

Success Factors and Performance Measures

Strategic Goal 1: Student Recruitment, Support, and Retention

1. To recruit students with the motivation and ability to succeed in the School of Education and support them to graduation.
 - 1.1. To identify and enroll qualified undergraduate and graduate students who we are currently not reaching (rural and urban).
 - 1.2. To attract talented and highly competent candidates into the teaching field
 - 1.3. To develop early intervention systems to support student success while maintaining high academic standards

Desired Outcome:

The desired mix of students (full-time, part-time, gender, race, ethnicity, major program of study, academic ability) is attracted to the School of Education, enrolls and successfully completes the program in which they matriculated.

Conceptual Framework							Success Factors	Performance Measures
Content	Learner	Pedagogy	Technology	Reflection	Dispositions	Diversity		
						★	<ul style="list-style-type: none"> • Partnerships with public schools and educational agencies 	<ul style="list-style-type: none"> • Internal assessment data
						★	<ul style="list-style-type: none"> • Enrollment incentives- especially for underrepresented populations 	<ul style="list-style-type: none"> • Amount and type of scholarships awards available • Acceptance rate • Retention rate
★		★					<ul style="list-style-type: none"> • Quality of graduates 	<ul style="list-style-type: none"> • Principal/employer feedback about graduates • State licensure exams • Application yield • Retention rate
★		★				★	<ul style="list-style-type: none"> • Employment opportunities upon graduation 	<ul style="list-style-type: none"> • Alumni placement in jobs/graduate school

							<ul style="list-style-type: none"> Cooperation and collaboration between faculty and support offices 	<ul style="list-style-type: none"> Evidence of holistic model of support for students
							<ul style="list-style-type: none"> Profile of students admitted 	<ul style="list-style-type: none"> Application yield Number and mix of applications for admission Transfer students
							<ul style="list-style-type: none"> Effective advisement-consistent and systematic 	<ul style="list-style-type: none"> Number and type of academic petitions
*		*					<ul style="list-style-type: none"> Curriculum organized to support early success 	<ul style="list-style-type: none"> Evidence of team and task-related interdisciplinary groups, policies, practices, curriculum revision, innovation and syllabi alignment
*		*	*				<ul style="list-style-type: none"> Thresholds and benchmarks from entry through graduation and beyond 	<ul style="list-style-type: none"> Graduation rates and trends, by classification
	*		*				<ul style="list-style-type: none"> Mentoring 	<ul style="list-style-type: none"> Level of participation in mentor programs/advisement
*			*				<ul style="list-style-type: none"> Academic support 	<ul style="list-style-type: none"> Evidence of holistic model of support for students
							<ul style="list-style-type: none"> Career counseling 	<ul style="list-style-type: none"> Alumni placement in jobs/graduate school

Strategic Goal 2: Academic Programs and Curriculum

2. To design and deliver relevant, respectful, and responsive programs with high standards of academic integrity
 - 2.1. To incorporate additional depth into the curriculum to enhance knowledge, skills, and dispositions in the areas of ethnic/racial/linguistic diversity and special needs students.
 - 2.2. To engage students in learning about multiple teaching approaches and a wide variety of educational perspectives to improve their teaching

- 2.3. To address the need for greater innovation in the curriculum and the design and delivery of programs in order to compete with other institutions and alternative routes to certification
- 2.4. To keep academic programs relevant and responsive to the changing environment while maintaining integrity in the curriculum.
- 2.5. To develop new resources or reallocate existing resources to meet current and future demand for new teachers and education professionals. .
- 2.6. To provide students with the optimal balance between theory and practice in the curriculum.
- 2.7. To create structures and systems that encourage partnerships with faculty across decanal areas and facilitate better integration and coordination of content knowledge, skills and dispositions for all professional education students.

Desired Outcome:

Educative experiences prepare students for the challenges they will face upon graduation; and the School of Education supplies highly effective education professionals to school districts and educational agencies throughout the nation.

Conceptual Framework							Success Factors	Performance Measures
Content	Learner	Pedagogy	Technology	Reflection	Dispositions	Diversity		
★							<ul style="list-style-type: none"> • Regular reviews of curriculum to ensure continued relevance 	<ul style="list-style-type: none"> • NCATE reports /other programs and reviews • Peer evaluations
	★	★					<ul style="list-style-type: none"> • Ability to secure sufficient high quality internships and field experiences 	<ul style="list-style-type: none"> • Attainment of PDS goals-records from meetings, other documentations
★		★	★	★	★	★	<ul style="list-style-type: none"> • Collaboration with faculty across campus 	<ul style="list-style-type: none"> • MOUs between departments • Collaborations reflected in TEC minutes • Number of collaborative (interdisciplinary) grant applications, workshops, other professional development

