

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

Art Education

CHANGE	SEMESTER	EVIDENCE THAT REQUIRED CHANGE
Program or Course		
Course revisions for ATS 325, AED 200, AED 100 were updated and approved by AED Arts and Humanities and BSC Senate Committees. Revisions for AED 315 were submitted Spring 2007.	Fall 2006	The AED Curriculum Committee and faculty teaching the courses revised courses to meet outcomes for the new Intellectual Foundations Program. Revisions also reflect the content of the Assessment Skills Map developed to meet NCATE and NASAD outcomes.
AED 688/689/690 Course Revisions	Spring 2007	The AED Graduate Committee collected master's projects/theses and met regularly to discuss progress of grad students. The grad committee and the curriculum committee chairs collaborated on course revisions to update content. Revisions also reflect the content of the Assessment Skills Map developed to meet NCATE and NASAD outcomes.
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.
Art Education created an Academic Review Committee to monitor undergraduate and post bac student process through the required major sequence.	Fall 2003	Art Education faculty reviewed NYSTCE scores and determined that a more rigorous enforcement of GPA was necessary. Academic Standards Committees reviews GPAs of all students and sends out letters to screen students for compliance each semester. Students are notified to drop AED classes and raise GPA before proceeding in

		the program. Students may appeal the decision with a committee hearing.
Personnel		
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.
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AED developed an advisement plan and distributed advisement evaluations to students.	Fall 2004-Spring 2005	Dean of Arts & Humanities provided data regarding student satisfaction with advisement. After developing an advisement plan, AED administered an advisement evaluation.

Music Education

CHANGE	SEMESTER	EVIDENCE THAT REQUIRED CHANGE
Program or Course		
Add MUS 220	Fall 2006	Curricular Alignment for accreditation
Add MUS 360, 361, 362, 363, 353	Fall 2007	Faculty Program Evaluation
Update Handbook *Upper Division *Piano Proficiency *Electronic Portfolio *Student Teaching	Fall 2006 and Fall 2007	Faculty Program Evaluation

Personnel		
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

CHANGE	SEMESTER	EVIDENCE THAT REQUIRED CHANGE
Program or Course		
EDU 211 adds service learning	fall 2007	assessed program need to increase P-12 impact studies and community involvement
Action Research grants funded	spring 2007	lapse in funding required new resources: College funded
On-line journal for action-based research in urban and rural schools is created	fall 2007	need to increase faculty publication and collaboration between P-12 schools and faculty
TaskStream common assignments are modified and rubrics updates	ongoing	end of year EER retreat set agenda for changes required by convening groups
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"
Changes in Early Childhood programs sent to College Senate	fall 2007	Strengthen literacy component, tighten requirements for 2 nd graduate cert to fit into one semester for ease in certification

EDU 501, EDF 689, EDU 690 instructors convened to deliberate on smoother research process	spring 2007	student evaluations and capstone project indicate lack of coherence in research sequence; need to strengthen action-based research skills of advanced candidates
EDU 310 approved as diversity course in Intellectual Foundations	spring 2006	Need to document diversity outcomes for all EER majors
Student surveys administered in undergraduate student teaching and selected graduate courses	spring 2006-spring 2008	Need for aggregate data on student perceptions of programs
Survey of School Principals administered through PDS to determine # of PDS graduates employed in PDS schools	fall 2007	Need to track employment data for graduates and continue research on PDS effectiveness.
Admissions criteria modified and rubrics strengthened for undergraduate and graduate programs	fall 2007	Need to establish baseline skills at entry level thresholds
Entry level students (201) participate in the Ideal Teacher Candidate Workshop from Career Development	each semester	Employer surveys and student satisfaction surveys indicate need for direct connection between employment prospects and course competencies (particularly for dispositions)
Student Support Asst. to Chair sends letters to students in pre-major <2.5	ongoing, strengthening	Tracking from pre-major to major shows average of 3 semesters from pre to major; intervention for students <2.5 assists in strengthening major candidates
Chair and P. Loehr met with Assessment Committee to review results of undergrad survey and set action steps for convening groups	spring-fall 2007	Assessments of undergrads indicated areas of strength and areas in need of improvement
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
PDS Advisory Council has set as a goal the adoption of dispositions policy	ongoing	Need for uniform practice and policy on teaching dispositions and the process of dismissing students who do not meet dispositional standards
6521 Early childhood Comprehensive Exam (Possible PRAXIS)	Fall 2008	Multi-subject test not applicable to early childhood

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
Personnel		
Add Student Teaching Supervisors	Fall 2007	Success of cohort models & increasing numbers
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
Add tenure track faculty in literacy, early childhood, & targeted lines	ongoing	SUNY lines have been at a premium. Faculty retirements have made it possible for us to search for much needed tenure track faculty and to directly hire faculty from underrepresented groups to address the NCATE standard for diversity in faculty
Publication workshop sponsored by CEURE and senior faculty to assist untenured faculty with publication of research	spring 2007	Increasing numbers of untenured faculty require mentoring support by senior faculty to strengthen their scholarship and research and disseminate results from action-based and school improvement projects already underway

Exceptional Education

CHANGE	SEMESTER	EVIDENCE THAT REQUIRED CHANGE
Program or Course		
EXE 682 - Field placement firmed up as a required course; not optional unless completed a student teaching experience in special education with target population.	Fall 2007	Optional field placement was a program evaluation weakness highlighted in SPA report.

