

Key Assessments from SPA Reports

Program	Name of Assessment	Type or Form of Assessment	When Administered
English Education, B.S.	NYSTCE Achievement of Teaching Skills - Written	Licensure Examination	At the end of program. Student must pass before NYS certification can be issued.
	Content Specialty Test - English	New York State Content Area Licensure Test	At the end of program. Student must pass before NYS certification can be issued.
	Unit Lesson Plan	Project	New York State Content Area Licensure Test
	Student Teaching Evaluation Form	Performance Assessment	During Student Teaching. Two evaluations for student teacher completed by cooperating teacher.
	Cooperating Teacher Survey	Survey	During Student Teaching, at the end of first placement.
	Lesson Plan – Impact on Student Learning	Project	During Student Teaching
	Professional and Academic Dispositions Grid	Performance Assessment	During ENG 463, Methods, and midway through each student teaching placement.
	English Department Assessment Plan	Performance Assessment	Assignments for English classes regularly collected and three – six learning outcomes analyzed annually.
Foreign Language Education – French and Spanish, PTCP+	NYS Content Specialty Test	Content Component of State Test	Several times/year
	Buffalo State College Modern and Classical Language Department Target Cultural Proficiency Inventory	For ratings majors' work samples	Once every four years according to departmental SUNY self-assessment cycle
	Unit Plan Rubrics; FLE 405	For rating candidates' work samples	During the fall methods courses, prior to practicum

	ACTFL – NCATE Student Teaching Evaluation	Cooperating Teacher/University supervisor rating form	At the end of each practicum placement
	Student Teaching Portfolio	For rating candidate work during the practicum placement, including special clinical projects.	At the end of each practicum placement
	BSC Modern and Classical Language Department OPI (ACTFL Phone OPI to begin Fall 2007)	For rating majors' OPI/composition samples	Once every four years according to SUNY self-assessment cycle
	FLE 200 Field Experience Evaluation	Supervising Teacher/Seminar Leader rating form	At the completion of each FLE 200 course
	Candidate Statement Rubrics; FLE 405	For rating candidate work samples	During the fall methods courses, prior to practicum
Childhood Education, B.S.	NYSTCE LAST NYSTCE ATS-W	Licensure Examination	LAST – Entrance to Major ATS-W – during Student Teaching
	Multi-Subject Content Specialty Test, Elementary	Licensure Examination	During Student Teaching semester
	Student Teaching Lesson Plan Portfolio	Lesson Plan Portfolio	During Practicum in Teaching; EDU 400/401/402
	Field Placement Evaluation	Student Teaching Evaluation	At completion of Practicum in Teaching; EDU 400/401/402
	Annotated Lesson Plan	Lesson Plan	During second methods placement; EDU 312
	Collaboration with Families	Field Experience Project	During second methods placement; EDU 312
	Multimedia Participation Presentation Project	Content Technology Project	During social studies methods course; EDU 310
	Observed Performance Reflection	Field Experience Reflection	During first methods placement; EDU 311
Childhood Education MIITC, M.S. Ed	NYSTCE LAST NYSTCE ATS-W	Licensure Examination	
	Multi-Subject Content Specialty Test, Elementary	Licensure Examination	

	Student Teaching Lesson Plan Portfolio	Lesson Plan Portfolio	
	Field Placement Evaluation	Student Teaching Evaluation	
	Annotated Lesson Plan	Lesson Plan	
	Collaboration with Families	Field Experience Project	
	Multimedia Participation Presentation Project	Content Technology Project	
	Observed Performance Reflection	Field Experience Reflection	
Early Childhood Education, B.S.	NYSTCE LAST NYSTCE ATS-W	State Licensure Test	LAST – Before Methods and Student Teaching ATS-W – During methods and Student Teaching
	Multi-Subject Content Specialty Test	State Licensure Test	During methods or Student Teaching
	Student Teacher Lesson Plan Portfolio	Lesson Plan Portfolio	Student Teaching; EDU 401 & 410
	Student Teaching Field Placement Evaluation	Comprehensive Field Experience Evaluation	At the midpoint and end of each of two student teaching placements in final year. (EDU 401 & 410)
	Annotated Integrated Lesson Plan with 3 Centers	Lesson Plan Project	Integrating Thematic Instruction for Young Children; EDU 329
	Parent Child Teacher Study	Case Study	During Student Teaching – Parents Schools and Community; EDU 411
	Child Study	Case Study	Programs for Infants and Toddlers; EDU 220
Early Childhood MIITC, M.S. Ed	NYSTCE LAST NYSTCE ATS-W	State Licensure Test	Admission to Student Teaching
	Multi-Subject Content Specialty Test	State Licensure Test	Admission to Student Teaching
	Lesson Plan Portfolio	Portfolio	Student Teaching
	Student Teaching	Checklist	Student Teaching
	Annotated Integrated Lesson Plan	Project	Prior to Student Teaching
Transformation Project	Project	Prior to Student Teaching	
Early Childhood Education, M.S. Ed	Multi-Subject Content Specialty Test	State Licensure Test	Prior to Admission

