (i.e., as differentiated from the perception that learning has taken place)?

· Will it measure the objective it is intended to measure (i.e., will it have reasonable face validity)?

· Will the plan provide assurances that the measure is reliable, particularly with respect to the ability of two independent scorers to rate it similarly (i.e., will it have inter-observer reliability)? While this issue is less important for objective measures (e.g., multiple choice exams), it is critical for qualitative approaches (e.g., portfolios), which do not yield "one correct answer."

· For the learning outcomes in Mathematics, Basic Communication (Written), and Critical Thinking (Reasoning), are externally referenced measures of the campus's choice-either nationally- or SUNYnormed1-included?

· Will the data that are reported be representative? It may not be feasible for campuses to assess all students on a particular measure, nor is it necessary. The campus assessment plan should therefore make it clear how representative sampling of students will be assured when collecting assessment data.

· For campuses opting to attempt to determine the growth in learning achieved by SUNY undergraduates in some or all of general education ("value-added"), is there an adequate description of when measures will be administered and how problems commonly related to pre- and post-testing (e.g., student motivation, attrition) will be controlled?

4. The plan proposes standards to which student performance relative to the learning outcomes in the objectives can be compared. The GEAR Group is likely to agree that this criterion is met if campus assessment plans include, for each learning objective, the standard defining what level of student performance the faculty considers as "exceeding," "meeting," "approaching," and "not meeting" standards.

5. The anticipated results of the assessment are able to affirm the degree to which the learning objectives have been achieved and thus make it possible to identify areas that need to be addressed in order to improve learning. The GEAR Group is likely to agree that this criterion is met if it is clear from the assessment plan that mechanisms exist for sharing assessment results with appropriate faculty and staff and for making programmatic improvements based on the assessment results (if necessary).

6. Mechanisms for assessing the campus academic environment are described. The GEAR Group is likely to agree that this criterion is met if it is clear that the assessment plan provides for the periodic administration of a survey that yields indicators reflecting the campus academic environment (e.g. the National Survey of Student Engagement, the Community College Survey of Student Engagement or a revised, extended SUNY Student Opinion Survey or similar instrument.) and a report on what has been learned from the campus's consideration of the possible relationship between academic assessment results and these environmental influences.

1 - See appendix for examples and process.

7. The assessment plan has been reviewed and approved through the appropriate curriculum and faculty governance structures and shows evidence of student involvement

in the development of revisions to the assessment plan. The GEAR Group is likely to agree that this criterion is met if the assessment plan includes a section describing the process through which the plan was developed and approved on the campus prior to being shared with the GEAR Group, as well as the efforts made to include students in the process of revising the initial plan.

8. The plan adheres to the timetable established by the GEAR Group and agreed to by the University Provost. The GEAR Group is likely to agree that this criterion is met if it is clear that the assessment of all of the General Education learning objectives in the Knowledge and Skills Areas and Competencies takes place within a three-year cycle. (The campus plan should include the schedule for the assessment cycle.)

9. The assessment process includes provisions for evaluating the assessment process itself and disseminating assessment results to the appropriate campus community. The GEAR Group is likely to agree that this criterion is met if processes are described in the assessment plan for evaluating the assessment process once complete, making changes in the process if necessary, and sharing assessment results with the appropriate campus community.

Initial Review

GEAR will receive and critique campus assessment plans and approve those that meet its expectations for effective assessment; campuses will be advised in writing of revisions that would likely lead to approval, as appropriate. GEAR will place a strong emphasis on the extent to which campuses demonstrate they will use assessment results to improve their General Education programs.

Ongoing Review

After the initial review process, the GEAR Group will review campus General Education assessment plans on a biennial, staggered basis, applying the same criteria as above, with greater emphasis on how campuses are using assessment data to improve their General Education programs.

IV. Reporting

GEAR will establish a clear protocol and a standardized reporting format-consistent with the recommendations of the Provost's Advisory Task Force on the Assessment of Student Learning Outcomes-for campuses to use to report assessment results in General Education to System Administration for the purpose of accountability. This annual report, to be submitted by the Chief Academic Officer at each campus directly to the Office of the Provost, will include specific information on its students' progress in mastering the learning outcomes outlined in the General Education Implementation Student Engagement or a revised, extended SUNY Student Opinion Survey or similar instrument.) and a report on what has been learned from the campus's consideration of

the possible relationship between academic assessment results and these environmental influences.

V. Summary

The GEAR Group will continue the long tradition of involving existing faculty governance and curriculum review structures on individual State University campuses in the process of assessment. This involvement of SUNY faculty was central in the early 1990's when the State University was playing a leadership role nationally in the assessment movement, and it has certainly characterized the deliberations of the Task Force on the Assessment of Student Learning Outcomes that has provided the raisond'être for GEAR.

Approved by GEAR: October 16, 2001, updated: December 5, 2003
Revised, Spring 2004

Appendix 3:

Progress Report on the SUNY Assessment Initiative: Assessment of Student Learning Outcomes

SUNY Master Plan 2003-2008

Introduction

Assessment serves two complementary functions in higher education today: "Assessment as improvement" and "Assessment as accountability," and both of these functions have an appropriate place in the SUNY Assessment Initiative and will strengthen the University's institutions and the system as a whole. The SUNY Assessment Initiative places foremost emphasis on assessment as a means of improving student learning and is comprised of two complementary components:

· campus-based assessment of general education; and
· campus-based assessment of the major

As a publicly supported institution, SUNY has a responsibility to demonstrate to its stakeholders that it is fulfilling its mission. These stakeholders include: the Board of Trustees, College Council members and the Boards of Trustees of Community Colleges, executive and legislative officials, students and their parents, the public, employers and the communities served by campuses, and accrediting and regulatory bodies.

I. Campus-based Assessment of General Education

Each campus is responsible for determining the structure and content of its campus-based General Education assessment plan, following existing governance and curriculum processes. These plans are approved and reviewed by a System-wide group consisting of faculty, campus chief academic officers and representatives from System Administration who are knowledgeable about assessment. Reported results indicate the percentage of students exceeding, meeting, approaching and not meeting the delineated learning outcomes of the SUNY-GER.

Implementation Status

The General Education Assessment Review (GEAR) group has now reviewed the assessment plans of virtually all of the 57 campuses with undergraduate general education programs. To date, it has approved 51 of these plans, with several others pending.

We have received first year data reports from campuses. Feedback from campuses has been excellent and early indications are that this effort is producing results that will likely lead to improved teaching and learning.

Notes
1. Averages are calculated as the sum of individual campus percentages, divided by the number of campuses. In some cases, percentages do not total to 100% due to rounding errors.

2. As this is the first year of a three-year cycle—with most campuses assessing four areas each year, in some instances no campuses within a sector may have assessed a particular outcome in AY 2002-03. These are shown with a "—".

II. Campus-based Assessment of the Major

Introduction

Assessment of all campus academic programs takes place on a five- to seven-year cycle with external review and includes delineation of the programmatic goals and objectives that students should demonstrate as they progress through the program to completion. Each year campuses submit a report to System Administration providing a summary of the academic programs that underwent review during that year and the self-studies, major findings, external reviewers' reports and a listing of programs scheduled for review during the next academic year.

Implementation Status

We have now completed the third year of the five- to seven-year program review cycle (or assessment of the major) and our campuses are actively engaged in this process, many using the University Faculty Senate's excellent Guidelines for the Implementation of Campus-based Assessment of the Major.

Key Requirements: Campuses will review every program on a five- to seven-year cycle, with an external review team including a campus visit and report to the chief academic officer.

The report from the external review team includes:

· The date of the campus visit and a list of the people whom the team met during the visit;

· The team's assessment of the program, including major strengths and weaknesses; and

· The team's recommendations to the chief academic officer for program improvement.

As the AY2003-04 draws to a close, virtually all campuses are meeting System guidelines. Approximately 400 programs are scheduled for review in 2003-04. Each review is thoroughly read by Academic Affairs staff and each campus receives a letter from the Provost with a detailed analysis of their submission and indications where improvements to the process should be made.

Going Forward

The Implementation Guidelines were revised and strengthened for the AY2003-04, now requiring that campuses complete a Program Data Summary Table for each program, indicating:

· the number of majors;
· the total number of FTE taught by department and program faculty;
· the number of graduates;
· the number of faculty assigned to the program; and
· an estimate of the resources allocated to the program.

This additional data will enable a more thorough assessment by Program Review and Assessment staff of the progress of recently (within the past five to seven years) approved programs and should prove helpful in informing the program-related discussions of Mission Review 2005-2010.

Provost's Advisory Council on Teacher Education
Report and Recommendations

Appendix 4:

Background for Current Teacher Education Program Environment

SUNY Master Plan 2003-2008

Introduction

Teacher Education was historically the central function of many of the SUNY senior campuses, 11 of which were founded as Normal Schools specifically to prepare teachers. The State University has enjoyed an excellent reputation for its graduates who become teachers. Although missions have expanded and changed, each of the 11 original campuses has retained its commitment to educating teachers, and today 16 SUNY institutions grant degrees accompanied by teacher certification. Currently the State University of New York educates about 25% of the teachers certified in New York State each year through college and university programs.

Teacher education continues to evolve in response to reform initiatives. National reports have focused on: (1) the reform of teacher preparation as a complement to rising expectations for students in the schools, and (2) on the need for field- and performance-based teacher preparation. The need for alignment between preparation of teachers and the K-12 standards for learning is also a national concern. In 1988 the New York State Board of Regents adopted standards for learning at every level in K-12 schools, and in 1999 new regulations were adopted for teacher preparation programs.

In fall 1999, University System Provost, Peter Salins, appointed and charged an Advisory Council on Teacher Education (ACTE). The Council was charged with investigating and making recommendations on a wide range of issues that are encompassed by four major goals. These four goals constitute the outline of this, the Council's first report, coming at the conclusion of over one year of deliberations.

Goal A

Strengthen and enhance all State University teacher education curricula and programs by:

Recommendation 1 -
Assuring that all students who are candidates for teaching certification have completed majors or concentrations whose content or discipline constitutes a "central content" area to be taught in the classroom. SUNY teacher education institutions must prepare beginning teachers who have depth of study in one or more academic content fields that relate directly to their classroom teaching. Breadth of knowledge that an excellent General Education program can provide is essential for new teachers, and interdisciplinary majors with content essentially like that required of all students who undertake the program are appropriate.

Recommendation 2 -
Assuring that all pedagogy courses are based on tested and defensible concepts and methods that give candidates for certification the quality and breadth of skill they need to teach students with varied needs. Classroom teachers must have command of the principles of best practice in pedagogy, and teachers must continually incorporate new findings from research that improve instruction and student learning. Teachers must demonstrate skill in classroom management as well as assessment of learning and curriculum.

Recommendation 3 -
Require more extensive clinical experiences and greater integration of theoretical and clinical education for students preparing for teacher certification. Strong consensus exists that greater emphasis than at present is needed on clinical experiences and on the integration of theoretical and clinical education. Experiences in diverse school settings, with effort and dedication of full-time faculty, are requirements for effective teacher education. The system of incentives and accountability both for faculty and for classroom teachers who collaborate in preparing future teachers should be improved. Close collaboration among colleges, schools, and teachers is essential to effective teacher preparation.

Recommendation 4 -
Combine baccalaureate and master's degree programs so students pursuing careers as teachers may complete requirements for both initial and professional certification more efficiently and in a more integrated manner. Combined baccalaureate-master's degree programs will be in greater demand as new Board of Regents regulations take effect. Combined programs can prepare prospective teachers more effectively, allowing sufficient time for both liberal arts education and pedagogical education.

Goal B

State University teacher education programs should respond to state needs by:

Recommendation 5 -
Increasing the number of State University candidates for teacher certification in titles with high need and in districts with high need. Demographic analysis predicts a shortage of teachers in the U.S. and in New York State. Needs are already high in urban areas and in some certifications, including the natural sciences, mathematics, special education, early childhood education, English as a second language, and in languages other than English. In 1998-99 almost 16,000 New York State teachers were not certified in their fields, and almost 30,000 teachers in the state were over 55 years of age. Attrition among new teacher is also high.

Recommendation 6 -
Facilitate the transfer of community college students to State University baccalaureate programs leading to teaching certification. There is evidence of a high interest among community college students in pursuing teaching careers. Community colleges have the

capacity to provide lower-division study in high-demand areas such as mathematics and the natural sciences. Community colleges can provide pre-student teaching field experience and may provide introductory education coursework, thereby facilitating completion of demanding teacher education curricula at the senior colleges. Access to teacher certification for place-bound community college students is a concern in some regions.

Recommendation 7 -
Developing programs for "career changers," individuals who have pursued another career and/or have later reached a decision to enter teaching as a career.

Some campuses can meet regional needs through such campus-based programs, and a SUNY-wide program should be developed to serve widely dispersed geographic needs. Many career changers have excellent undergraduate education and professional experience, and reports of their success as teachers are very positive.

Goal C

State University teacher education programs should dedicate greater effort to preparing teachers for the State's urban school districts, where student and school needs call for special attention, by:

Recommendation 8 -
Collaborating with the New York City Board of Education to establish a SUNY Urban Teacher Education Center (SUTEC) in New York City and supporting similar efforts in other cities.

If the state is to meet the need for qualified teachers in New York City and other urban areas, then SUNY must provide an increasingly larger number of teachers. Various factors in urban schools make it difficult to meet higher learning standards and school performance, as now mandated. Historically, the City University of New York provided a large proportion of the city's teachers but at present meets only about one-quarter of the need.

Goal D

State University's teacher education programs must sustain quality of performance and continuously strive for improvements by:

Recommendation 9 -
Promoting research on the degree to which teacher education programs successfully prepare teachers to effect learning in the classroom. Research offers the best hope to enable improved design of programs and enhanced teacher performance in the classroom. Expansion of research requires improving information systems for accumulating, analyzing and sharing data. Reasonable balance of faculty workloads is essential if research on teacher education programs is to be successful.

Recommendation 10 -
Faculty, campus administrators and System Administration take actions to assure the continuing quality and improvement of teacher preparation. Program review by external consultants should be undertaken on a regular schedule by all teacher education programs. Accreditation is one endorsement of quality and helps to assure maintenance of high standards in teacher education programs. The proposed in-state accreditation option should be supported as it provides opportunity for an integrated approach to accreditation, designed in conjunction with state standards and regulations. Campuses will assess, through collaboration with school system employers, the quality of preparedness of new teachers who are SUNY graduates and respond to any concerns of employers. Campuses will accurately promote the quality of SUNY's teacher preparation programs. The quality of SUNY teacher education programs should be publicly promoted.

Implementing the Recommendations

Effective implementation of these recommendations and actions requires, first, strong agreement from all sectors of the university on the issues to be addressed. Second, the cooperation of campus leaders, including Presidents, Provosts, program administrators and faculty, is essential in implementing the campus-level recommendations. Third, the System Administration must implement the system-wide recommendations and actions. Finally, this ambitious agenda requires the support of SUNY System Administration and campus leaders working with state officials to reform policy and acquire essential funding.

Appendix 5:

A New Vision in Teacher Education: Agenda for Change in SUNY's Teacher Preparation Programs

SUNY Master Plan 2003-2008

The State University of New York will fulfill its commitment to educate excellent teachers through a System-wide action agenda with the following components.

Give all SUNY students pursuing teaching careers the best possible preparation to become effective teachers by:

Assuring that students are thoroughly grounded in the subjects they teach

1. Students preparing to teach secondary or specialized subjects (i.e., English, Biology, Spanish, Music, etc.) will major in the relevant discipline, completing all required courses for the major. Additional courses in the major may be specifically designated for students preparing to teach.

2. Students preparing to teach in the elementary grades will complete an approved major or concentration directly related to the elementary curriculum (i.e., language arts/English, mathematics, etc.) of at least 30 credits with at least 18 credits at the upper division level.

Assuring that students have completed integrated programs of clinical and pedagogical education that give them the skills to make their own K-12 students successful learners

1. SUNY will convene a series of forums involving SUNY faculty and administrators on best practices in (a) methods for teaching content areas; (b) integration of technology into instruction; (c) skills for classroom management and assessment of learning; and (d) integrating pedagogy with clinical education.

2. Students will complete not less than 100 hours of clinical experience in a school classroom before and exclusive of time spent in student teaching.

3. Student teaching will consist of a minimum of 75 days in classrooms and schools, [with 90 days being desirable] in two separate experiences, at least one of which is in a high-need school. Campuses should explore ways to enhance further and expand clinical experiences.

4. Experienced clinical faculty will supervise all field experiences. At many campuses additional costs are likely to be incurred to accomplish this goal.

5. SUNY campuses will design integrated programs for qualified students that provide continuity from entry as freshmen through the Master's degree. Coursework credited

toward the Master's degree will sustain balance among study in the subject matter to be taught, discipline-specific pedagogy, and clinical experience.

Forming partnerships with schools to accomplish SUNY's educational goals and to meet the schools' needs for excellent teachers and professional development for teachers

1. SUNY will promote, both within the System and with State officials, systematic involvement and recognition of the professional contributions of classroom teachers and schools in educating new teachers.

