

**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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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

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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