

Buffalo State Teacher Education Unit
 Program and Operations Changes
 Spring 2007 and Fall 2007

PEDAGOGY

Initial

PROGRAM	CHANGE	SEMESTER	EVIDENCE THAT REQUIRED CHANGE
Music Education	Add Assistant Professor/Music Education Coordinator with emphasis in instrumental methods	Fall 2006	Faculty Program Evaluation
	Search for Assistant Professor in choral music education	Search Fall 2007	Faculty Program Evaluation
Elementary Education and Reading	PDS Advisory Council sets new goals for year	fall 2007	yearly assessment of goal accomplishment and setting new goals
	New cohorts and field sites are added in Niagara Falls, Buffalo and rural areas	ongoing	growing number of majors requiring experience in high needs settings require addition of NF city schools and Springville central school
	12 week student teaching placements are planned in high needs schools	spring 2008	PDS external evaluator's report recommended extended ST experiences
	"looping" program with EDU 312/student teaching in same urban school	spring 2008	Principals of high needs schools expressed need for teacher candidates to be in the school "longer"
	PDS Advisory Council will oversee completion of PDS self-studies	ongoing	PDS Advisory Council has determined a goal of advancing more schools to the Leading stage as articulated by NCATE
	6211 Separate Student Teaching Evaluation for Early Childhood Students	Fall 2008	Lack of ST evaluation tool to assess candidates' professional dispositions and Professional development in early childhood
	Add Student Teaching Supervisors	Fall 2007	Success of cohort models & increasing numbers
Exceptional Education	Add <i>Student Teaching Supervisor</i> training and procedure manual to all faculty and supervisors.	Fall 2007	Difficulty with data collection compliance of student teaching and related forms.

Initial and Advanced

PROGRAM	CHANGE	SEMESTER	EVIDENCE THAT REQUIRED CHANGE
Elementary Education and Reading	Develop Field Coordinator/PDS Director position for SOE	Fall 2007	Need to coordinate field placements and administer expanding PDS to secondary programs
	Student Teaching mentor the mentors workshop	summer 2008	PDS assessed need to improve the preparation of mentor teachers for hosting field-based junior participants and student teachers
	Create and /or revise guidelines for each of the constituents of field placement: mentor teachers, BSC faculty, teacher candidates	ongoing	New documents that incorporate NCATE standards and changes in required assessments will make information dissemination among partner schools essential
Exceptional Education	Formal mentoring for adjunct faculty (assigned to tenured faculty for mentoring and teaching observation)	Spring 2006	Some key artifacts/ assessments for SPA report came from courses taught by adjunct faculty.

Advanced

PROGRAM	CHANGE	SEMESTER	EVIDENCE THAT REQUIRED CHANGE
Art Education	Schedule required AED 688/689/690 sequence so that the same instructor advises students through the development of proposal and completion of a final master's project	Fall 2004	The AED Graduate Committee determined from the collection and review of master's projects/theses that graduate research would be enhanced by scheduling the same professor to follow candidate through their core research requirements.

<p>Exceptional Education</p>	<p>EXE 682 - Field placement firmed up as a required course; not optional unless completed a student teaching experience in special education with target population.</p>	<p>Fall 2007</p>	<p>Optional field placement was a program evaluation weakness highlighted in SPA report.</p>
<p>Literacy Specialist</p>	<p>Faculty supervisors in EDU 642, EDU 643, & EDU 645 grouped candidates into “grade-level teams” designed to promote collaborative discussion and reflection of the implementation of reading assessments and instruction. Faculty will review and evaluate this added component to create examples to strengthen student reflection—reflection that will also help candidates plan and deliver continued effective instruction.</p>	<p>Spring 2007, Fall 2007</p>	<p>Assessments in clinical courses suggest a few candidates demonstrated weaknesses in their ability to adequately reflect on their impact on student learning.</p>
<p>Speech and Language Pathology</p>	<p>Begin offering a year-long speech-language-hearing clinic to enhance graduate student practicum experience that includes experience in one or two specialty clinics: language-literacy and fluency (stuttering):</p> <ul style="list-style-type: none"> ○ Added a full-fledged summer clinic ○ Transitioned director of the speech-language-hearing clinic from 10-month to 12-month appointment 	<p>Summer 2007</p>	<p>New 2005 CFCC (Council for Clinical Certification in Audiology and Speech-Language Pathology) Standards: increased number of clock hours of practicum to 375</p>