• SUNY will work with the State Education Department to develop ways to extensively involve school districts and their teachers to assist in educating new teachers.

• SUNY will increase the stipend for cooperating classroom teachers who work with student/pre-service teachers by 50%, and other non-monetary incentives will be sought. Incentives will also be sought for cooperating teachers who supervise pre-student teaching experiences.

• SUNY teacher education faculty, in collaboration with schools and teachers, will devise methods of evaluating the contributions of classroom teachers to educating new teachers.

Address New York State's growing need for excellent teachers by:

Enabling more SUNY two-year college graduates to become teachers

1. A group of two- and four-year college faculty and administrators will be convened to design an academic program at two-year campuses for qualified students pursuing teacher education programs. The program would then be accepted by senior campuses as fulfillment of a portion of the teacher preparation curriculum. The two-year curriculum will be sensitive to accreditation issues and include:

Meeting the special challenges of urban public education in New York's cities

1. SUNY will establish an Urban Teacher Education Center in New York City with the purpose to both increase the number of SUNY-educated teachers who take positions in the city's schools and to serve as a laboratory for enhancing the effectiveness of teacher preparation for urban schools.

2. SUNY will promote increased service to the urban schools in other cities, such as Buffalo, Rochester and Syracuse and others, including the possible establishment of teacher education centers in these cities.

Continuously assessing and improving SUNY's teacher education programs by:

Subjecting them to rigorous external review and by earning accreditation

1. All programs will be accredited by a recognized agency

2. The University supports the establishment of alternative accrediting agencies to provide choice for campuses.

Conducting ongoing research on SUNY's graduates and on best practices in elementary and secondary education

1. Campuses will survey school systems that employ SUNY-educated teachers and use information derived from surveys to respond to concerns and improve programs.

2. Both as a System and through the work of its faculty, SUNY will conduct research on best practices for preparing teachers, for gauging teaching effectiveness, and on identifying the characteristics of successful teachers. Results of research will be shared with the Board of Trustees and thereafter widely disseminated.

Standing behind the professional competence of every graduate of SUNY education programs teaching in the State's schools

1. On behalf of SUNY, the Chancellor affirms the University's confidence in its teacher education programs. The System guarantees that every graduate of SUNY's teacher education programs is fully prepared to assume responsibility as a teacher in the area of his or her certification. To this end the System will fund, during the candidate's first two years of teaching, further education if needed.

2. SUNY will engage its collaborating schools as partners in educating new teachers and will provide continuing professional development for in-service teachers.

Appendix 6:

SUNY Teacher Education Program Assessment (TEPA) Project

U.S. Department of Education
Fund for the Improvement of Postsecondary Education (FIPSE)
PR/Award #P116B030099 from October 1, 2003 to September 30, 2006

Abstract

The fifteen colleges and universities in the State University of New York (SUNY) that prepare new teachers will collaborate with SUNY System Institutional Research to develop, implement, and enhance their campus assessment systems to improve teacher education programs and beginning teacher competency. SUNY prepares 6,000 new teachers/year in New York, about 25% of the total recommended for certification, so the impact of this project on P-12 student learning will be substantial.

The project is guided by an innovative and robust model of program assessment goals that applies to the full range of teacher preparation institutions in SUNY and across the country. The project design provides for (1) collaboration among campuses through professional development symposia each semester that are designed to support (2) campus-level implementation of validated assessment and data management strategies by faculty and administrative assessment leaders.

The measurable project outcomes include:

- Increased quality of teacher education programs and their associated assessment systems;
- Reallocation of institutional resources for program assessment;
- Assessment of important candidate characteristics that are difficult to measure, such as professional dispositions and impact on K-12 learning;
- Teacher certification exam analyses that support content area program improvements;
- System and campus databases for managing teacher assessment data;
- Increased collaboration among SUNY teacher education campuses to support assessment; and
- Access to NYSED data on SUNY in-service teacher graduates.

Three of the SUNY symposia will be held in conjunction with statewide meetings of teacher educators, thus disseminating project results to faculty at an additional 45 institutions in the state. Project results will also be disseminated by presentations at national meetings of teacher educators and through peer-reviewed publications based on the project evaluation study.

Project Need

While a heated national debate rages about what constitutes teacher quality (Darling-Hammond, 2002; National Commission on Teaching and America's Future, 1996, 2003; U.S. Department of

Education, 2002; Walsh, 2001; Wilson, Floden & Ferrini-Mundy, 2001), the fifteen schools of education and system administrators within the State University of New York (SUNY) have quietly accepted the challenge of demonstrating that the new teachers that graduate from SUNY know their content and can help diverse K-12 students learn (State University of New York, 2000, 2001).

SUNY teacher education institutions are committed to meeting high standards for preparing teachers, emanating from three sources with quite different views of what constitutes teacher quality:

- In the *No Child Left Behind Act*, "Congress has made it clear that it considers content knowledge to be of paramount importance" in preparing new teachers (U.S Department of Education, 2002, p. 6).

- Revised state teacher certification regulations (New York State Education Department [NYSED] Commissioner's Regulations, 1999) require new teachers to meet high standards of preparation and pass rigorous state certification examinations in three areas: general education, content area, and pedagogy.

- NYSED (1999) also requires that all teacher education institutions achieve national accreditation by 2006. Twelve SUNY institutions are or will be accredited by the National Council for Teacher Accreditation (NCATE); three are seeking accreditation from the Teacher Education Accreditation Council (TEAC; see Table 1). Both accreditation bodies require institutions to document the knowledge, skills, and dispositions of the new teachers they prepare; NCATE explicitly and TEAC implicitly require institutions to document the positive impact of their graduates on K-12 student learning (NCATE, 2002; TEAC, undated).

The process of meeting all these standards has provided a rich opportunity for individual campuses to review and improve the programs we provide for candidates. However, meeting all these candidate performance standards simultaneously for the first time by 2006 is a formidable task even for SUNY, a university system with an excellent national reputation in teacher education. Higher education programs historically have not been organized to document student performance in the aggregate. Faculty do an excellent job of providing timely and accurate feedback to individual candidates as they move through our programs. However, reorganizing faculty and administrative activities to accommodate this new demand for programmatic public accountability is complex, time-consuming, and expensive, especially for state institutions that produce many new teachers with limited resources.

Public institutions generally lack the discretionary resources to cover the initial costs of reorganizing to support ongoing assessment activities. The initial start up costs in time and money are considerable. Knowledgeable faculty assessment leaders must be identified and their workloads adjusted; all faculty need continued professional development on promising assessment strategies; consensus among faculty on the selection of course-specific measurement strategies and instruments, rating scales, data collection procedures and analysis must be achieved; productive relationships among faculty assessment coordinators and institutional research offices must be forged to validate new instruments and procedures and merge data sets; and electronic data management systems must be developed and maintained. Once all of this is in place, an effective assessment system can be maintained with a much smaller commitment of steady-state staffing and institutionalized funding.

This project will create a sustainable assessment system to document beginning teacher performance and provide feedback for program improvement in each of the fifteen institutions that prepare teachers in the State University of New York (SUNY) system. SUNY is the largest system of higher education in the nation, preparing about 6,000 new teachers annually, about 25% of the teachers recommended for certification by colleges and universities in the state each year. The Universities at Albany, Binghamton, Buffalo and Stony Brook and the Colleges at Brockport, Buffalo, Cortland, Fredonia, Geneseo, New Paltz, Old Westbury, Oneonta, Oswego, Plattsburgh, and Potsdam represent a diverse range of size and internal organization; number of teacher education programs and graduates per year; faculty approaches to teacher preparation; and accreditation strategies (Table 1). However, all are linked by their relationship to the SUNY System Administration, which has the capacity to provide a structure for high-quality, cost-effective, coordinated, and collaborative action.

Project Design

At their semi-annual meetings in June and October 2002, the SUNY Education Deans & Directors* prioritized the assessment needs on individual campuses, creating a list of 58 system-wide activities that fall into six broad categories common to all campuses (Figure 1). This robust framework proved to be a useful roadmap for documenting the performance of pre-service and beginning teachers in a wide variety of institutions. By sharing information and expertise, and providing collaborative professional development across all the SUNY campuses, this framework will be used to initiate and enhance sustainable, high-quality program assessment systems on each of our unique campuses in the next three years.

1. IMPLEMENT & MAINTAIN CAMPUS ASSESSMENT SYSTEMS

• Organize faculty to select or create appropriate assessment instruments at common checkpoints

• Develop and implement a system for regular collection, aggregation, analysis, and reporting assessment data

• Validate local assessment instruments

• **Use assessment results to improve programs and increase beginning teacher competency**

2. INSTITUTIONALIZE ROLE OF FACULTY IN ASSESSMENT

• Reorganize faculty workload to include ongoing candidate and program assessment effort

• Provide clerical and/or GA support for data collection, analysis, reports

3. PROVIDE INFORMATION & PROFESSIONAL DEVELOPMENT ABOUT VALID ASSESSMENT

• Identify and share practical, valid teacher education assessment strategies (e.g., teacher work samples, electronic portfolios, standardized tests) at standard program checkpoints (admission, pre-student teaching, graduation, post-graduation)

• Provide collaborative professional development to support implementation of valid assessments and use of technological resources (see below)

4. DEVELOP TECHNOLOGICAL RESOURCES

• Create teacher education program assessment database framework(s) that link dept, campus, system, and state assessment information

• Electronically collect and store candidate and K-12 assessment artifacts

5. INTEGRATE CAMPUS AND SYSTEM RESEARCH EXPERTISE

• Create procedures to use campus- and system-level institutional research expertise to support program-level assessment efforts

• Create common analytical reports for SUNY system and state assessment data (e.g., detailed state teacher certification exam analyses)

6. INSTITUTIONALIZE ASSESSMENT FUNDING

• Reallocate resources and increase funding over time to institutionalize effective candidate and program assessment

* The group consists of deans, directors, and assessment/accreditation coordinators from all fifteen SUNY institutions that meets semi-annually with SUNY System administrators, NYSED staff and other invited guests to discuss education policy and other issues of common concern.

Goal 1 – developing, implementing, and maintaining campus assessment systems to improve programs and beginning teacher competency – will be the principal campus outcome of the 3-year FIPSE project. Goals 2-5 – which address the role of faculty in assessment; professional development activities; and technological and institutional research support – support Goal 1 and will be implemented through a series of collaborative academic year symposia and individual consultation across campuses that support specific campus activities in these areas over the 3-year project. Goal 6 – institutionalizing increased funding for sustained program assessment – supports Goals 1-5 on long-term basis and is a project outcome for the campuses and SUNY System Administration.

In order to create an assessment system to document and improve the performance of beginning teachers (Goal 1), individual campuses must have the funding, manpower, knowledge and training, technology, and institutional support (Goals 2-6) to complete the endeavor. Each of the fifteen campuses has begun this job, building on resources already in place and working to fill the gaps. Since all the campuses have similar implementation challenges (see Table 2), collaborative effort across campuses – supported by a combination of FIPSE and sustainable SUNY System Administration and campus funds – offers a significant and innovative opportunity to achieve economies of scale while custom building a high quality assessment system on each campus. Figure 2 summarizes the project design. The primary direct participants in this project are the faculty and administrators in assessment leadership positions at each campus (white box in Figure 2). This group includes assessment and/or accreditation coordinators (usually the same person); faculty program coordinators or department chairs; and faculty assessment leaders who serve on assessment committees and teach professional education courses where performance data are generated. These individuals will serve as the conduits for information and collaborative decisions between SUNY System Administration and the faculty at individual campuses working to implement and maintain campus-based assessment systems. The primary face-to-face

opportunities for collaboration are the symposia (shaded box in Figure 2; and Table 2) to be held twice per year for the duration of the project.

Table 2. Proposed SUNY Assessment Symposia & Work Sessions

Time/Topic/Goal	Description of Collaborative Event
Fall 2003 Analysis of Teacher Certification Test Scores AND Beyond the Tests: Documenting Complex Teaching Performance Goals 1, 3 & 5	• Part 1 will focus on creating a new SUNY database and common format for reporting state certification test scores to campuses by program, discipline, and candidate characteristics (Figure 1). Careful analysis of test content relative to requirements in teacher education programs across SUNY will support program improvements and accreditation reviews. • Part 2 will feature a presentation/workshop by Emerson Elliott, Coordinator of NCATE's Assessment Examples Project, which identified a variety of best-practice strategies and instruments for assessing complex teacher skills and dispositions, as well as content.
Spring 2004 Documenting Candidate Impact on K-12 Student Learning Using TWS Methodology (with NYACTE/NYSATE) Goals 1& 3	• Roger Pankratz and/or other representatives from the Department of Education's Renaissance Project have agreed to make presentations and facilitate workshops over a two day period to help faculty at SUNY and other colleges implement the Teacher Work Sample (TWS) methodology for documenting K-12 student learning. • TWS is a validated method to evaluate a candidate's ability to deliver a context-specific instructional unit and to document K-12 student learning by analyzing pre/post assessments related to appropriate learning standards.
Fall 2004 Technology & Teacher Education Assessment (Database Storage & Retrieval Systems and Electronic Portfolios) Goals 1-4	• Managing data from multiple assessment checkpoints in teacher education programs (admission, mid-point, student teaching, post-graduation) will require electronic storage of candidate artifacts, and the development of user-friendly technologies to collect, store, analyze, and report performance data. • Possible presenters include a representative from the FIPSE-supported Galileo Program at the University of California at Riverside; the Renaissance Project; and/or SUNY Cortland, which has expertise in this area. • Strategies for implementing various kinds of electronic portfolio assessments will also be featured, with possible presenters from SUNY Oswego and other institutions with expertise in this area.

Spring 2005 Assessing Preservice Teacher Dispositions (with NYACTE/ NYSATE) Goals 1& 3	• Evaluating developing professional attitudes and dispositions of preservice teachers is a challenging task because there are few validated instruments or procedures. This symposium will feature promising practices, including those under development at SUNY Brockport. • This symposium will also focus on using dispositional evaluations to provide enhanced feedback to candidates about their performance; and to make earlier and more accurate decisions on retention or termination of candidates based on professional performance standards.
Fall 2005 Integrating In-service Teacher Data into Assessment Systems Goals 1, 3 & 5	• This symposium will focus on the challenges of gathering post-graduate data from program completers, their school employers, and NYSED. • Early in the project, representatives from the SUNY Institutional Research and the Education Deans & Directors (especially SUNY Geneseo) will meet with NYSED representatives to explore sharing quality indicator data on SUNY graduates who become teachers (e.g., certification application rates, tenure status, retention in teaching, additional certifications), as is done in other states.
Spring 2006 Lessons Learned: Exemplary Teacher Assessment Systems (with NYACTE/ NYSATE) Goals 1, 2 & 6	• The final symposium will feature presentations by faculty at SUNY and other state institutions to share exemplary teacher performance instruments and procedures. • The SUNY System Institutional Research will present information about the SUNY database and standardized analysis format for reporting state certification test scores.

In general, each SUNY campus has identified at least one person who has assigned time (25% effort or more) to coordinate teacher education assessment activities across the education unit. Generally, campus-based teacher education assessment coordinators are or have been faculty members, usually with long experience at the institution; they have a professional interest in assessment, excellent organizational skills, and collaborative leadership capabilities. Few are deans or directors (both jobs are very demanding). Many are full-time associate or assistant deans, or accreditation coordinators, while others split their time between assessment coordination, teaching and/or research (see Qualifications of Key Personnel in the Appendix for details).

All campuses have one or more assessment committees consisting of key faculty from within and/or across education programs (e.g., childhood, literacy, music, vocational education) who work closely with the assessment/accreditation coordinator (top of Figure 2). The assessment group(s) are charged with organizing the rest of the faculty who teach professional courses and/or supervise candidates in field placements to come to consensus on an assessment plan and implement it. The scale of this organizational structure at Binghamton, which has graduate-only programs and about 75 program completers/year, is quite different from that at Buffalo State,

which graduates over 750 candidates/year from its undergraduate and graduate programs (Table 1). However, the underlying organizational structure for implementing assessment activities at both institutions is similar. Exploiting the proven collaborative and organizational abilities of the assessment/accreditation coordinators and faculty leaders involved in program assessment at every campus is the key to success for this project.

The collaborative work of the project will be organized as follows:

- **The major practical implementation challenges** faced by all the SUNY institutions – and their relationship to project goals (Figure 1) – have been identified and are listed in the left-hand column of Table 2. Each topic is one for which professional development for faculty and collaborative interactions across institutions can provide a substantial and cost-effective contribution to improving the performance of beginning teachers graduating from SUNY programs. The significance of these assessment challenges is confirmed by a national study conducted this year by NCATE (2003).