	Early Childhood Courses	GPA	At completion of 4 courses: EDU 543/616/626/528
	Assessment of Practices in Early Elementary Classrooms	Project	Last ¼ of program; EDU 626
	Working with Children	Project	Last ¼ of program; EDU 626
	NAEYC Standards Portfolio	Portfolio	Exit Requirement
	Transformation Project	Project	Mid program; EDU 528
Exceptional Education, B.S.	NYS Licensure Test – Content Specialty Area Test in Students with Disabilities	State Licensure Test	Prior to student teaching semester; after completion of content area courses
	Individualized Education Plan	TaskStream Portfolio and Independent Product/Rubric	Prior to student teaching semester; after completion of content area courses EXE 364 Educating Students with Sever Disabilities
	Lesson Plan	TaskStream Portfolio/Rubric	During EXE 365 Educational Evaluation for Special Education
	Cooperating Teacher Evaluation	Rating checklist	During EXE 420 Practicum in Special Education
	Management Plan	TaskStream Portfolio and Case Study	During EXE 362 Behavior Management
	Student Assessment Survey	Assessment Survey	During EXE 365 Educational Evaluation for Special Education
	Professional Disposition Qualities for Teacher Candidates	Rating checklist	During EXE 360 Foundations to Teaching Individuals with Disabilities
	Educational Benchmarking Exit Survey	Survey	Upon completion of Student Teachin
Special Education: Early Childhood, M.S. Ed	NYS Licensure Test – Content Specialty Area Test in Students with Disabilities	State Licensure Test	Prior to program completion
	Individualized Education Plan	Project/Rubric	EXE 503 Instructional Strategies

	Intervention Plan – Parts 1, 2, & 3	Project/Rubric	EXE 503 Instructional Strategies
	Student Teacher Evaluation	Rating checklist	EXE 504 Graduate Practicum in Special Education
	Master’s Project – Data Driven Intervention	Project/Capstone with Rubric	EXE 690 Master’s Project
	Case Study	Project/Rubric	EXE 682 Instructional Field Experience in Special Education
Special Education: Childhood, M.S. Ed	NYS Licensure Test – Content Specialty Area Test in Students with Disabilities	State Licensure Test	Prior to program completion
	Individualized Education Plan	Project/Rubric	EXE 503 Instructional Strategies
	Intervention Plan – Parts 1, 2, & 3	Project/Rubric	EXE 503 Instructional Strategies
	Student Teacher Evaluation	Rating checklist	EXE 504 Graduate Practicum in Special Education
	Master’s Project – Data Driven Intervention	Project/Capstone with Rubric	EXE 690 Master’s Project
	Collaboration Project	Project/Rubric	EXE 628 Consultation and Collaboration in the Classroom
	Website Adaptation and Design Project	Project/Rubric	EXE 633 Adapting Content Area Instruction
	Course Content Preparation Survey	Survey	EXE 500 Individuals with Special Needs
Special Education: Adolescence, M.S. Ed	NYS Licensure Test – Content Specialty Area Test in Students with Disabilities	State Licensure Test	Prior to program completion
	Individualized Education Plan	Project/Rubric	EXE 503 Instructional Strategies
	Instruction Design Project - Script	Independent Product/Rubric	EXE 632 Direct Instruction Intervention Models for Students with Special Needs
	Student Teacher Evaluation	Rating checklist	EXE 504 Graduate Practicum in Special Education
	Master’s Project – Data Driven Intervention	Project/Capstone with Rubric	EXE 690 Master’s Project

	A Day in the Life Project	Project/Rubric	EXE 530 Parent and Family Involvement in Special Education Programs
	Course Content Preparation Survey	Survey	EXE 500 Individuals with Special Needs
Educational Leadership, C.A.S.	Educational Leadership Student Perception Survey	Internship/Field Experience	Every Semester
	Educational Leadership Portfolio	Project	Completion of Internship
	Clinical Supervision Cycle	Project	EDL 631
	Internship Supervisors' evaluations of candidates' performance	Internship/Field Experience	Completion of Program
	Curriculum Innovation	Project	EDL 630
	Seminar in Educational Change Project	Internship/Field Experience	EDL 704 Completion of Program
	Budget and Cash Flow Project	Project	EDL 612
	Site-Based Leadership Reflective Project	Project	EDL 607
Literacy Specialist, M.S. Ed	NYSTCE Literacy Content Specialty Test	State Licensure Test	After completion of required clinical practicum and/or program completion
	Action Research Project	Action Research	During required capstone course; EDU 655 Seminar in Reading
	Weekly Instructional Planning	Lesson/Unit Plans	During clinical practicum; EDU 647 Practicum in Reading
	Professional Growth Portfolio	Portfolio	At completion of clinical practicum; EDU 647 Practicum in Reading
	Diagnostic Teaching Session Reflections and Observations	Child Case Study	During second course in clinical sequence; EDU 643 Teaching Strategies for Children with Reading Difficulties: Childhood
	Child Case Study Exam	Exam	During first quarter of required first course in clinical sequence; EDU 642: Reading Assessment and Evaluation