Adolescent Special Education Program (Master's) revision.	Fall 2007	Review of course listing prompted department to re-evaluate key academic courses in this concentration. Student (candidate) feedback and informal needs evaluation also lead to this program revision.
Writing requirement added for all graduate courses (e.g., research papers, essays, etc.)	Fall 2006	NYSTCE writing performance on constructed response was one of weak areas. In addition student performance on EXE 690 Master's project prompted change (project used for NCATE artifact "impact on student learning outcomes").
Disposition evaluation form revision	Spring 2008	Faculty and cooperating teacher feedback prompted re-evaluation of form. Reported concerns about extensive nature of piloted disposition forms. Data too broad. Identified need to summarize and focus.
Shift IEP assignment from EXE 503 to EXE 501	Spring 2008	Change based on faculty report and student feedback of student preparedness.
Revised rubrics -detailed CEC standard components added to increase sensitivity -matched rubrics to assignment descriptions -increased use of language of standards in rubric guidelines -clarified scoring procedures	Fall 2007	Preparation of SPA report and reviewer feedback; Faculty use and debriefing at Fall 2007 retreat.
Graduate course revisions	Fall 2007-Spring 2008	Change based on results of the identification process for key assessment/artifact for review/report.
Updated Exceptional Education website to contain current curriculum related information	Fall 2007	Confusion of EXE 682 requirements; Optional nature of the course was misrepresented on website.
Revise courses to include overt inclusion of language and assistive technology knowledge and skills	Spring 2008	Did not meet standard 6 language requirements for all programs.
Specifying CEC standards		

Creation of annual research symposium to highlight student outcome data Master's Project.	Spring 2006	Identification of student outcome data project at graduate level based on SPA report.
Continuation of department level Assessment Committee targeting. Increased meetings from monthly to tri-monthly.	ongoing	Preparation of SPA report and reviewer feedback.
Personnel		
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.
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.
Other		
Department level development / creation of conceptual model graphic for graduate programs (addition of research, scholarship, inquiry)	Fall 2007	Developed to support unit mission statement for graduate programs.

Literacy Specialist

CHANGE	SEMESTER	EVIDENCE THAT REQUIRED CHANGE
Program or Course		
Require all candidates provide documentation that they have registered to take the NYSTCE Literacy CST before they complete EDU 647, and that their test scores will be submitted to Buffalo State in order to determine candidate mastery of content knowledge through data derived from a statistically significant number of candidates.	Summer 2007	All candidates were not taking NYSTCE, because many did not immediately pursue additional certification as literacy specialists.
Review all scoring rubrics and revise as needed.	Summer 2007, Fall 2007, Spring 2008	

<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>
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Natural and Social Science Education

CHANGE	SEMESTER	EVIDENCE THAT REQUIRED CHANGE
Program or Course		
<p>Raised GPA requirement in Biology, Chemistry and Physics to “B-“ 2.75 in all content courses</p>	<p>Fall 2002</p>	<p>Job market pressure for more content qualified candidates</p>
<p>Raised GPA requirement in Earth Sciences to “B” 3.0 in all content courses</p>	<p>Fall 2002</p>	<p>Job market pressure for more content qualified candidates</p>
<p>Reassigned NCATE/NSTA mandated assessments to courses where they are a best fit</p>	<p>Spring 2006, Fall 2006</p>	<p>Spread assessments out to align with our transition points and needs of students</p>
<p>Update Science Teacher Education Handbook</p>	<p>Each semester since inception Spring 2006</p>	<p>On a continual basis based on student request and need</p>
<p>Initiated Instructor Permission for candidates in advanced courses</p>	<p>With the new Banner system</p>	<p>Students requested more advisement</p>
<p>Annual re-visiting of all program requirements</p>	<p>Fall 2007</p>	<p>New faculty needed introduction to program</p>
<p>Social Studies Education adopted Fair Policy and Procedures Due Process Handbook</p>	<p>Fall 2007</p>	<p>Coordinator & Chair determined written fair policies needed to address candidate dispositions issues</p>
Personnel		
<p>Writing Mentorship and Retreat Program for Teacher Education Faculty</p>	<p>Springs 2006 and 2007</p>	<p>Desire to foster more scholarship and creativity among teacher education faculty</p>
Other		
<p>Student Teacher Evaluation, aligned with NSTA standards</p>	<p>Fall 2006</p>	<p>NCATE request</p>

Speech and Language Pathology

CHANGE	SEMESTER	EVIDENCE THAT REQUIRED CHANGE
Program or Course		
SAMS: The Student Assessment and Management System implemented to track assessment of student learning outcomes and practicum hours	Fall 2007	CAA (Council for Academic Accreditation in Audiology and Speech-Language Pathology) Site visitors recommendation to integrate assessment of student learning
Personnel		
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): <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 	Summer 2007	New 2005 CFCC (Council for Clinical Certification in Audiology and Speech-Language Pathology) Standards: increased number of clock hours of practicum to 375
Other		
Presented two ASHA-approved CE events: <ul style="list-style-type: none"> ○ Pediatric dysphagia ○ Supervision conference 	Spring 2007 Fall 2007	Support unit mission statement