- **Two-day collaborative symposia** are based on these major assessment challenges. They will be held twice a year over the course of the project (Table 2). They will offer teacher education faculty and assessment coordinators information on practical assessment solutions; provide significant opportunities for interaction among faculty and assessment coordinators from various campuses; and form the basis for implementation activities on each campus. Since many campuses have started and will continue to develop faculty expertise in particular assessment areas (e.g., assessment in science education, data management systems, electronic portfolios), we anticipate (and will document) that campus-to-campus sharing between symposia will occur on a much broader scale than is presently the case.

- **Specific campus-level implementation activities** are necessarily unique to each SUNY institution, and are detailed in the campus budget justifications in the Appendix. Each campus is committed to developing a complete teacher education program assessment system that addresses all six project goals. However, they differ in the extent to which various goals are already started or partially accomplished and thus differ in their immediate goals for this project (Table 1).

The project budget is designed to support participation in the symposia for minimum of 2-4 persons from each campus, usually the assessment coordinator (see Table 1) and 1-3 additional faculty assessment leaders. The symposia will be held in Albany and Syracuse on an alternating basis to minimize travel costs for all. Activities and workshops at the symposia will be specifically designed to make it easy for participating assessment/accreditation coordinators and faculty assessment leaders to share information with faculty at the home campus. Presentation graphics files and photocopy masters of all handouts will be available to download from a "SUNY Teacher Education Program Assessment Project" web page that will be maintained on the SUNY System Administration web site (www.suny.edu). A listserv including all symposium participants will facilitate direct campus-to-campus sharing over the grant period and beyond.

Project Outcomes & Evaluation

Persuasive teacher education program evaluation (Goal 1) will be the major outcome of this project at the campus level. Each campus will systematically report and analyze aggregated teacher performance data, and use the results to guide program changes designed to improve candidate performance at major checkpoints (admission, candidacy for student teaching, graduation, and post-graduation in the schools). To reach this goal, campuses and SUNY System Administration must simultaneously reallocate faculty, administrative, and technological expenditures of time and money (Goal 6) in order to institutionalize the role of faculty in assessment (Goal 2); continue to provide necessary professional development on assessment (Goal 3); and develop the technological resources and integrated institutional expertise to make the assessment system efficient (Goals 4 and 5).

The major outcome of this project at the system level will be the creation of a database to support individual program assessment by the fifteen SUNY campuses offering teacher education programs (Goals 4 and 5). The database will combine teacher certification examination results with other data available to SUNY System Administration (e.g., student academic indices, demographics, social economic group, academic program), and will potentially include data on in-service teachers from the New York State Education Department (NYSED), which keeps records on more than 200,000 teachers, including those who have graduated from SUNY teacher preparation programs (see Table 3, Outcome H). The database will relate teacher certification test scores to various measures of performance during preparation, and eventually to NYSED teacher in-service performance data, to create a holistic resource for assessing program effectiveness. The outcome will be a replicable, systematic approach to teacher program assessment based on standard, reliable data.

Table 3 summarizes the measurable outcomes associated with each of these goals and what will be accomplished over the 3-year period of FIPSE support for start-up activities. Most are long term propositions, to be pursued and enhanced by all the SUNY institutions long after FIPSE funding has ended.
We will use a "value-added" approach to project evaluation:

- Each campus has, to various degrees of completeness, the following elements of a program assessment system that has been or will be evaluated by a national accreditation agency between 2001-06:
    - a program assessment system description or plan (Outcomes A and B in Table 3);

- assessment reports based on various instruments and strategies to measure a wide array of beginning and master teacher performance outcomes (Outcomes C and E);

- a system for storing and retrieving program assessment data (Outcomes D and F); and

- records of program improvements based on assessment results (Outcome A).

- We will survey each campus for this information (as well as the level of collaboration among institutions for Outcome G) as part of the registration process for the first and last collaborative symposia. Survey information will be followed up by interviews to fill information gaps. We will obtain the qualitative and quantitative assessment documentation available from each institution resulting from NCATE and TEAC accreditation reviews that will have occurred by June 2004.

- We will categorize and summarize the "before" and "after" state on Outcomes A-G in the fifteen participating institutions. (Progress on Outcome H will be described in the project evaluation report as well.) The confidentiality of specific program evaluation results will be preserved in accordance with SUNY program assessment policy (SUNY, 2000). Particular attention will be paid to describing:

- strategies that had positive impacts on preservice teachers and could be expected to result in improved K-12 student learning;

- cost-effective strategies across many kinds of programs and institutions; and

- the manner and extent to which Outcomes A-G have been institutionalized and will continue after funding (a FIPSE evaluation priority).

- Data on the extent to which elements of this project are being replicated at other institutions during the 3-year project period (another FIPSE evaluation priority) will come primarily from follow-up surveys and telephone interviews with the faculty and administrators from non-SUNY institutions who attend the SUNY symposia in conjunction with NYACTE/NYSATE (Table 2). NYACTE/NYSATE has members from the nine City University of New York (CUNY) institutions, and the majority of the other 80 private teacher education institutions in the state.

The completed evaluation report will document the impact of the FIPSE-supported collaborative work we complete relative to the six project goals (Figure 1). We expect the results to form the basis of dissemination presentations at state and national conferences, and significant peer-reviewed publications as well.

Table 3. Measurable Project Outcomes

Outcome and Associated Goal	Description & Evaluation Timeline
A. Increased Quality of Teacher Education Assessment Systems and Program Improvements Goal 1	Campus assessment systems will include systematic and comprehensive analyses of multiple validated measures of teacher performance at defined checkpoints that are supported by appropriate technology and used to make program improvements. Year 1 – Survey and description of current practice at each campus and system. Year 3 – Survey and description of post-project practice at each campus and system.
B. Reallocation of Resources for Program Assessment Goals 2 & 6	System and campuses will shift resources of time and money to institutionalize program assessment as part of faculty and administrative workload Year 1 – Survey and description of current practice at each campus and system. Year 3 – Survey and description of post-project practice at each campus and system.
C. Implementing Assessment of Candidate Impact on K-12 Learning, Dispositions, and Electronic Portfolios Goals 1 & 3	Faculty at campuses will adopt exemplary new course-based assessment strategies and use them as the basis of enhanced individual and program assessment at key checkpoints. Year 1 – Survey and description of current practice at each campus and system. Year 3 – Survey and description of post-project practice at each campus and system.
D. System-Wide Database for Managing Teacher Assessment Data Goals 4 & 5	SUNY System Institutional Research (IR) will create a teacher education database linking candidate characteristics (e.g., admission SATs, demographics) and college performance (program, GPA, time to graduation) to NYSTCE test scores (LAST general education, ATS-W pedagogy, CST content area). Year 1 – Database design and initial programming completed. Year 2 – Database populated and draft queries, reports, forms produced. Year 3 – Draft reports reviewed by campuses and finalized.
E. Teacher Certification Exam Reports That Support Content Area Program Improvements Goals 1 & 5	SUNY System IR will work with campus representatives (faculty and IR staff) to produce annual charts and graphs summarizing candidate performance on the NYSTCE, by campus and compared to "similar colleges." Colleges will use these reports to insure that courses support candidate content area competency. Year 1 – Faculty needs assessment completed. Year 2 – Draft report format created and tested. Year 3 – Draft reports reviewed by campuses and finalized.
F. Campus Databases for Managing Teacher Assessment Data Goal 4	SUNY System IR will begin to work with the 9 campuses that use Banner data systems to initiate a system-wide project to develop a common data management system for teacher education. Year 2 – Begin discussions with the SUNY Banner User Support Group. Year 3 – Begin design work with interested campus IR staff.
G. Increased Collaboration Among SUNY Teacher Education Campuses Goal 3	Use of program assessment and data management expertise of faculty and staff from other SUNY campuses is expected to increase dramatically over the grant period as a result of the collaborative symposia. Year 1 – Survey and description of current practice at each campus and system. Year 3 – Survey and description of post-project practice at each campus and system
H. Access to NYSED Data on SUNY Inservice Teacher Graduates Goals 1 & 3	Teacher education institutions will begin to access NYSED data on inservice teacher graduates and incorporate findings into their program assessment systems. Year 1 – Exploratory discussions with NYSED (SUNY Geneseo interest) Year 2 & 3 – Obtain legal authority and begin to make data available to campuses through SUNY System IR

Project Dissemination

Dissemination of project results across the SUNY system and to other New York State public and private institutions will occur as a result of the collaborative symposia held in years 1-3 in conjunction with NYACTE/NYSATE. Broader dissemination to higher education systems in other states will occur as a result of the publication of evaluation results, and presentations at national meetings of the American Association of Colleges of Teacher Education (AACTE) and the Association of Teacher Educators (ATE), using the successful dissemination model of the DOE's Renaissance Project.

Project Significance

This project will result in the system-wide, sustainable implementation of validated assessments. It will produce significant new knowledge about the effectiveness of teacher education for over 6,000 new teachers recommended for certification each year by the fifteen SUNY institutions with teacher preparation programs. Teacher education program improvements generated by these assessments will, in turn, improve the likelihood that these 6,000 new SUNY teachers will have a positive impact on the achievement of hundreds of thousands of K-12 students in their classrooms.

The utilization of teacher work sample methodology across many SUNY institutions will also eventually produce significant new information about teacher education strategies that are effective in improving K-12 student learning (Pankratz et al, 2003). The importance of such information in guiding program revisions and improvements at all state teacher education institutions cannot be underestimated.

Some of the project outcomes listed in Table 3 will be system- and campus-specific, but others such as the analytical model to be developed for reporting the New York State Teacher Certification Examination (NYSTCE) scores (Fall 2003 symposium, Table 2; Outcome E, Table 3), may be easily replicated at the other 90 teacher education institutions in New York State.

Finally, the great potential replicability of this project is based on the innovative nature and robustness of the teacher education assessment goals model summarized in Figure 1 and the process by which we propose to implement if (Figure 2). The goals model is itself a result of a creative needs assessment conducted by knowledgeable representatives from all fifteen diverse SUNY institutions. It has already proven its efficacy in persuading all these very different, independent-minded institutions to agree upon (and commit significant resources to) the collaborative strategies for program assessment improvements described in this FIPSE proposal. The goals model builds upon and enhances the work that these colleges are already struggling with alone, and provides a process of supportive collaboration in those areas where such interaction will have maximum impact.

The process that we will use to implement the goals of the model (described in Figure 2) is also innovative and robust. It relies on scaling-up proven assessment strategies (e.g., disaggregation of state certification test score data, teacher work samples, electronic portfolios) and uses the economies of scale available to any state system of higher education (e.g., the professional development symposia proposed here will impact 6,000 new teacher graduates/year for a very small cost per graduate). The model used by the FIPSE-supported Galileo Project at the University of California at Riverside was informative, but its specific statewide context made it difficult to apply in New York. In contrast, the innovative and generalizable goals and implementation model of the SUNY Teacher Education Program Assessment Project has powerful potential for replication on a national scale.

Project Management Plan and Quality of Project Personnel

The project will be managed by Dr. Suzanne Weber, Associate Dean of Education at SUNY Oswego, and Dr. John Porter, Associate Provost for Institutional Research at SUNY System Administration. Weber has been a research biologist, a middle school science teacher, a teacher education faculty member, and is now responsible for assessment and accreditation of the teacher education programs at SUNY Oswego. Porter directs all the institutional research programs and activities in the largest system of higher education in the nation. Together, they offer a synergistic combination of knowledge about good practice in teacher education assessment systems and large-scale data management systems; both have demonstrated skills and successful experience in managing many complex projects. The qualifications of both are detailed in the Appendix, along with that of the nineteen campus-based faculty and/or administrators who will coordinate implementation activities at the fifteen participating SUNY institutions.
Weber will be responsible for:

- Organizing the collaborative symposia described in Table 2 (with the assistance of Ms. Jerusalem Rivera-Wilson, University at Albany, who will serve as liaison to NYACTE/NYSATE);

- Facilitating the campus teacher education program assessment implementation activities at SUNY Oswego and the other 14 participating campuses; and

- Timely completion of evaluation activities associated with campus-based teacher education program assessment outcomes (Outcomes A-C and G in Table 3).

Porter will be responsible for:

- Creating a database to support individual program assessment by the fifteen SUNY campuses offering teacher education programs (Goals 1, 4 and 5); and

- Timely completion of the evaluation of the project's system-level data management outcomes (Outcomes D-F and H in Table 3), which will include working with NYSED on protocols to share data on in-service teachers who have graduated from SUNY institutions.

Each of the fifteen participating SUNY teacher education institutions has designated one or two faculty or administrators in assessment leadership positions who will serve as campus-based project assessment leaders (see Table 1 and the Qualifications of Key Personnel in the Appendix). These assessment/accreditation coordinators have also agreed to serve as a project advisory group to Weber and Porter, the project co-principal investigators. The group will meet twice a year at the SUNY symposia, but also continue to interact by email in a collaborative decision-making capacity, as they have throughout the development of this grant proposal. This group of campus assessment/accreditation leaders has many members who also attend the SUNY Education Deans & Directors semi-annual meetings in their roles of assistant/associate dean or accreditation coordinator. The SUNY Education Deans & Directors initiated this project, and their continuing support is crucial to institutionalizing funding and the role of faculty in program assessment.

The project evaluation will be carried out by Drs. James Wyckoff, Donald Boyd and Hamilton Lankford of the University of Albany (SUNY). Wyckoff is Associate Professor of Public Administration, Public Policy and Economics. He is a nationally known scholar examining K-12 educational policy. With Boyd and Lankford, Wyckoff has experience with large-scale databases to examine issues of policy and the link between teacher preparation and teacher and student outcomes. Boyd is Deputy Director of the Center for Policy Research at the University of Albany (SUNY), and the Director of Fiscal Studies at the State University of New York's Rockefeller Institute of Government. Boyd has conducted research for SUNY on teacher preparation in its institutions and on the career paths of SUNY-educated teachers. Lankford, the third member of the external evaluation team, is Professor of Economics and Public Policy at the University of Albany (SUNY) where he has served as Chair of the Economics Department. Lankford's research, focusing on economic and policy issues pertaining to K-12 education, has included work regarding the education workforce, the changing structure of educational expenditures and school choice. (A full description of the qualifications of Wyckoff, Boyd, and Lankford is in the Qualifications of Key Personnel in the Appendix.) Although their faculty appointments are at the University at Albany (SUNY), they are in the College of Public Policy and not involved in SUNY teacher preparation programs in any way. They can be expected to perform the project evaluation independently, objectively, and professionally.

Wyckoff, Lankford and Boyd will perform the evaluation of the proposed project as a team. They have already been consulted about the general outline of the evaluation process as described above. Their project role will begin with designing specific instruments to gather quantitative and qualitative data from the fifteen participating SUNY institutions to assess: (1) the existing status of program assessment systems, (2) existing campus commitment of resources to teacher education assessment, and (3) specific progress on difficult assessment issues, such as the impact of preservice teachers on K-12 learning and documenting professional dispositions. Also, the team will consult at the initiation of the project to determine an appropriate pre-post quantitative and qualitative evaluation framework for describing the development of a system-wide database for managing data; on integrating data from the State Education Department on inservice teachers into SUNY teacher education assessment systems; and on analysis and reporting of teacher certification examinations. During the second year of the project the team will coordinate with project directors to assure that outcome measurement procedures are on track. During the concluding year of the project the team will evaluate the effectiveness of the project in: improving program assessment systems; changing campus commitment of resources to teacher education assessment; and progress in assessing such specific areas as the impact of preservice teachers on K-12 learning and documenting professional dispositions. In addition, the team will

provide an evaluation of the system-wide database developed for managing data and the methods developed to analyze teacher certification examinations.

Adequacy of Resources

When planning began in earnest for this project at the end of March 2003, participating campuses were allocated a budget for campus implementation activities that roughly reflected the size and complexity of their programs, as reflected in the number of program completers reported in 2000-01 to NYSED under Title II of the Higher Education Act. Small program campuses with fewer than 200 program completers (Binghamton, University at Buffalo, Old Westbury, Potsdam, Stony Brook,) were budgeted at $8,100/yr for a total of $24,300; medium program campuses with 300-450 program completers (Albany, Brockport, Fredonia, Geneseo, New Paltz, Oneonta, , Oswego, Plattsburgh) were budgeted at $10,800/yr for a total of $32,400; the two large program campuses with 650-800 program completers (Cortland, Buffalo State) were budgeted at $15,120/yr for a total of $45,360.

Each campus agreed to create an assessment implementation plan that addressed the goals we had already determined encompassed our needs and desired outcomes (Figure 1); name an assessment/accreditation project coordinator to help write the proposal and agree to serve on an project advisory group if funded; and create a budget that insured the participation of assessment/accreditation leaders in implementing the funded campus activities and in attending the collaborative symposia (by funding travel for at least 2 persons per event).

Based on this model, campuses will receive about 70% of the requested FIPSE funding of $680,177, for a mixture of collaborative work directed outward toward one another and SUNY System Administration, and inward toward faculty teaching in professional education programs (see Figure 2). The other 30% will be used to organize the collaborative symposia and create the teacher education database at SUNY System Administration. Adding symposia travel to the conference (included in campus funding) raises the balance of system-level collaborative work to about 40% of the total requested from FIPSE.