	Initial Clinical Field Experience	Child Study	During first course in clinical sequence; EDU 642 Reading Assessment and Evaluation
	Professional Development Workshops	Project	During second course in clinical sequence; EDU 643 Teaching Strategies for Children with Reading Difficulties: Childhood
Literacy Specialist, M.P.S.	NYSTCE Literacy Content Specialty Test	State Licensure Test	After completion of required clinical practicum and/or program completion
	Action Research Project	Action Research	During required capstone course; EDU 655 Seminar in Reading
	Weekly Instructional Planning	Lesson/Unit Plans	During clinical practicum; EDU 647 Practicum in Reading
	Professional Growth Portfolio	Portfolio	At completion of clinical practicum; EDU 647 Practicum in Reading
	Diagnostic Teaching Session Reflections and Observations	Child Case Study	During second course in clinical sequence; EDU 645 Teaching Strategies for Children with Reading Difficulties: Adolescence
	Child Case Study Exam	Exam	During first quarter of required first course in clinical sequence; EDU 642: Reading Assessment and Evaluation
	Initial Clinical Field Experience	Child Study	During first course in clinical sequence; EDU 642 Reading Assessment and Evaluation
	Professional Development Workshops	Project	During second course in clinical sequence; EDU 643 Teaching Strategies for Children with Reading Difficulties: Childhood

Secondary Science Education – Biology, Chemistry, Earth Science and Physics, B.S.	NYS Content Specialty Tests	State Licensure Tests	Completion of content coursework
	Candidates Grade Report	GPA	Grade report collated once a semester
	Unit Plan Development Project	Project	SED 401 (Methods 2) SED 405 (Methods 3)
	Student Teaching Evaluations	Evaluation	SED 407 Student Teaching in Middle School SED 408 Student Teaching in High School SED 409 Seminar
	Candidate work samples supported by P-12 student data		SED 407 Student Teaching in Middle School SED 408 Student Teaching in High School SED 409 Seminar
	Safety Module		SED 401
	Research in Science Report	Report	BIO 303 Genetics CHE 461 Inorganic Chemistry Lab GES 103 Introductory Geology Lab PHY 410 Advanced Physics Lab
	Contextual Content Module A: Unifying Concepts Class Work B: Nature of Science Paper C: Inquiry Paper D: Issue Paper E: Science in the Community Class Work		A: SED 200 Methods 1, SED 401 Methods 2 B: SED 405 Methods 3 C: SED 401 Methods 2 D: SED 200 Methods 1 E: SED 405 Methods 3
Social Studies Education, B.S.	NYS Content Specialty Test – Social Studies	State Licensure Test	After completion of content coursework
	Praxis II Exam – Social Studies Content Knowledge	Standardized Content Exam	Admission to the program
	Teaching Portfolio	Portfolio	Methods course
	Assessment of Student Teaching Performance	Cooperating Teacher Evaluation Form	Completion of Student Teaching

	Student Teacher's Impact on Student Learning Assessment Assignment	Pre Test/Post Test	Student Teaching
	Student Teaching Summary Evaluation Form	College Supervisor Evaluation Form	Completion of Student Teaching
Mathematics Education, B.S.	NYSTCE LAST NYSTCE ATS-W Content Specialty Test - Mathematics	State Licensure Test	Prior to Student Teaching
	Cumulative Mathematics GPA	GPA	Mathematics coursework GPA assessment occurs prior to methods and student teaching.
	Methods Field Experience Evaluation, Student Teaching Summary/Evaluation Report	Summary Evaluations	Completion at end of methods and student teaching
	Mathematics Department Student Teaching Summary Report	Summary Evaluations	Evaluations completed at end of student teaching experience
	Cooperating Teacher Student Teacher Evaluation Report	Summary Evaluations	Evaluations completed at end of student teaching experience
	Student Teaching Electronic Portfolio	Project	Completed at end of student teaching
	Cumulative GPA in Professional Coursework	GPA	Professional coursework GPA assessment occurs prior to methods and student teaching.
Technology Education, B.S.	NYS Content Specialty Test - Technology	State Licensure Test	Admission to Student Teaching
	Exit Questionnaire	Reflection by Student	Completion of Program
	NYSTCE LAST NYSTCE ATS-W	State Licensure Test	Admission to Student Teaching
	Student Teaching Summary and Evaluations	Evaluations	Completion of Student Teaching
	Survey of Supervising Teachers	Reflection by Supervising Teachers	After student teaching
	EBI Student Exit Survey	Survey	Completion of Program