The total cost share of about $985,000 is impressive. It reflects the commitment of the SUNY institutions to demonstrate through performance assessments that the new teachers that graduate from SUNY know their content and can help diverse K-12 students learn. Over the next 3-5 years, this one-time strategic infusion of funds from FIPSE will multiply the efforts of these under-resourced public institutions to initiate and institutionalize high-quality performance assessments, in a very cost-effective manner.

Budget Summary and Detailed Budgets

The Appendix contains detailed budgets and budget justifications for SUNY Oswego (lead campus), SUNY System Administration, and the other fourteen SUNY colleges and universities that are participating in this project. Each budget gives a detailed breakdown of institutional support for the project.

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Appendix 7:

FIPSE Final Report

BUFF STATE

SUNY FIPSE Final Project Evaluation – Part 3: Narrative Description of Project Impact on *BUFF STATE* Teacher Education Assessment Practice

DIRECTIONS: Please read through all the questions below before you begin. BRIEF and CLEAR answers are best – we will give you a call if we need more details. For each question, we've listed ideas we've heard anecdotally over the years – use them as prompts for your thinking or ignore them☺ Please give concrete example(s) to illustrate your answers whenever possible. Thank you!

1. **How has the role(s) of faculty in teacher education program/unit assessment changed over the past four years at your institution? How did the FIPSE project influence these changes?**

   Faculty have taken greater responsibility for assessment of candidates and programs as a result of their enhanced awareness of the need to improve our unit's assessment of outcomes.
   The FIPSE project provided funding for annual retreats that brought faculty together to address the mandate for an improved assessment system that meets accreditation requirements. Active participation in these retreats provided faculty with greater insight into the assessment process. Monies from the FIPSE grant also enabled our unit to host Dr. Martha Ross from James Madison University to participate in our most recent annual retreat with "Assessment" as her main topic.

2. **What are the most important changes that have occurred over the past four years in the kinds/characteristics of program/unit assessments in use at your institution? How did the FIPSE project influence these key changes?**

   The most important changes that have occurred over the past four years have been the addition of the EBI Exit Survey and the EBI Recent Alumni Survey. Without our institution's participation in the FIPSE project, I don't believe that our unit would have adopted these surveys as part of its assessment system.
   At our 2006 retreat, faculty in our teacher education unit formally adopted a statement of candidate dispositions that are reflected in our unit assessments as well as a statement of generic candidate outcomes at the graduate level. It was primarily through our FIPSE funded retreats that these conversations and adoption of outcomes were able to occur. Because our unit is relatively large, opportunities to engage every member of the unit in meetings is difficult. But the grant allowed us to bring people together and that has been major!

3. **What are the most important changes in the use of technology to collect, analyze and report teacher education data that have occurred at your institution over the past four years? How did the FIPSE project influence these changes?**

   The SUNY Teacher Certification Examination Database (TCED) is moving us forward by leaps and bounds relative to tracking candidate performance during their programs and following their graduation from our institution.
   Our awareness of other SUNY institutions' use of BANNER through the FIPSE meetings/presentations allowed those of us who were able to provide input, help persuade our administration to adopt BANNER. While we are not yet able to collect, analyze and report candidate data using the BANNER technology, we will clearly be able to utilize the BANNER technology in 2008.
   TaskStream has also been instrumental in enabling programs to use technology to collect, analyze, and report teacher education data.

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BUFF STATE

4. **What are the most important changes that have occurred over the past four years in the resource allocation for teacher education assessment at your institution? How did the FIPSE project influence these key changes?**

During our most recent round of allocation of "Investment in the Future" monies at the college, resources were finally identified for program accreditation. Our awareness of the resources that have been allocated to other SUNY institutions for accreditation-related activities enabled administrators at our college to lobby for additional monies/resources. Most recently this summer, an assessment coordinator for the teacher education unit has been hired by the Dean of the School of Education. A full time staff person.has been hired to support the assessment coordinator as well.
The institution has also allocated resources for the administration of the Educational Benchmarking surveys—a strong addition to our unit assessment system.

5. **How has the education unit at your institution used program/unit assessment results to improve programs and/or beginning teacher quality? Please provide concrete examples.**

When our candidates did not perform as well as expected in their writing competence, workshops were offered for faculty to address this area in need of strengthening.

6. **The FIPSE project has provided many opportunities to share and model strategies, policies, ideas, assessments, and other resources across SUNY institutions. Please list the specific resources that your institution has adapted/adopted for use as a result of collaboration with other SUNYs and SUNY System. In particular, please describe the use of the Teacher Certification Examination Database (TCED) as part of your answer.**

The Oswego Fair Policies and Practices Handbook served as an excellent model for our unit to consider for adoption. The outstanding work of the faculty at Oswego provided the Buffalo State College teacher education unit with a valuable resource for addressing candidate dispositions.
In addition, the crosswalks that were prepared by several institutions where the standards of specific specialty professional organizations (spas) were aligned with NYSTCE test items and made available to other institutions through the FIPSE website were invaluable to faculty as they prepared their program review reports that were submitted by our institution in February of this year.

7. **Looking back, what are the key accomplishments relative to teacher education program improvement that resulted from your institution's participation in the FIPSE project?**

1. strengthening of the teacher education unit—participation, communication, and collaboration
2. improved communication and collaboration with the associate vice president for curriculum and assessment who was a key individual in moving us forward
3. the establishment of a valuable SUNY-wide network that enables teacher education units to share strategies, resources, and support.

8. **Looking forward, what are the 2-3 most significant challenges that face your institution relative to teacher education program improvement in the next 3-5 years?**

1. obtaining spa program approval for all programs within the teacher education unit
2. obtaining continued NCATE accreditation for the teacher education unit in Spring of 2008
3...revising and improving our assessment system
4. addressing the need to use technology more effectively for candidate/program/unit assessment

BUFF STATE

Thank you SO MUCH!!! When we are able to look at all the information we gather across SUNY, I think we will all profit from understanding the common assessment and administrative strategies that we've used to improve our programs. The time and effort you have spent to gather and report all this data from your campus are truly appreciated☺ Sue

Appendix 8:

Buffalo State
Principles of Assessment

http://www.buffalostate.edu/academicaffairs/x585.xml

Principles of Student Learning Outcomes Assessment

These revised principles are informed by the American Association of Higher Education's "9 Principles of Good Practice for Assessing Student Learning" which we endorse.

The original principles of assessment were re-visited by the College Senate at the request of the Provost and the Sr. Advisor to the Provost for Assessment. These principles constitute Buffalo State's philosophy of assessment and guide academic assessment plans:

1. The primary goal of assessment at Buffalo State College is the improvement of the academic experience of our students. In this context, assessment at Buffalo State refers to a process of understanding the phenomena and outcomes of student learning, as well as clarifying goals and enhancing student performance and program effectiveness.
2. The primary purposes of assessment are: to promote the self-assessment of departments or general education areas; to foster the improvement of the curriculum; to provide continuous feedback about and from our graduates; to promote an exchange among faculty so as to insure that their efforts are converging; and to provide additional justification for resources necessary to address deficiencies or gaps if they are identified in an area of the curriculum.
3. For the purposes of this document, the focus of review and assessment will be the entire major or general education area, not specific classes, faculty, or students.
4. The methods of ascertaining the achievement of curricular goals will be left to the faculty's discretion. Such methods should, however, be measurable (i.e. data are regularly gathered according to established criteria and with consistent standards) and based on results of faculty discussions. Internally, the assessment process will contribute to the examination and improvement of curriculum.
5. The assessment plan developed and implemented at Buffalo State will seek to integrate and incorporate existing efforts within the faculties and to utilize existing procedures and processes.
6. Assessment efforts at all levels should reflect the mission and goals, as well as the diversity of programs at Buffalo State.
7. Assessment activities at Buffalo State should be based on multiple approaches and multiple indices. Ideally, they will include value added measures (assessment before and after instruction.)
8. The results of assessment activities will only be used at the campus level to enhance the mission of programs and departments. Assessment results will never be used to punish or embarrass students, faculty, courses, programs or departments, either individually or collectively.
9. Stringent guidelines will be developed and adhered to in order to insure that confidentiality of assessment data is maintained.
10. Public comparisons and proposals based upon data from assessment results will be made using scientifically valid methodologies.
11. Assessment activities will be used for program assessment only and will not by themselves be used to establish requirements for students to enter, progress through or graduate from a program.
12. Departments are mandated to share with the academic administration of the campus only their ongoing process of assessment and a summary of the results in aggregate form, which may also complement requests for needed resources. A common reporting format will be used.
13. Departments and campus administration may share assessment reports with appropriate groups, including accrediting agencies and system administration.

The current assessment plan exhibits characteristics of an assessment program recommended by Middle States Association:

- **A foundation in the Institution's Mission, Goals and Objectives**

  BSC is committed to the intellectual, personal and professional growth of its students, faculty and staff. Promoting success in teaching and learning is an institutional priority. Growth and success are attained in basic competencies, general education and major programs as well as outside the classroom in co-curricular activities. The assessment plan specifies methods of assessing student growth and achievement in 2 general competency areas, 10 outcome areas in general education and in major programs. It also provides a framework for assessing quality in non-instructional areas.
- **The support and collaboration of faculty and administration**

  Assessment overall has been and continues to be faculty/staff driven. Specific plans are developed by the relevant faculty/staff in each area. There are assessment committees in all areas of general education. The Associate Vice President for Curriculum and Assessment was a faculty member fro over twenty-five years.
- **A systematic and thorough use of quantitative and qualitative measures**

  Assessment principles mandate triangulation or the use of multiple measures for assessing achievement. This principle recognizes the complexity of the concepts, activities, and learning that is measured. It also promotes both direct and indirect assessment of activities and learning outcomes. Plans submitted from instructional and non-instructional areas include direct assessment measures, although they may be either quantitative or qualitative depending on which is deemed appropriate by the faculty/staff developing the plan.
- **Assessment and evaluative approaches lead to improvement**

  Assessment plans in all areas include a requirement to specify the process by which information will be considered and result in improvement.
- **Realistic goals and a timetable, supported by appropriate investment**

  The assessment plan directs consistent and repeated assessment activities. The college has made a significant investment in assessing its performance on a continuous basis.
  The Associate Vice President for Curriculum and Assessment directs activities on campus. Several national and local surveys are purchased each year. Support for attendance at meetings has been made available.
- **An evaluation of the assessment program**

  During and at the end of each five-year plan a review is conducted by the Assessment Advisory Board. The Board will evaluate the assessment program in light of goals/objectives accomplished and improvements made.

The overall purpose of assessment is two-fold:

1. Improvement/effectiveness: Through benchmarking, cohort and longitudinal analyses assessment results provide useful information for improving programs, services and the institution as a whole.
2. Accountability/accreditation: Through surveys, assessment of student satisfaction and performance all stakeholders should be aware of how well the institution is meeting it's goals and objectives and mission overall. The assessment website and newsletter are available to all campus constituents.

Appendix 9:

Buffalo State
Nine Principles of Good Practice for Assessing Student Learning

http://www.buffalostate.edu/academicaffairs/x582.xml

Developed under the auspices of the American Association for Higher Education (AAHE) Assessment Forum, December 1992

1. **The assessment of student learning begins with educational values**. Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only ***what*** we choose to assess but also ***how*** we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.
2. **Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.** Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.
3. **Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.** Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.
4. **Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.** Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.
5. **Assessment works best when it is ongoing, not episodic.** Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is a monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.
6. **Assessment fosters wider improvement when representatives from across the educational community are involved.** Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by

student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts, but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

7. **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.** Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "result"; it is a process that starts with the questions of decision-makers, that involves them in gathering and interpreting of data, and that informs and helps guide continuous improvement.
8. **Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.** Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.
9. **Through assessment, educators meet responsibility to students and to the public.** There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement

Appendix 10:

Buffalo State
Assessment Advisory Board
2007-2008

http://bscintra.buffalostate.edu/assessment/Fall2007.htm#board

The 2007-08 Assessment Advisory Board has been formed. They will be reviewing a new 5 year Assessment Plan for student learning outcomes.

Members of the Board are:

Rosalyn Lindner, Chair, Assoc. VP, Assessment and Curriculum (Academic Affairs)
Zeki Al-Saigh, Chemistry (School of Natural and Social Sciences)
Sally Arnold, Speech Language Pathology (School of Professions)
Bruce Baum, Exceptional Education (School of Education)
Laurie Buonanno, Chair, Political Science (School of Natural and Social Sciences)
John DeNisco, Business Department (School of Professions)
Mariane Ferguson, Philosophy and Humanities (School of Arts and Humanities)
Susan Hall, Educational Foundations Department (School of Education)
Scott Johnson, Asst. Dean (University College)
Charles Kenyon, Dean of Students, (Student Affairs)
Kevin Railey, Assoc. Provost and Dean (Graduate School)
John Siskar, Art Education (School of Arts and Humanities)

Appendix 11:

Buffalo State
General Core Assessment System

http://www.buffalostate.edu/academicaffairs/x586.xml

INTRODUCTION

Beginning fall 2006, Buffalo State initiated a new general education program called Intellectual Foundations. The mission of Intellectual Foundations (IF) is to:

"promote an understanding of the continuity of human history, the depth of inherited knowledge, the validity of diverse modes of inquiry, the value of artistic expression and the richness of our collective experience. The purpose of the Intellectual Foundations program is to develop the skills and habits of the mind required for a life of intellectual curiosity and civic engagement."

Intellectual Foundations was developed as an outcomes based program. It consists of fifteen areas of knowledge which are assessed on a rolling 3 year cycle.

2005-2006: Mathematics, Basic Communication (Written and Oral), Foreign Language and American History.

2006-2007: Natural Science, Social Science, Critical Thinking, Information Management, Technology and Society.

2007-2008: Western Civilization, Non-Western Civilization, Arts, Humanities, Diversity.

LEARNING OUTCOMES

Buffalo State graduates demonstrate competency in the 15 areas of knowledge through assessment of the following learning outcomes:

Arts:
As a means of exploring the human experience, students will demonstrate:

- ability to read and understand visual and/or performed language including, e.g., idioms, styles, codes and conventions.
- understanding of the meaning and use of artistic symbols in social context.
- ability to interpret visual and/or performed work, including an understanding of purposes and processes of creative endeavors
- ability to identify the persuasive and/or emotive aspects of visual and/or performed work.*
- understanding of artistic criteria for evaluating visual and/or performed work.

* does not prohibit a course from the treatment of work with no persuasive or emotive aspect, e.g., minimalism.

Humanities:
Students will:

- reflect on basic questions of life with the goal of understanding the world and one's place in it.
- articulate and defend critically informed values.
- recognize and demonstrate creative thought in producing answers to individual and social questions.

Natural Science:
Students will:

- demonstrate an understanding of the methods that scientists use to explore natural phenomena including observation, hypothesis development, measurement, data collection, experimentation, evaluation of evidence and quantitative analysis.[1]
- use the terminology of a life science and/or a physical science to demonstrate cognition, interpretation and communication of information in the natural sciences.[2]
- evaluate or test hypotheses by analyzing evidence.[3]
- (Desirable but optional) demonstrate an understanding that what distinguishes science from pseudoscience is the demand for objective evidence as the ultimate test of scientific validity.

[1]This learning outcome focuses on the process of science. The expectation is that students will understand how scientists explore the natural world. The language is based on the first SUNY natural science learning outcome.

[2]The proper use and understanding of terminology is one gauge of "introductory abstract" thinking in the natural sciences. The requirement of both life science and physical science component is based on our preliminary discussions of the structure of the natural science requirement in IF.

[3]This brief and simple learning objective could be met by, inter alia, the "experimental experience" that we would like to see included in all natural science IF courses. The experience could be the full laboratory component that we have in many of our introductory majors courses or by the type of "lab module" that the Geography Department uses in its World's Natural Environments course. In a psychology course, it could mean having the class engage in the coding of taped behavior and then calculating and/or discussing inter-rater reliability. The College should move in the direction of requiring that all natural science cognate courses include this experimental/laboratory experience.

Social Science:
Students will demonstrate

- the ability to describe accurately the critical social environments, behaviors, and social issues in the context of the course subject matter.
- an understanding of the basic concepts and terminology of a social science and the ability to apply them.
- a basic knowledge of methods of gathering evidence in the social sciences and an understanding of what constitutes acceptable and appropriate evidence.
- an ability to evaluate the implications of social diversity.*
- the ability to articulate and critically evaluate varying positions taken on social science topics

*This may include domestic, international and historical approaches.

American History:

1. Students will demonstrate knowledge of a basic narrative of American history: political, economic, social
and cultural, including unity and diversity in American society.

- understand the origins and development of the political, economic, social and cultural institutions of the United States and the roles that they have played in American life.
- understand the origins of the racial, ethnic and intellectual diversity of the American people.

2. Students will demonstrate knowledge of common institutions in American society and how they have affected different groups.

    - understand the origins and development of the political, economic, social and cultural institutions of the United States and the changing roles that they have played in American life.
    - understand the impact of race, class, ethnicity and gender on the development of the American people.

3. Students will demonstrate understanding of America's evolving relationship with the rest of the world.

    - understand the process by which the United States expanded its territorial boundaries.
    - understand the emergence of the U.S. as a world power.
    - demonstrate the ability to distinguish between primary and secondary sources.

Western Civilization:
Within the context of broadly understood historical eras, students will:

- demonstrate knowledge of Western ways of thought in one or more historical period, including at least two foundational fields of thought (e.g., science and religion, or artistic expression and political philosophy)
- demonstrate knowledge of the development of Western civilization in one or more historical period, including its cultures, geography, institutions, societies, polities and economies.
- demonstrate knowledge of an era in terms of the historical periodization, continuities and discontinuities, in Western civilization.
- relate the development of Western civilization to that of other regions of the world.

Non-Western Civilizations:
Within the context of broadly understood historical eras, students will:

- demonstrate knowledge of ways of thought in one or more historical period, in one or more non-western civilization or multi-cultural region, including at least two foundational fields of thought (e.g., science and religion, or artistic expression and political philosophy)
- demonstrate knowledge of the development of at least one non-western civilization or multi-cultural region in one or more historical period, including its cultures, geography, institutions, societies, polities and economies.
- demonstrate knowledge of an era in terms of the historical periodization, continuities and discontinuities, in the development of a non-western civilization or multi-cultural region.
- relate the development of a non-western civilization or multi-cultural region to that of other regions of the world.

OR

Within the context of broadly understood historical eras, students will:

- demonstrate knowledge of a broad outline of world history including cultures, geography, institutions, societies, polities and economies.

- demonstrate knowledge of ways of thought in one or more historical period, in one or more non-western civilization or multi-cultural region, including at least two foundational fields of thought (e.g., science and religion, or artistic expression and political philosophy)
- demonstrate knowledge of an era in terms of the historical periodization, continuities and discontinuities, in at least one civilization or multi-cultural region.
- understand the interrelatedness among world civilizations and multi-cultural regions.
- respond inquisitively, critically, and respectfully to information and ideas from at least one non-western civilization or multi-cultural region.

Diversity:
Students will demonstrate the ability to:

- critically examine the past, current or prospective influences of diverse groups on American society.
- analyze the ways in which social and institutional structures can contribute to privilege and injustice through stereotyping, prejudice and discrimination.
- explore systematically the importance of understanding, respecting and valuing diverse people or cultures.

Additional Course Criteria

Within each Diversity course instructors will include educational activities that require students to:

- critically reflect on how their values, attitudes and beliefs have developed and affect their perceptions of, and relations with others.
- assess the ways in which individuals, acting alone and in groups, can contribute to social justice.

Technology and Society:
Students will demonstrate:

- Understanding of what is meant by "technology" within the context of the course.
- Understanding of current or past societal challenges that crucially involve scientific and/or technological issues.
- Understanding of the interaction between social, cultural, ethical, political and/or economic considerations and the development and adaptation of technologies
- Ability to evaluate the intended and unintended consequences of the use of science and/or technology.

Basic Communication - Oral:
Students will demonstrate the ability to:

- compose and deliver extemporaneous public presentations.
- effectively create, organize, and support ideas in public presentations.
- evaluate audiences' contexts, attitudes, values and responses and adapt messages accordingly.
- effectively listen to and critically evaluate others' messages.
- contribute to active and ongoing discussions of issues in the discipline.

Desirable but Optional Learning Outcomes
Students will demonstrate the ability to:

- Define the principle of freedom of expression and explain its role in a democratic society.
- Identify the ethical responsibilities of a public speaker.

Basic Communication - Written:

1. Students will produce coherent text within common college-level written forms.
   Students will:

   - demonstrate the ability to compose and revise competent pieces of expository writing, including narratives, personal essays, responses to literary works and/or informal writing such as journals.
   - demonstrate competence with patterns of arrangement: narration, description, comparison, contrast, classification, cause and effect, induction and deduction.
   - demonstrate competence in argumentative and persuasive writing.
   - demonstrate the ability to read writing-in-progress, identify rhetorical patterns that work for articulated writing tasks and appreciate and expand their stylistic repertoire.
   - demonstrate the ability to write well-organized, unified, coherent research-based papers and essays that include a clear thesis and strong supporting material.
   - produce at least five substantive writing exercises demonstrating competence in drafting and revising for each. In Eng 102 students will compose longer essays, sustain more complex revision and practice greater control of structure, form and research than in Eng 101.

2. Students will demonstrate the ability to revise and improve such texts.
   Students will:

   - demonstrate competence in the writing process from invention and prewriting through drafting, revision and final editing.
   - develop a repertoire for analyzing and approaching writing tasks, finding a subject and generating ideas for writing.
   - examine reading and writing processes in relation to each other and in class and with the help of the Writing Center staff, will gain practice in reading writing-in-progress, identifying what works as well as what needs work.
   - gain experience in using the personal computer as a writing and revising tool.

3. Students will research a topic, develop an argument and organize supporting details.
   Students will:

   - recognize persona, purpose and audience in writing and develop essays that demonstrate unity and coherence and contain a clear controlling idea (thesis), a strong introduction, sufficient supporting detail and a strong conclusion.
   - demonstrate the ability to use research strategies for specialized assignments, employing an appropriate citation format (e.g., MLA and APA) and demonstrating the ability to use Butler Library and the Internet as sources of reference information.
   - demonstrate competency in finding, analyzing, synthesizing material from critical and popular print and electronic and other media into their writing.

Mathematics and Quantitative Reasoning:
Students completing Mathematics and Quantitative Reasoning courses will meet the outcomes listed below in 1 or 2.

1. Problem Solving and Abstract Reasoning
   Students will:

   - represent and analyze known relationships[1] using algebraic and geometric models.
   - represent phenomena of the physical world[2] in abstract, symbolic form.
   - solve problems using appropriate methods through logical relationships and reasoning.

2. Statistical Analysis and Reasoning
   Students will:

   - describe and analyze sets of numerical data visually and quantitatively.
   - draw valid and meaningful inferences and conclusions from data using appropriate methods.
   - assess the validity of conclusions drawn from statistical methods.[3]

[1] "known relationships" refers to the existing collection of functions and formulas used to describe the world around us.
[2] "physical world" includes phenomena that we may encounter in the study of the physical, life, and social sciences.
[3] "statistical methods" includes research design, data collection, and data analysis

Foreign Language and Culture:

1. Students will demonstrate basic proficiency in the understanding and use of a foreign language.

Holistic Language/Communication Strategies
Students will:

- convey meaning clearly at the sentence level.
- use vocabulary and idioms appropriate for the level of study (i.e. avoidance of word-for-word translation from English, false cognates; command of frequently confused words in target language, formal vs. informal address)
- describe themselves, someone with whom they are familiar (i.e. friend, a favorite singer, et.)
- identify and categorize, compare/contrast familiar objects in their immediate environment
- state a fact or opinion, give a piece of advice (202 level only)
- make a hypothetical statement ("If…, I would…") (202 level only)

Grammar/Syntax
Students will:

- use verbs marked with appropriate conjugation.
- begin to describe events in the past using correct tense and aspect
- correct subject-modifier agreement (i.e. correct selection of articles, noun and adjective endings)
- use correct word order.

Oral: (202 level only)
Students will:

- speak smoothly, with no more than a brief hesitation between words and clauses.
- accurate and standard pronunciation.

2 Students will demonstrate knowledge of the distinctive features of culture associated with the language studied.

- demonstrate a basic familiarity with/knowledge of Latin American and Spanish culture/ or the culture of France and Francophone countries.
- know basic politeness, daily routines, celebrations and other differences between American and target cultures in education, health care, shopping, etc.

PROCESS

Oversight committees composed of representatives of the faculty teaching in each area are responsible for developing outcomes and determining assessment procedures.

Assessment in Intellectual Foundations consists of evaluating student work product from courses in each area. If the work product is qualitative, i.e. essay, artwork, performance, etc. it is generally evaluated by 2 faculty members according to an agreed upon rubric. (Inter-rater reliability sessions are conducted prior to the assessment.)

In the areas Critical Thinking, Mathematics, and Written Communication student work product is evaluated according to a set of SUNY-wide rubrics that were developed across SUNY to ensure system consistency.

The learning environment is also assessed through the administration of the NSSE and FSSE. Results of the NSSE are triangulated with results from Intellectual Foundations assessment. The IF Oversight Committee and the Scholarship of Teaching and Learning (SoTL) Advisory committee will reflect on the results of NSSE and FSSE and make recommendations.

Appendix 12:

Buffalo State
Mission Review II
(2005-2010)

Excerpts relating to Teacher Education

Mission Review II (2005-2010): 3.3 Professional Programs

Teacher education, historically and currently, constitutes a significant portion of undergraduate and graduate student enrollments at Buffalo State. Examples of college actions to ensure quality learning experiences and state leadership in teacher preparation are:

- All students preparing to teach secondary or specialized subjects complete a major in the discipline, and the programs mirror those of non-education majors.
- These provisions of the New Vision were incorporated within the Registration of Teacher Education Programs.
- A 100-hour field experience prior to student teaching requirement is part of all teacher education programs.
- The student teaching calendar consists of 75 days of student teaching.
- Buffalo State has jointly registered teacher education programs with Erie Community College, Niagara County Community College, and Jamestown Community College. Buffalo State arranges constant collaboration, advisement, and recruitment activities in all of these two-year schools.
- In 2002, Buffalo State established an Alternative Physics 7-12 teacher certification program in association with the Buffalo Public School system. The College is currently investigating the establishment of a similar program in mathematics.
- The Center for Excellence in Urban and Rural Education (CEURE) secures private funding for the recruitment of students to teach high need subjects. A primary mission of the Center for Excellence in Urban and Rural Education is to enhance the numbers, and the effectiveness, of students to work in urban and rural schools. CEURE collaborates with SUTEC and the Professional Development School Consortium (PDS). Other CEURE initiatives include continuous professional development for new and in-service teachers, as well as opportunities for collaboration between Buffalo State and P-12 schools.
- All teacher education programs at Buffalo State have been continuously accredited by the National Council for the Accreditation of Teacher Education (NCATE) since 1953. All teacher education programs have implemented an extensive assessment program to be in compliance with NCATE standards.

Teacher Education Checkpoints have been incorporated into the assessment plan. Checkpoints include *Entrance to Professional Education or the Institution, Admission to Candidacy, Completion of Methods Courses, Student Teaching and Graduation, Post Graduation.*

The Teacher Education Assessment Plan includes: *Department Assessment Plans, Transition Points (Admissions Data, NYSTCE Scores, Student Teaching Evaluations, GPA in Methods Courses), Evidence of P- 12 Student Learning, Samples of Candidates Work, Exit Surveys, 1 Year Followup Survey, 3 Year Follow-up Survey, SUNY Student Opinion Survey, General Education Assessment Data.*

- Buffalo State fully participated in the Teacher Education Transfer Template initiative.

Mission Review II (2005-2010): Initiative 17

Buffalo State will continue to emphasize professional programs, especially teacher preparation, and will create innovative options for educational program delivery.

Mission Review II (2005-2010): 3.7 Assessment of Academic Programs

Assessment in General Education has progressed greatly. The college has moved from a distribution program to implementation of an outcomes based program. The results from the first round of assessment yielded course additions/deletions to better address specific learning outcomes. Also, more consistency is being provided within multiple sections of a single course as well as across courses in designated areas. Assessment in math resulted in a Title III grant proposal which would lead to more effective delivery of mathematics within the general education program. Standards for student learning are also being clarified through the assessment process, and will be expanded to graduate study.

Assessment in major programs has led departments to clarify their programmatic goals and standards for student learning. In doing so, revision of course requirements, reworking of courses to more effectively address programmatic learning outcomes and addition of "capstone" courses in several programs has occurred. Program assessment reports are prepared and reviewed annually.

Mission Review II (2005-2010): Initiative 20

All academic programs, graduate and undergraduate, will be evaluated by the five year program review process or by visits of accreditation organizations.

• A systematic follow-up involving department, dean and provost will occur for each program review and accreditation visit.

• Necessary steps will be taken to maintain accreditation approval for all programs currently accredited.

• Buffalo State will move toward 100 percent accreditation of all programs which have recognized external accrediting organizations.

• Buffalo State will continue to meet internal and external expectations for assessment of student learning.

Appendix 13:

Buffalo State
History of Assessment

http://www.buffalostate.edu/academicaffairs/x587.xml

Introduction: History of Assessment at BSC

Assessment at BSC grew out of a request by then SUNY Provost Joseph Burke in June 1989. For the next few years, teams of faculty/staff and administrators were sent to various assessment conferences. An assessment committee structure was built. On April 20, 1990 the College Senate, BSC's governance body reviewed and accepted the first five-year assessment plan. Administrative responsibility for assessment resided in the Office of the Associate Vice President for Academic Affairs/Dean of Undergraduate Studies.

Originally assessment was based upon a series of principles and guidelines. These principles set the parameters within which assessment was to proceed at BSC:

- The major goal of outcome assessment at BSC is the improvement of the undergraduate experience of our students. Assessment at BSC refers to a process of understanding the phenomena and outcomes of student learning, as well as clarifying goals and enhancing student and program performance.
- The assessment plan will seek to integrate and incorporate existing efforts underway within the faculties and to utilize existing procedures and processes.
- Assessment efforts at all levels should reflect the mission and goals as well as the diversity of BSC
- The results of the assessment activities herein proposed and described will not be used to make comparisons between individual students, faculty or academic departments.
- Data derived from the assessment activities herein proposed and described will not be used to evaluate individual courses, faculty or students.
- Assessment activities herein proposed and described will be used for program assessment only and not be used to establish "gateway" steps for students.
- Assessment activities at BSC should be based on multiple approaches and multiple indices.

First Five-year Plan (1989 – 1994)

Tasks, responsibilities and potential implementation guidelines were outlined in

Four areas: General education, major programs, computation and composition and social/personal growth. The primary focus was the process of setting goals and objectives in these four areas. A committee/sub-committee structure was set up that included over 100 faculty/staff/administrators over the five-year period. Major program assessment

was helped along by a FIPSE grant, which enabled 6 "pioneering" departments to begin addressing means by which assessment would take place.

Accomplishments included:

1. The strategic plan for the College contained a list of expectations of BSC graduates taken from various assessment efforts and consolidated into one statement
2. Three methods of assessing outcomes in general education were conducted sporadically. These included analysis of course taking patterns, a series of focus groups, and administration of a national critical thinking test. These efforts resulted in the College Senate modifying the general education requirements by eliminating a category of 18 hours of general education electives.
3. BSC earned national recognition through its approach to fostering assessment in the academic major through several papers and presentations at national and regional assessment meetings.
4. All departments were required to include assessment procedures in the self-study portion of the periodic 5 year program review process.
5. A set of guidelines and a manual on assessment in the major were developed. The manual set out an annual reporting mechanism.
6. Review of entering student test results in composition resulted in a decision to redesign the delivery system of English 099 and to provide a non-credit mathematics component.
7. Innovative methodology to assess social and personal growth was piloted and repeated for 2 years.

Second Five-year Plan (1994-1999)

The second five-year plan emphasized the college's need to clarify the role of assessment within the campus culture and more specifically, the campus planning and decision-making structure. It became clear that in order for assessment activities to continue, remain viable and be taken seriously by the many individuals charged to conduct them, decisions on campus must be tied to assessment results.

A number of agendas were set out to advance assessment activities and in particular to ensure the utilization of assessment results. The agendas included:

- Clarification of the role of assessment on campus: While the campus strategic plan called for data to guide decisions it did not specify how outcome assessment data would be incorporated in the overall planning process.

  Goal: Systematically provide assessment data as a basis for planning.
- Institutionalization of the process of data collection and assessment activities: Outcomes assessment needed to be routinized. As such the Assessment Steering Committee should adopt an oversight function rather than an activities function. It should promote assessment activities, serve as a resource to the

campus community and distribute results to the decision-makers. In addition, the overall leadership for assessment should reside with a full-time director. This position should include administration of testing, test construction, guidance to academic departments, research on student data, incorporation of assessment-related questions to campus-based initiatives and communication of assessment results to the campus community.

Goal: Establish an Assessment Office with a full-time director.

- Promotion of the proactive use of assessment results in the campus decision-making process: In order for assessment activities to continue to remain viable and be taken seriously, decisions on campus must continue to be tied to assessment results. Communication of assessment results is vital to this undertaking.

Goal: Establish vehicles for communicating assessment results to the campus community. Establish processes for using results in decision-making and planning.

Accomplishments included:

1. The Assessment Advisory Board assumed an oversight role. A faculty member was assigned full-time to directing the assessment efforts.
2. An Assessment web site and newsletter, *Assessment Matters*, were developed to disseminate data to the campus community.
3. Assessment activities were routinized: Entering students and recent alumni are surveyed every year. Current students are surveyed every 3 years. Departments annually report their assessment activities and plans. Assessment briefs are generated annually on retention and graduate rates benchmarked with other schools.
4. The Sr. Advisor to the Provost for Assessment is a member of the Academic Affairs Council and the Steering Committee for Strategic Planning.

Third Five-year Plan 2002-2007

Building upon the last 15 years of assessment activities, the 2002-2007 plan incorporates assessment across all academic and student affairs units. Academic departments and support units file assessment plans in the Provosts Office. These plans are cyclical: three years for Intellectual Foundations (general education) and five years for major departments and all support units.

All assessment plans include goals/objectives, specific activities that meet the goals/objectives, methodology for collecting systematic information/data, criteria against which to measure success in meeting objectives and a process for improvement based upon the results. At the end of each academic year, departments and support units

complete an annual report which is sent to the Provost and includes information about progress made in carrying out their assessment plan for that year.

In addition to direct assessment of student learning outcomes, Buffalo State also conducts several surveys on a rotating basis. These surveys help to contextualize department and unit assessment as well as address the campus learning environment.

Surveys that have been used in the past include:

- CIRP
- NSSE
- FSSE
- ASQ
- SOS (SUNY) – Student Opinion Survey
- Buffalo State Survey
- EBI Education Program Exit Survey
- EBI Education Program Alumni Survey
- Buffalo State Alumni (non-education) Survey

Benchmarking with peer and aspirational peer institutions is carried out by participation in CSRDE, SUNY SOS, NSSE/FSSE and EBI surveys.

Rosalyn Lindner, Associate VP directs the campus assessment activities. Dr. Lindner is on full-time loan from the Sociology department and has been involved in assessment since its inception at Buffalo State
http://www.buffalostate.edu/academicaffairs/x573.xml

Appendix 14:

Buffalo State Program
Initial Program Outcomes

Principle One: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

1. Knowledge: The teacher candidate

- understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
- can relate his/her disciplinary knowledge to other subject areas.

2. Dispositions: The teacher candidate

- realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
- appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
- has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
- is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

3. Performances: The teacher candidate

- effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
- can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.
- can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
- can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods in inquiry from several subject areas.

Principle Two: The teacher candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

4. Knowledge: The teacher candidate

- understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.
- understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.
- is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

5. Dispositions: The teacher candidate

- appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
- is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

6. Performances: The teacher candidate

- assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
- stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
- accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Principle Three: The teacher candidate understands how students differ in their approaches to learning and creates instruction opportunities that are adapted to diverse learners.

7. Knowledge: The teacher candidate

- understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.
- knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
- knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

- understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

8. Dispositions: The teacher candidate

- believes that all children can learn at high levels and persists in helping all children achieve success.
- appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
- respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
- is sensitive to community and cultural norms.
- makes students feel valued for their potential as people, and helps them learn to value each other.

9. Performances: The teacher candidate

- identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
- makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
- can identify when and how to access appropriate services or resources to meet exceptional learning needs.
- seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g., drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
- brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
- creates a learning community in which individual differences are respected.

Principle #4: The teacher candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

10. Knowledge: The teacher candidate

- understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct

instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).
- knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g., computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources.

11. Dispositions: The teacher candidate
- values the development of students' critical thinking, independent problem solving, and performance capabilities.
- values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

12. Performances: The teacher candidate
- carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).
- uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.
- constantly monitors and adjusts strategies in response to learning feedback.
- varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
- develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

Principle Five: The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

13. Knowledge: The teacher candidate
- can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
- understands how social groups function and influence people, and how people influence groups.
- knows how to help people work productively and cooperatively with each other in complex social settings.
- understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

- recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

14. Dispositions: The teacher candidate

- takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.
- understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
- values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- recognizes the value of intrinsic motivation to students' life-long growth and learning.
- is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

15. Performances: The teacher candidate

- creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
- engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
- organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
- maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
- helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
- analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

Principle Six: The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

16. Knowledge: The teacher candidate

- understands communication theory, language development, and the role of language in learning.

- understands how cultural and gender differences can affect communication in the classroom.
- recognizes the importance of nonverbal as well as verbal communication.
- knows about and can use effective verbal, nonverbal, and media communication techniques.

17. Dispositions: The teacher candidate

- recognizes the power of language for fostering self-expression, identity development, and learning.
- values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
- is a thoughtful and responsive listener.
- appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

18. Performances: The teacher candidate

- models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received.)
- supports and expands learner expression in speaking, writing, and other media.
- knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
- communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
- knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

Principal Seven: The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

19. Knowledge: The teacher candidate

- understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
- knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

- knows when and how to adjust plans based on student responses and other contingencies.

20. Dispositions: The teacher candidate

- values both long term and short term planning.
- believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
- values planning as a collegial activity.

21. Performances: The teacher candidate

- as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired.)
- plans for learning opportunities that recognize and address variation in learning styles and performance modes.
- creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.
- responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

Principle Eight: The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

22. Knowledge: The teacher candidate

- understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g., criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
- knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
- understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

23. Dispositions: The teacher candidate

- values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
- is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

24. Performances: The teacher candidate

- appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.
- solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
- uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
- monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
- maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

Principle Nine: The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

25. Knowledge: The teacher candidate

- understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
- is aware of major areas of research on teaching and of resources available for professional learning (e.g., professional literature, colleagues, professional associations, professional development activities.)

26. Dispositions: The teacher candidate

- values critical thinking and self-directed learning as habits of mind.
- is committed to reflection, assessment, and learning as an ongoing process.
- is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

- recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

27. Performances: The teacher candidate

- uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
- draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

Principle Ten: The teacher candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

28. Knowledge: The teacher candidate

- understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.
- understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.
- understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

29. Dispositions: The teacher candidate

- values and appreciates the importance of all aspects of a child's experience.
- is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
- is willing to consult with other adults regarding the education and well-being of his/her students.
- respects the privacy of students and confidentiality of information.
- is willing to work with other professionals to improve the overall learning environment for students.

30. Performances: The teacher candidate

- participates in collegial activities designed to make the entire school a productive learning environment.
- makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.
- can identify and use community resources to foster student learning.

- establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.
- talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
- acts as an advocate for students

Appendix 15:

Buffalo State Program
Advanced Program Outcomes

Outcomes for candidates at the advanced level reflect knowledge, skills, and dispositions that are that are more highly developed with greater depth and breadth than those at the initial level:

Knowledge and Dispositions related to the Learner:

The accomplished reflective educator possesses a strong knowledge base regarding students in P-12 schools, their families and communities and

- values all students and believes that all students are capable of learning
- is sensitive to the need to consider differences among students when designing instruction and managing behavior
- creates environments that foster the development of students' intellectual, social and personal skills, as well as promote a sense of community.

Knowledge and Dispositions related to the Content

The accomplished reflective educator possesses an in-depth knowledge of content and curriculum and

- is well-versed regarding contemporary issues related to the content
- serves as a resource to colleagues regarding his/her particular expertise
- serves as a model for others in the pursuit of expanding his/her knowledge on a continuing basis

Knowledge and Dispositions related to the Pedagogy

The accomplished reflective educator has a thorough knowledge and understanding of and the ability to implement effective strategies to promote student learning and

- designs instruction based upon the New York State Learning Standards
- uses effective formal and informal assessment strategies
- differentiates instruction based upon leaner knowledge, skills, and dispositions

- uses strategies to actively engage students in meaningful learning activities
- possesses effective communication and mentoring skills
- designs activities that require students to use critical thinking, problem solving and other higher order cognitive skills
- uses technology effectively to facilitate student learning
- effectively manages and monitors student learning and behavior

Knowledge and Dispositions related to Research

The accomplished reflective educator demonstrates the ability to conduct action research projects

- is an effective consumer of research literature
- applies research findings to his/her own teaching and discipline

Dispositions that Characterize Effective Teachers

The accomplished reflective educator possesses dispositions that characterize effective teachers

- thinks systematically about his/her teaching
- learns from experience
- assumes a leadership/supervisory role when appropriate
- consistently exhibits professional and ethical behavior
- is an effective collaborator

Appendix 16

BSEAS (Buffalo State Education Assessment System)

"*" means an actual instrument

Unit

Unit Assessment Instruments
*Alumni Survey with Benchmarking (Educational Benchmarking, Inc.)
*Exit Survey Results and Benchmarking Report (Educational Benchmarking, Inc.)
*Survey of Western New York School Administrators (Principals' survey)
*Student Self Report on program characteristics (piloted Spring 2007)
*Dean's Evaluation of Student Teaching
* School Faculty Survey (new in 07)
Syllabus format - syllabi
Vita format – vitae
Faculty Annual evaluation templates
Management Confidential evaluation templates

Unit Procedures
Self-Study Unit–
- Conduct Faculty Annual Evaluations
- Write Department Annual Reports
- Collect education syllabi and SPA table updates
- Update School Annual Reports Strategic Planning – every 2 years
- Review and change the BSEAS – every 2 years
- Revise and re-register program Assessment Plans – every 3 years
- Review Unit organization – 5 year cycle
- Map Curriculum – to be initiated as part of program assessment
- Review program curriculum – 7 year cycle
- Prepare programs and unit for NCATE continuing accreditation review – 7 yr cycle
- Write and submit New York State program reviews – 10 year cycle

Generate capacity reports for each program
Develop and present assessment support workshops (new)
Present and review unit data by school and unit faculty – by semester
Enter and process cooperating teacher stipends – by semester
Coordinate travel and mileage for supervisors of student teaching – by semester
Retrain coop teachers and supervisors – by semester
School Partner agreements – by semester
Log student complaints and resolution – by semester
Prepare and maintain budget – annually but reviewed each semester
Develop, implement and update strategic plan - ongoing

Products to Generate and Maintain
Academic Status/Probation Reports
AACTE Annual Accreditation updates (required by NCATE)
FIPISE/EQIS reports (grant expired 8-07, EQIS still progressing)
Handbook of the BSC Teacher/Administrator Advisory Committee
Websites

Ongoing Group processes – within the unit as supplement to but not monitored by BSEAS
Teacher Education Council Committees
- Executive Committee

- Faculty Development Committee
- Field/Clinical Experience Committee
- Policy Review Committee
- Program Assessment subcommittee
- Unit Assessment subcommittee

Community Partner Committees

- Student Advisory Council
- Teacher/Administrator Advisory Committee
- PDS Consortium
- Liason Committee
- CEURE project groups

Standing SOE committees

- Agenda, Bylaws, and Elections Committee
- Instruction and Curriculum Committee
- Budget and Staff Allocations Committee

Other SOE committees

- Strategic Planning Committee
- Teacher Education Retention and Recruitment Committee

External

Data In:

- NYSTCE – LAST, ATS-W, CST (New York State Teacher Certification exams)
- ETS – PRAXIS (National Teacher Certification Exams)
- TEACH Database (NY state database for certification application)
- Action research projects (funded through ed unit sources such as CEURE, PDS)
- Community Partners – documentation, evaluations, public data

Reports Out:

- Outside grant funding resource reports (See CEURE programs, especially)
- Title II
- Research Grants

Program

Instruments (may vary by program)
*Course evaluations
*Program exit surveys
*Trends data from Student Satisfaction Surveys
*Evidence of P-12 student learning questionnaire
*One year follow up program surveys
*Faculty self assessment of teaching
*Faculty evaluations

Procedures
Track gateway progress
Advise students
Generate course grades
Schedule courses
Assign faculty according to workloads
Sample candidate work for quality review
Evaluate courses
Write annual program reports
Negotiate field placements (candidates and community partners)
Review policies and program materials including website

Products
Cooperating Teacher's Handbook
Professionalism Handbook Teacher Education - Language, Behavior, Dress
Student Teaching Handbooks
Websites

Program Key Assessments/Rubrics (vary by program)
*Collaboration with Families Field Experience Project
*Multimedia Participation Presentation Project
*Observed Performance Reflection Parent, Teacher, Child Case Study
*Transformation Project
*Clinical Supervision Cycle
*Internship supervisors' evaluations of candidates' performance
*Curriculum Innovation Project
*Seminar in Educational Change Project
*Budget and Cash Flow Project
*Site-Based Leadership Reflective Project
*Achievement of Teaching Skills – Written
*Cooperating Teacher Survey
*Professional and Academic Dispositions Grid
*Individualized Education Plan
*Management Plan
*Student Assessment Survey
*Professional Disposition Qualities (PDQ) for Teacher Candidates
*Educational Benchmarking Exit Survey
*Intervention Plan-Parts 1, 2 & 3
*Master's Project-Data Driven Intervention
*Exc Ed Collaboration Project
*Website Adaptation & Design Project
*Course Content Preparation Survey
*Instruction Design Project-Script
*A Day in the Life Project

*Educational Leadership Student Perception Survey
*Modern and Classical Languages Department Target Cultural Proficiency Inventory
*Modern and Classical Languages Department OPI (ACTFL phone OPI)
*Candidate Statement Rubrics
*Literacy Action Research Project
*Literacy Weekly Instructional Planning
*Diagnostic Teaching Session Reflections and Observations
*Child Case Study Exam
*Initial Clinical Field Experience
*Professional Development Workshops
*Content Special Test
*Teaching Disposition Project
*Educational Philosophy Project
*Lesson Planning Project
*Assessment Development Project
*Field Experience/Observation Project
*Classroom Management Discipline Plan Project
*Unit Plan Development
*Lesson Plan Diversity/Technology Analysis
*Educational Leadership Project
*Observation Project—GEAR UP CAREER FAIRS
*Oral Portfolio Presentation
*The Curriculum and Instruction Scorecard: Student Evaluation of Accomplishment of National Board Standards

*The Masters Project

Buffalo State (Institution)

Academic Affairs Assessment

Reported by education major
*SUNY-wide National Survey of Student Engagement (NSSE)

Change of major report – reason

Reported at institutional level
*Admitted Student Questionnaire (ASQ)
*Faculty Survey of Student Engagement (FSSE)
Consortium for Student Retention Data Exchange (CSRDE)
*SUNY-wide Student Opinion Survey (SOS)
*Cooperative Institutional Research Program (CIRP)
*Collegiate Learning Assessment (CLA)
*Advising Survey (initial Spring 2007)

Institutional Research

Data reported by major
Undergraduate and Graduate Enrollment by multiple grouping variables

Data reported for the institution
Buffalo State Historical Trends
Buffalo State Faculty and Staff Trends
Buffalo State Admissions Trends
Common Data Set (numerically profiling the institution, annually)
State census detail (most recent only)
Affirmative Action (candidates, faculty, environment)

Other
Career Development Day satisfaction – Career Development Center
Candidate demographics – Registrar's office
Education major participation – International and Exchange Office
Noel Levitz Retention survey – Equal Opportunity Program
Affirmative Action profiles – Equity and Campus Diversity Office
Carnegie Academy for the Scholarship of Teaching and Learning (scholarly work) – Campus Program

SUNY requests for information
Regional and statewide synergies reporting
Campus local impact reporting
New Vision in Teacher Education reporting
SUNY Assessment Initiative - Outcomes Assessment
Campus-based assessment of the major reporting
New York State Commissioner of Education's Advisory Council on Higher Ed
General Education Assessment Review (GEAR) Provost's Advisory Council on Teacher Education Report and Recommendations

Appendix 17:

BSEAS (Buffalo State Education Assessment System)
Program Improvement Cycle

I. Summer

A. PROGRAM
All programs tasked with updating web pages through the summer
Individual Faculty Annual Reports due early June including professional development
Report use of data for program improvement prepared, embedded in annual report
Annual reports by each department (see attached template) detail activities, changes, improvements, progress, etc.; includes detail on assessment plan use
Review candidate materials including applications for candidacy and gateway needs

B. UNIT
Update unit policy and student teaching/field placement handbook
Prepare assessment application (Banner/TK20) for any anticipated needs (e.g. support, training, documentation)
Review and distribute Teacher Cert Exam Database information (on all exams)
Review and update the assessment plan for efficiency and effectiveness
School Annual Reports compiled and submitted to the Provost
Evaluate adjunct and cooperating teacher training sessions, improve efficiency as possible
Provide feedback to Office of Institutional Assessment regarding progress with plans of change and additional data to be gathered

II. Fall and Spring

A. PROGRAM
Review Program assessment instrumentation, make changes if needed
Submit of new programs and/or to VP of Curriculum and Assessment
Prepare program audit following NCATE Unit Standards for Teacher Ed Retreat
Review performance of community partners in field settings
Update SPA assessment reporting (tables and methods)
Reflect on previous semester feedback and document course/program changes made
Schedule and conduct field placement including student teaching training (cooperating teachers, supervisors, faculty, candidates, as appropriate)
Revise syllabi and coursework based on course evaluations Submit proposals for curriculum changes to College Senate Curriculum Committee and TEC for review and decision-making
Advance applicants through gateways

B. UNIT
Listen to/read Institutional Research, Institutional Assessment, and Unit data summaries; Provide feedback and ideas related to course, program, unit, and/or instrumentation
Distribute all course evaluations (???)
TEC and Community Advisory Group review of unit policies, operations, procedures, and progress
Unit operation changes discussed, documented and communicated to stakeholders

Appendix 18: Calendar

BEAS Monthly Calendar
Buffalo State Teacher Education Unit
January to December

January	
Instrument	• Distribute Dean's evaluation and instructions (for both placements) • Distribute PDS School Faculty Survey
Procedure	• Schedule unit retreat for April • Aggregate NYSTCE certification exam scores
Product	• Academic Status/Probation Report • AACTE.NCATE Annual Report

February	
Instrument	• Distribute 1st placement and school faculty survey
Procedure	• Collect SPA table updates/program • Collect Advanced Program gateway data including capstone grade • Offer Advanced Program assessment workshops • Offer TaskStream training
Product	• Title II Report

March	
Instrument	• Distribute 2nd placement school faculty survey • Distribute Principal's Survey
Procedure	• Prepare assessment data for retreat
Product	• Refresh all FileMaker Pro reports

April	
Instrument	• Distribute exit surveys • Distribute department and faculty evaluation templates • Collect faculty vitas • Collect education syllabi
Procedure	• Collect department annual reports • Unit retreat • Process Cooperating Teacher stipends
Product	

May	
Instrument	
Procedure	• Update improvement cycles • Collect change documentation from programs • Collect P-12 impact • Schedule unit retreat for August
Product	• Write reports of exit survey • Write reports of Dean's Evaluation • Summarize school faculty survey

June	
Instrument	• Prompt programs to update handbooks / materials • Schedule teacher education retreat for August
Procedure	• Complete faculty evaluations • Gather PRAXIS data
Product	• Complete school annual report • Review complaints and resolution

The Teacher Education Unit Conceptual Framework and
The Buffalo State Education Assessment System (BSEAS)

July	
Instrument	• Write reports on alumnae survey
Procedure	• Review Strategic Planning • Review and update BSEAS • Generate capacity reports • Develop/update assessment workshops • Prepare budget • Prepare assessment data for retreat
Product	• Yearly evaluation calendars – prepare for distribution

August	
Instrument	• Generate summary reports on TaskStream unit faculty portfolios • Generate summary reports on TaskStream school faculty portfolios
Procedure	• Gather action research information (grants, reports) • Unit retreat
Product	• Aggregate NYSTCE certification exam scores

September	
Instrument	• Distribute Dean's evaluation and instructions (for both placements) • Distribute PDS school faculty survey
Procedure	• Schedule unit retreat for November • Collect SPA table updates/program • Collect Advanced Program gateway data including capstone grade
Product	• Academic Status/Probation Reports

October	
Instrument	• Make arrangements for Alumnae survey
Procedure	• Offer Initial Programs assessment workshops • Offer TaskStream training
Product	• Prepare assessment data for retreat

November	
Instrument	• Distribute exit surveys
Procedure	• Unit retreat • Process cooperating teacher stipends • Train cooperating teachers
Product	• Refresh all FileMaker Pro reports

December	
Instrument	• Write reports of exit surveys • Write reports of Dean's Evaluation • Write reports on Loehr survey • Summarize school faculty survey
Procedure	• Process supervisor travel and mileage • Review complaints and resolutions

Teacher Education Retreat Aggregations from the unit:

- NYSTCE Teacher Certification Exams
- PRAXIS
- Dispositions/Dean's Evaluation
- Program Completion data
- Unit changes documentation (based on data)
- Exit survey results
- Review unit training offerings/attendees/satisfaction
- Grants awarded and committee activities
- Loehr Program Survey (fall only)
- Alumnae and Principal Survey results when administered

Appendix 19:

BSEAS
Responsibilities

SOE Dean, Associate Vice President of Teacher Education

1. Channel mandates and suggested assessment activities and results through the Teacher Education Council
2. Represent TEU faculty opinions to Buffalo State Administration
3. Advocate for unit faculty (across all schools) related to professional needs
4. Establish and maintain positive relationships with community partners including school faculty and administration
5. Support the Associate Dean in managing the assessment system

SOE Associate Dean

1. Manage the BSEAS including especially unit operations and assessment activities
2. Gather and organize reports to feed back to BSEAS constituents through various forums
3. Guide discussion and decision-making by the Teacher Education Council regarding issues of assessment at the unit and program level
4. Provide support for program assessments for initial and advanced programs (via program assessment coordinators and point people)
5. Represent the unit at relevant administrative meetings on campus (e.g. Banner Stakeholders)
6. Ensure regular unit assessment, procedures, and generation of products including review of instruments, updates of reports reflecting data aggregation, and continuous training and support

Academic Affairs, Vice President of Curriculum and Assessment

1. Gather data as determined at an institutional level
2. Analyze data from institutional instruments by education majors and the unit as a whole and present results to relevant constituent groups
3. Aid the unit in generating appropriate reports in response to SUNY reporting mandates
4. Provide guidance on changes to BSEAS based on experiences, institutional needs, compliance to campus assessment guidelines, etc.

Institutional Research

1. Continue to gather representative demographic data and make reports available on-line
2. As possible, break any analyses down by education major and provide information to the unit for distribution to BSEAS constituents
3. Generate and submit relevant reports in conjunction with the unit (e.g. Title II)

TEU Department Chairs

1. Develop and implement program level assessment systems
2. Continually aggregate candidate performance evidence and make information available centrally by reporting to the unit for appropriate distribution to constituents
3. Support faculty in understanding and implementing key assessments and other instructional and assessment strategies
4. Collaborate with unit leadership, candidates, and school faculty to maintain BSEAS efficiently and effectively and achieve both program and unit assessment goals
5. Summarize candidate evidence for each program, annually, including direct alignment with the unit conceptual framework, appropriate standards, and the Buffalo State strategic plan

Appendix 20:

Buffalo State Education Assessment System (BSEAS)
Table of Reviewers, Timelines, and Use of Data

	Name of Assessment Program level	Office Collecting Data	Timeline for collection	Use of Data and by Whom
Unit Aggregation of Data	**INSTRUMENTS**			
	Alumni Survey *(initial)*	Academic Affairs Assessment	Each spring semester	Data are used to reflect opinions of strengths and weaknesses in **program** offerings - content, learner, and pedagogy
	Exit Survey *(currently initial)*	Associate Dean/Unit Assessment Coordinator	End of each semester	Data are used to identify areas in which candidates feel prepared as well as areas in which they believe additional preparation is necessary. This information is used as a basis to revise and improve programs. The data are also triangulated with three-year follow-up surveys and are reviewed by **department chairs/program coordinators, the TEC and the unit head**.
	Survey of Western New York School Administrators (principals' survey) *(initial and advanced)*	Associate Dean/Unit Assessment Coordinator	Every three years	Data are reviewed and used as bases for program improvement by the **department chairs/program coordinators, the TEC and the unit head.**
	Leor Survey (Student self report on program characteristics (piloted Spring 2007) *(planned initial and advanced)*	Associate Dean/Unit Assessment Coordinator	Expected each semester	Reports student perceptions of program characteristics. Used at the **unit** level to assess areas of weakness across the conceptual framework. Used at the **program** level to detect and correct consistently perceived deficiencies.
	Student Teaching Summary/Evaluation Forms *(initial)*	Associate Dean. Unit Assessment Coordinator	Once per student teacher per semester (note: opportunity exists for this instrument to be administered four times a year - twice a semester for each candidate)	Data are used to document that candidates meet standards, and, when aggregated, document **program and unit** effectiveness. Areas in the teacher education unit that are in need of strengthening are identified and strategies to improve programs are developed, reviewed, and approved by the **TEC and unit head**.
	Data on Cooperating Teachers *(initial)*	Teacher Certification Office	Collected Annually	Data are used to assure that cooperating teacher in P-12 schools meet criteria established by **departments/programs/the unit**.
	Characteristics of P-12 Practica Settings *(currently optional for initial and advanced)*	Programs (approved as a unit instrument but not aggregated at the unit level yet)	Collected Annually	Data regarding diversity and technology resources in schools document that candidates have opportunities to practice skills related to using technology and working with students with diverse backgrounds in P-12 schools. Not currently aggregated at the unit level although instrument is approved.

	Syllabi *(initial and advanced)*	Unit Head	Ongoing, collected at the program level each semester and at the unit level once a year	Used to monitor curriculum content, instructional strategies, and elements of the unit conceptual framework by the **unit head and TEC members**
	Faculty vitas (TaskStream presentation portfolios) *(initial and advanced)*	Unit Head	Formerly, vitas were collected once a year. Using TaskStream portfolios will make unit access to vitas continuous for those faculty who participate. Those who do not will continue to be tracked manually.	Information used to determine faculty qualifications and continuing activities related to teaching, scholarship, and service by the **unit head, department chairs, and institutional administration**.
	PROCEDURES			
	Annual Reports completed by Faculty *(initial and advanced)*	Teacher Education Programs & Departments	Every Spring	Data are used to document that faculty meet standards and to provide information regarding areas in need of strengthening. Non-tenured faculty have mandated periodic reviews by **peers, candidates, program chairs, and unit head**. Annual reports for tenured faculty are used to determine merit/discretionary increases, and, where applicable, promotion in faculty rank. They are reviewed by **their program chairs, the unit head, and possibly institutional administration.**
	Annual Reports completed by Department Chairs *(initial and advanced)*	Teacher Education Programs & Departments	Every Spring	Data are used to reflect areas in need of strengthening so that plans for program improvement may be developed and implemented. Assessment plans are revised based upon information obtained from data collected. The **unit head** meets with **department chairs/program coordinators** to ensure follow-up activities.
	Strategic planning *(initial and advanced)*	Currently SOE strategic Planning committee	2 year window for development ending Spring, 2008	Currently strategic planning involves understanding the context and needs of education programs and candidates - developing adaptations or new goals, strategies, and measures as appropriate. **The SOE planning committee and unit head and unit faculty**.
	Review BSEAS *(initial and advanced)*	Unit Head/Unit Assessment Coordinator/ TEC Unit Assessment Committee/ TEC faculty/ Community Partners/ Candidates	Aspects presented at retreats each semester. Supplemental informational sessions reflecting specialized needs (such as the TaskStream vs TK20 debate) scheduled	Many reviews in part reflect on efficiency of the collection and dissemination and/or the effectiveness of individual instruments. Summary of the system as a whole is shared with **constituents** (see BSEAS system graphic) as an introduction to specific issues or topics of discussion.

			intermittently including all system partners	
	Assessment Plans *(Currently initial only at unit level - many programs have advanced level plans)*	Teacher Education Programs & Departments	Reviewed and Revised every five years.	Data are reported to **unit head** in annual reports and are shared with and incorporated in the **institution**'s assessment plan. Data are used for **program** improvement.
	Unit organization chart *(initial and advanced)*	Unit Head	Continuously, reviewed to meet specialized needs at intermittent times	Information is used to inform others (**candidates, administrators, unit members, community members**) of structure and participants so that they may suggest changes or additions to personnel or lines of command as appropriate.
	Curriculum mapping/ review *(initial and advanced)*	Developed by programs, reviewed by Unit Head	Continuously	Information is used to track content of **programs** and courses aiding course development and revision at the program level and identification of needs or changes across or within **departments** at the **unit** level
	NCATE continuing accreditation /updates *(initial and advanced)*	Unit Head	Annually - Site visits to be on a 7 year cycle	Information is characterized in a manner to support consistent, systematic representation of **unit** operations for ongoing review. **Programs** also aggregating data for SPA or other review are informed of the unit reports.
	New York State program review *(initial and advanced)*	Unit Head	10 year cycle of review	Content filling templates of submission and review is considered by **programs** so that state recognition can be maintained
	Program capacity reports *(initial and advanced)*	Unit Head	Reported annually, may be compiled each semester as needed	Data is used to make decisions on future course offerings, facilities and staffing, and also targeted marketing at **both program and unit** levels.
	Assessment support workshops *(planned unit level initial and advanced)*	Currently TaskStream Coordinator - potentially TEC unit and program subcommittees	Current scheduling reflects recent progress on TaskStream expansion project. A regular schedule of offerings will be maintained once implementation of TaskStream for program level use is fully accomplished	Data on participation and attendance as well as questions will be used to refine training sessions and justify financial and staffing commitments to support ongoing training needs for **all constituents of BSEAS.**
	Unit data review/dissemination *(initial and advanced)*	Unit Head	Ongoing. Aggregations commonly occur prior to teacher education retreats each semester including summer	Data is used to guide decision-making at **all levels of unit operations.**
	Cooperating teacher	Teacher	Each semester	Information used for budgeting, stipend payment

	stipends *(initial)*	Certification Office		information is also accompanied by the cooperating teacher profile survey which allows **the unit** to understand qualifications of school faculty and target additional groups as appropriate
	Supervisor expenses *(initial)*	Teacher Certification Office	Each semester	
	Training of cooperating teachers and supervisors *(initial)*	Currently by programs, anticipated by Teacher Certifications Office, new Field Placement Director	Each semester	Data on participation and attendance as well as questions will be used to refine training sessions and justify financial and staffing commitments to support ongoing training and needs of **programs** as well as the **teacher certification office**. .
	Update school partner agreements *(primarily initial, less formal but necessary for most advanced programs)*	Currently by programs	Each semester	Data is used to profile community partner schools - their characteristics, needs and commitments to the **unit** as well as individual **programs**, and **faculty** of individual courses.
	Log candidate complaints and resolution *(initial and advanced)*	Unit Head	Each semester	Information is used to identify continuing problem faculty, courses, procedures, etc and correct deficiencies at the level of **candidate, advisor or faculty, program, department, unit, or institution** (dependent on the issue)
	Prepare and implement budget *(initial and advanced)*	Unit Head	Annually	Information is gathered on resource needs, allocations, and current spending/justifications in order to make budgeting appropriate, effective, and efficient at **program, department, and unit levels**.
	Outcomes (initial and advanced)	Unit Head, TEC, Teacher Education Programs & Departments	Reviewed and Revised every five years	Data are reported to **unit** head in annual reports and are used for **program** improvement.
	Program Admissions Data *(initial and advanced)*	Teacher Education Programs & Departments	Collected Every Semester. Reported to the unit head annually.	At the **program** level, data are used to monitor admissions decisions and to show the relationship between admissions criteria and candidate success. Data are also used to advise candidates and/or provide strategies for remediation when specific areas in need strengthening are identified.
	Program Effectiveness Data *(initial and advanced)*	Unit Head, TEC, Teacher Education Programs & Departments	Collected Every Semester. Reported to the unit head annually.	Multiple transitions point data are used to monitor candidate performance at each the transition points and to assess the effectiveness, fairness, and appropriateness of the criteria and to make **program** improvements. Data are also used to advise candidates at the program level and/or provide strategies for remediation when specific areas in need of strengthening are identified.
	PRODUCTS			
	Probation Reports *(initial and advanced)*	Unit Head	Every semester	Data allows **advisors, programs**, and the **unit** to track candidate academic progress and/or weaknesses
	Handbook(s) *(initial and advanced)*	Unit Head	Vary - some annual updates, some every other	Review of current content and consideration of information informs **unit, program, and teacher certification office** corrections or clarifications

			year, some every third year, others as needed	
	SOE website *(initial and advanced)*	Unit Head	ongoing	Unit information informs currency of posted information for access by **all constituents**
	EXTERNAL IN			
	NYSTCE *(initial and advanced)*	Teacher Certification Office	Aggregated scores are disaggregated and distributed to departments/programs after every test administration. (Three times/year)	Candidate test scores are reviewed to identify potential areas to be improved and to investigate the relationship between test scores, grade point average, demographic information and other potentially significant factors within the **unit**. Data are also used to advise students of areas in need of remediation at the **program** level.
	ETS (Praxis) *(initial and advanced)*	Teacher Certification Office	By semester, aggregated for Title II reporting annually	Informs areas of program weakness in content areas
	TEACH database *(initial)*	Teacher Certification Office	Ongoing, certifications submitted by teacher certification officer each semester, activities of teacher certification office reported annually	Data used to determine applications for certification by Buffalo State candidates. Reviewed primarily by the **Teacher Certification officer** but reported annually to the **unit head**.
	School Faculty Action Research *(initial and advanced)*	CEURE, CASTL, Institutional	vary	Performance data reviewed to determine school faculty scholarly pursuits. Information also shared with on **campus funding resources** to determine future allocations and subsequent dissemination
	Community Partner (public databases) *(initial and advanced)*	Available to all via website	ongoing	Data is used to understand the environments of community partners schools by **all parties who work with them in any manner**.
	EXTERNAL OUT			
	Title II *(initial and advanced)*	Compiled by Institutional Research Office (approved by Unit Head)	Annually	Candidate performance data indicates areas of **program** weakness for knowledge, skills, and content required for teacher certification, additional certifications, or professional certification.
	Funding Reports	Varies Reviewed by Unit Head	New and continuing awards considered as submitted	Information informs allocation of resources possible with supplement to meet specific needs. Reviewed by **unit head** and any **related parties including other deans.**
	Research Grants	Varies Awards compiled by Unit Head	New and continuing awards for unit faculty compiled	Information informs allocation of resources for projects in the **unit** as well as faculty scholarly activity for **campus administration** review

			by semester	
Academic Affairs Assessment	*By education major*			
	SUNY-wide National Survey of Student Engagement *(initial)*	Associate Vice President for Curriculum and Assessment	Administered every three years. Data are reported to the unit, departments, programs, and the unit head.	Data are reviewed by **department chairs/program coordinators, the TEC, the Teacher Administrator Advisory Committee** and are used to examine reports of candidates' satisfaction with the quality of their academic programs as well as their preparedness to teach and to improve preparation programs.
	By institution			
	SUNY-wide Student Opinion Survey *(initial)*	Associate Vice President for Curriculum and Assessment	Annually. Results made available through the Buffalo State website.	Sections II and IV used to describe characteristics of courses for subsequent improvement of courses by **unit faculty**.
	Advising Survey (Spring 2007?) *(initial)*	Associate Vice President for Curriculum and Assessment	Annually (tentatively planned)	First administration this year. Student responses to questions will indicate areas of strength or weakness to be corrected at the **unit** level (breakdown by program not possible)
	Faculty Survey of Student Engagement *(initial)*	Associate Vice President for Curriculum and Assessment	Every three years. Results made available via website.	Informs the unit of areas of concern on campus as identified by faculty. Corrections or compensations could be made as appropriate if concerns seem relevant to the **unit.**
	Consortium for Student Retention Data Exchange *(initial)*	Associate Vice President for Curriculum and Assessment	?	This data informs the unit of reasons students depart. It can be supplemented by tables of candidate retention in majors. Reviewed by **programs** and the **unit head**, deficiencies in support structures or processes can be addressed.
Institutional Research	*By education major*			
	Undergraduate and Graduate Enrollment by Multiple Grouping Variables *(initial and advanced)*	Institutional Research Office	Ongoing, reports regenerated annually	Trends in each **program** can be considered in deciding budgeting, faculty lines, reasons for increases or decreases, targeting of diverse populations by **unit** operations, etc.
	By institution			
	All College Alumni Survey *(initial)*	Institutional Research Office	Annually	Indicates general areas of satisfaction or dissatisfaction as reported by alumni. Identified areas of concern could be addressed by the **unit** if deemed relevant.
	Buffalo State Historical Trends	Institutional Research Office	ongoing	Trends are used to explain or understand changes in the institutional context including **schools and programs**.
	Buffalo State Faculty and Staff Trends	Institutional Research Office	Annually	Information can be used to understand the **unit** in relationship to other groups on campus and act to correct procedures or products not in accordance with others as appropriate
	Buffalo State Admissions Trends *(initial and advanced)*	Institutional Research Office	Annually	Allow the **unit** to identify changes to candidate populations or characteristics and whether or not those changes are in accordance with general trends at the institution
	Common Data Set (numerically profiling the institution) *(initial and advanced)*	Institutional Research Office	Annually	Allow the **unit** to put its operation in the context of the institutional setting - seeking out explanations of differences and promoting programs to strengthen areas identified as a priority by

				institutional documentation.
	State Census Detail (most recent only)	Institutional Research Office (posts information on school website)	As available from the state	Aids the **unit** to understand needs and trends for the local area and the education vocation.
Other				
	Career Development Day satisfaction *(primarily initial but open to all)*	Career Development Center	By semester	Candidate satisfaction survey informs the **Career Development personnel** as well as the **unit head** on decision-making on future sessions
	Candidate demographics *(initial and advanced)*	Registrar	ongoing	Data informs budgeting **by institutional administration** including faculty lines, workloads, facility dedication/use and other allocations of campus resources.
	Education major participation *(primarily initial but open to all)*	International and Exchange Office	Annually	Information informs decisions of **unit** support of diversity opportunities for candidates
	Noel Levitz Retention survey *(initial)*	Equal Opportunity Program	Annually	Data informs **advisors** of education candidates of support resources needed to aid retention
	Affirmative Action profiles *(initial and advanced)*	Equity and Campus Diversity Office - through Institutional Research	Annually	Profiles indicate areas to be targeted in ensuring adequate participation of diverse groups as **faculty, administrators, candidates, and support personnel**
	Carnegie Academy of the Scholarship of Teaching and Learning (scholarly work)	Campus CASTL program	Annually (some materials reproduced every other year)	**Participants** projects inform teaching; participation in CASTL is part of the **unit** aggregation of faculty scholarly pursuits. . Information is additionally reviewed by **Carnegie personnel** to decide future funding and dissemination of results in a forum of **CASTL peers**

Summary of Unit Assessment Review table

Office Responsible	Name of Assessment Program level	Number of Items Contributing Information for Review	Primary Users of Data
Unit	**INSTRUMENTS**	9	Teacher Education Council, Unit Head
	PROCEDURES	21	Unit faculty, Program Chairs, Unit Head
	PRODUCTS	3	Candidates
	EXTERNAL IN	5	Federal funders, On-campus research funders, Community partners
	EXTERNAL OUT	3	School and Unit Faculty, funding sources
Academic Affairs			
	By education major	1	Program Chairs, Unit Head
	By institution	4	Unit Head
Institutional Research			
	By education major	1	Program Chairs, Teacher Ed Council, Unit Head
	By institution	6	Unit Head
Other		6	Contributing Specialty groups

Appendix 21

Alignment of BSEAS Instruments with NBPTS, INTASC, NY State Standards, and the Unit Conceptual Framework

Alignment of the Conceptual Framework with Unit Level System Components

System Components	Content	Learner	Pedagogy	Technology	Reflection	Dispositions	Diversity
Unit Assessment Instruments							
Alumni Survey with Benchmarking (EBI)	●	●	●		●	●	●
Exit Survey Results and Benchmarking Report (EBI)	●	●	●		●		
Survey of Western New York School Administrators (Principals' Survey)	●	●	●		●	●	
Advising Survey	●	●	●	●	●	●	●
Dean's Evaluation of Student Teaching	●	●	●	●	●		
School Faculty Survey							●
Syllabus Format	●	●	●	●	●	●	●
Vita Format	●	●			●	●	●
Faculty annual Evaluation Templates	●	●	●		●	●	
Management Confidential Evaluation Templates	●	●	●		●	●	
Unit Procedures							
Conduct Faculty Annual Evaluations	●	●	●		●	●	
Write Department Annual Reports	●	●	●		●		
Collect Education Syllabi and SPA Table Updates	●	●	●		●		
Write School Annual Reports	●	●	●		●		
Review and Change the BSEAS	●	●	●	●	●	●	●
Revise and Re-register	●	●	●		●	●	●

Program Assessment Plans							
Review Unit Organization					●		
Map Curriculum	●	●	●	●	●	●	●
Review Program Curriculum	●	●	●	●	●	●	●
Prepare Programs and Unit for NCATE Continuing Accreditation Review	●	●	●	●	●	●	●
Write and Submit New York State Program Reviews	●	●	●				
Generate Capacity Reports for Each Program					●		
Develop and Present Assessment Support Workshops	●	●	●	●			
Present and Review Unit Data by School and Unit Faculty	●	●	●		●		
Enter and Process Cooperating Teacher Stipends					●		
Coordinate Travel and Mileage for Supervisors of Student Teaching					●		
(Re)train Cooperating Teachers and Supervisors	●	●	●	●	●	●	●
Track School Partner Agreements					●		
Log Student Complaints and Resolution					●		
Prepare and Maintain Budget				●	●		
Develop, Implement and Update Strategic Plan	●	●	●	●	●	●	●
Products to Generate and Maintain							
Academic Status/Probation					●		

Reports							
AACTE Annual Accreditation Updates	●	●	●	●	●	●	●
FIPSE/EQIS Reports					●		
Handbook of the BSC Teacher Administrator Advisory Committee	●	●	●				
Websites	●	●	●	●			
(Unit Data) External (In)							
NYSTCE - LAST, ATS-W, & CST	●	●	●		●		
ETS – PRAXIS	●	●	●		●		
TEACH Database	●	●	●		●		
Action Research Projects	●	●	●	●	●		
Community Partners – Documentation, Evaluations, Public Data	●	●	●	●	●	●	●
(Unit Data) External (Out)							
Outside Grant Funding Resource Reports	●	●	●	●	●		
Title II	●	●	●		●		
Research Grants	●	●	●	●	●		
Academic Affairs Assessment							
SUNY-wide National Survey of Student Engagement	●	●	●	●	●	●	
Advising Survey	●	●	●		●		
Change of Major Report						●	
Institutional Research							
Undergraduate and Graduate Enrollment by Multiple Grouping Variables							●
Buffalo State Historical Trends					●		●
Buffalo State Faculty and Staff Trends					●		●
Buffalo State Admissions Trends					●		●
Common Data Set				●	●		●
State Census Detail							●

Affirmative Action					●		●
Other							
Career Development Day Satisfaction					●		
Candidate Demographics							●
Education Major Participation						●	●
Noel Levitz Retention Survey					●	●	●
Carnegie Academy of the Scholarship of Teaching and Learning	●	●	●		●		

Alignment of Interstate New Teacher Assessment and Support Consortium with Unit Level System Components

1. Understands the discipline.
2. Understands learners.
3. Understands how learners differ.
4. Uses variety of instructional strategies.
5. Understanding of motivation and behavior.
6. Uses effective communication techniques
7. Plans instruction.
8. Uses assessment strategies.
9. Reflects on own behavior.
10. Fosters relationships.

System Components	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Unit Assessment Instruments										
Alumni Survey with Benchmarking (EBI)	●	●	●	●	●	●	●	●	●	●
Exit Survey Results and Benchmarking Report (EBI)	●	●	●	●	●	●	●	●	●	●
Survey of Western New York School Administrators (Principals' Survey)				●		●	●	●		●
Student Self Report on Program Characteristics (piloted Spring 2007)	●	●	●		●				●	
Dean's Evaluation of Student Teaching		●	●	●		●	●	●	●	●

(Unit Data) External (In)										
NYSTCE - LAST, ATS-W, & CST	●	●	●		●					
ETS – PRAXIS	●	●	●		●					
TEACH Database									●	
Academic Affairs Assessment										
SUNY-wide Student Opinion Survey						●			●	
SUNY-wide National Survey of Student Engagement	●	●	●						●	●
Cooperative Institutional Research Program									●	
Collegiate Learning Assessment									●	
Advising Survey									●	
Change of Major Report									●	
Admitted Student Questionnaire									●	
Consortium for Student Retention Data Exchange									●	
Other										
Career Development Day Satisfaction									●	●
Candidate Demographics										
Education Major Participation									●	●
Noel Levitz Retention Survey						●			●	

Alignment of the National Board of Professional Teaching Standards with Unit Level System Component

System Component	Commitment to Students and Learning	Knowledge of Subject & How to Teach	Management & Monitoring of Student Teaching	Systematic Reflection & Learning from Experience	Members of Learning Communities
Unit Assessment Instruments					
Survey of Western New York School Administrators (Principals' Survey)	●	●	●	●	●

Alignment of New York State Standards with Unit Level System Components

System Components	General Education Core in the Liberal Arts and Sciences	Content Core	Pedagogical Core
Unit Assessment Instruments			
Alumni Survey with Benchmarking (EBI)	●		●
Exit Survey Results and Benchmarking Report (EBI)	●	●	●
Survey of Western New York School Administrators (Principals' Survey)			●
Student Self Report on Program Characteristics (piloted Spring 2007)		●	
Dean's Evaluation of Student Teaching		●	●
Syllabus Format	●	●	●
(Unit Data) External (In)			
NYSTCE - LAST, ATS-W, & CST	●	●	●
ETS – PRAXIS	●	●	●
TEACH Database	●	●	●
Action Research Projects			●
Academic Affairs Assessment			
SUNY-wide Student Opinion Survey	●	●	
SUNY-wide National Survey of Student Engagement	●	●	
Cooperative Institutional Research Program	●	●	
Collegiate Learning Assessment	●	●	
Advising Survey	●	●	
Change of Major Report	●	●	
Admitted Student Questionnaire	●	●	
Faculty Survey of Student Engagement	●	●	
Consortium for Student Retention Data Exchange	●	●	

Institutional Research			
Undergraduate and Graduate Enrollment by Multiple Grouping Variables	●		
Buffalo State Historical Trends	●	●	
Buffalo State Faculty and Staff Trends	●	●	
Buffalo state Admissions Trends	●	●	
Common Data Set	●	●	●

Appendix 22

Alignment of NBPTS, INTASC, and NY State Standards with the Unit Conceptual Framework

Alignment of the Conceptual Framework With the Interstate New Teacher Assessment and Support Consortium

INTASC	Content	Learner	Pedagogy	Technology	Reflection	Dispositions	Diversity
1. Understands the discipline.	●				●		
2. Understands learners.		●			●		●
3. Understands how learners differ.		●			●		●
4. Uses variety of instructional strategies.			●	●	●	●	●
5. Understanding of motivation and behavior.		●			●		●
6. Uses effective communication techniques.		●	●	●	●	●	●
7. Plans instruction.	●		●		●	●	
8. Uses assessment strategies.			●		●	●	
9. Reflects on own behavior.					●	●	●
10. Fosters relationships.		●	●		●	●	●

Alignment of the Conceptual Framework with New York State Standards

NYS	Content	Learner	Pedagogy	Technology	Reflection	Dispositions	Diversity	Research
General Education Core in the Liberal Arts and Sciences	●			●	●	●	●	●
Content Core	●	●			●			●
Pedagogical Core		●	●	●	●	●	●	●

Alignment of the Conceptual Framework with the National Board for Professional Teaching Standards

NBPTS	Content	Learner	Pedagogy	Technology	Reflection	Dispositions	Diversity	Research
Commitment to Students and Learning		●			●	●	●	●
Knowledge of Subject & How to Teach	●		●	●	●		●	
Management & Monitoring of Student Teaching		●	●		●	●	●	
Systematic Reflection & Learning from Experience		●			●	●		
Members of Learning Communities			●		●	●	●	●

Appendix 23

Alignment of Initial and Advanced Transition Points with the Unit Conceptual Framework

Alignment of the Conceptual Framework with Initial Teacher Education Program Transition Points

Initial Program Transition Points	Content	Learner	Pedagogy	Technology	Reflection	Dispositions	Diversity
Admission	●				●		
Entry to Clinical Practice	●	●	●	●	●	●	
Exit from Clinical Practice	●	●	●	●	●	●	
Program Completion	●	●	●	●	●	●	●
After Program Completion	●	●	●	●	●	●	●

Alignment of the Conceptual Framework with Advanced Teacher Education Program Transition Points

Advanced Program Transitions Points	Content	Learner	Pedagogy	Technology	Reflection	Dispositions	Diversity	Research
Admission	●				●	●		
Candidacy	●				●	●		
Prior to Entering Advanced Coursework / Culminating Experience	●	●	●		●	●		
Prior to Exiting Advanced Coursework / Culminating Experience	●	●	●		●	●	●	●
Commencement	●	●	●		●	●	●	●

Alignment of the Conceptual Framework with Other School Professional Programs

Other School Professional Programs	Content	Learner	Pedagogy	Technology	Reflection	Dispositions	Diversity	Research
Educational Leadership, C.A.S	●	●	●		●	●	●	●
Literacy Specialist, M.S. Ed	●	●	●		●	●	●	●
Literacy Specialist, M.P.S.	●	●	●		●	●	●	●
Speech & Language Pathology, M.S. Ed	●	●	●		●	●	●	●

Alignment of the Interstate New Teachers Assessment and Support Consortium with Initial Teacher Education Program Transition Points

6. Understands the discipline. techniques
7. Understands learners.
8. Understands how learners differ.
9. Uses variety of instructional strategies.
10. Understanding of motivation and behavior.

6. Uses effective communication
7. Plans instruction.
8. Uses assessment strategies.
9. Reflects on own behavior.
10. Fosters relationships.

Initial Program Transition Points	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Admission						●			●	●
Entry to Clinical Practice	●	●	●		●	●			●	●
Exit from Clinical Practice	●	●	●	●	●	●	●	●	●	●
Program Completion	●	●	●	●	●	●	●	●	●	●
After Program Completion	●	●	●	●	●	●	●	●	●	●

Alignment of the National Board for Professional Teaching Standards with Advanced Teacher Education Program Transition Points

Advanced Program Transition Points	Commitment to Students and Learning	Knowledge of Subject & How to Teach	Management & Monitoring of Student Teaching	Systematic Reflection & Learning from Experience	Members of Learning Communities
Admission	●	●	●	●	●
Candidacy	●	●		●	●
Prior to Entering Advanced Coursework / Culminating Experience	●	●	●	●	●
Prior to Exiting Advanced Coursework / Culminating Experience	●	●	●	●	●
Commencement				●	●