Conceptual Framework							Success Factors	Performance Measures
Content	Learner	Pedagogy	Technology	Reflection	Dispositions	Diversity		
*	*	*					<ul style="list-style-type: none"> Partnerships with school districts to ensure programs are responsive 	<ul style="list-style-type: none"> Attainments of PDS goals etc. Feedback from cooperating teachers, principals and school districts
*		*	*	*	*	*	<ul style="list-style-type: none"> Program approval processes 	<ul style="list-style-type: none"> EBI survey and other student satisfaction data NYSED program registration NCATE reports/other program reviews
*		*					<ul style="list-style-type: none"> Employer/graduate school requirements for success 	<ul style="list-style-type: none"> Teacher retention in urban schools Student GPA's Retention Data
*	*	*					<ul style="list-style-type: none"> Curriculum design-projects, action-learning 	<ul style="list-style-type: none"> Faculty Course Evaluations Senate Curriculum Committee data on course revisions/new courses/curriculum changes
							<ul style="list-style-type: none"> Supply and demand for programs 	<ul style="list-style-type: none"> Number of applications for School of Education programs
				*			<ul style="list-style-type: none"> Faculty effectiveness 	<ul style="list-style-type: none"> Successful Practical Placements Faculty Course Evaluations Student teacher rubrics
*		*	*	*			<ul style="list-style-type: none"> Appropriate and adequate staffing to deliver programs and services 	<ul style="list-style-type: none"> Size of budget (personal service and OTPS)
*	*			*			<ul style="list-style-type: none"> Student research experiences 	<ul style="list-style-type: none"> Program Awards

Conceptual Framework							Success Factors	Performance Measures
Content	Learner	Pedagogy	Technology	Reflection	Dispositions	Diversity		
	*			*	*		<ul style="list-style-type: none"> Service learning experiences and other experiential learning 	<ul style="list-style-type: none"> Faculty course evaluations Senate Curriculum Committee data on course revisions/new courses/curriculum changes
*	*	*				*	<ul style="list-style-type: none"> Co-curricular learning experiences 	<ul style="list-style-type: none"> Faculty course evaluations Senate curriculum committee data on course revisions/new courses/curriculum changes

Goal 3: Student Outcomes: To ensure that students graduate with the knowledge, skills and dispositions required to be effective teachers and educational leaders.

3. Ensure that graduates of the School of Education are able to:
 - demonstrate depth and breadth of knowledge in both content areas and pedagogy;
 - communicate effectively and professionally;
 - understand and demonstrate mastery of basic leadership competencies (e.g. self-awareness, emotional intelligence, and creative problem-solving);
 - understand and model professional and ethical behavior and characteristics of good citizenship;
 - establish and maintain educational environments that promote teaching and learning;
 - assess learners’ knowledge and use the data to inform effective educational practices;
 - differentiate instruction so that it is effective for diverse and inclusive populations of learners;
 - collaborate effectively with colleagues, parents and other key stakeholders and behave as good citizens within the school and community;
 - understand and appropriately use technology as an effective pedagogical tool
- 3.1. To develop students’ ability to think critically, solve problems and teach others to do likewise.
- 3.2. To design educational experiences which develop students’ sense of responsibility for the greater good and helps them to find and maintain passion for teaching and learning.

Desired Outcome:

100% of graduates from the School of Education demonstrate mastery of the competencies required for success as effective educators. .

Conceptual Framework							Success Factors	Performance Measures
Content	Learner	Pedagogy	Technology	Reflection	Dispositions	Diversity		
*	*	*	*	*	*	*	<ul style="list-style-type: none"> faculty development to support teaching excellence and innovative pedagogy 	<ul style="list-style-type: none"> faculty awards for teaching; individual faculty information in annual reports
*	*	*					<ul style="list-style-type: none"> curriculum integrates theory and practice 	<ul style="list-style-type: none"> curriculum committees for EER/SOE minutes and College Bulletin record of curriculum; PDS advisory council recommendations and minutes
		*		*	*		<ul style="list-style-type: none"> college and clinical faculty work together on issues of currency in the field 	<ul style="list-style-type: none"> PDS minutes and annual reports
*	*	*	*		*		<ul style="list-style-type: none"> students have in-class and in-field experiences practicing research-based, validated best practices 	<ul style="list-style-type: none"> Taskstream data from common assignments and rubrics for field placements
	*	*		*	*		<ul style="list-style-type: none"> candidates participate in reflective teaching and assessment for continuous improvement 	<ul style="list-style-type: none"> Student performance rubrics
*	*	*					<ul style="list-style-type: none"> students have extensive experience with professional writing and oral communication 	<ul style="list-style-type: none"> benchmarks for pre-major and major student teaching seminar grade; audit reports show successful completion of W and OC courses
*		*					<ul style="list-style-type: none"> faculty commitment to the scholarship of teaching 	<ul style="list-style-type: none"> faculty participation rates in Carnegie Scholarship of Teaching; annual individual faculty information reports

Conceptual Framework							Success Factors	Performance Measures
Content	Learner	Pedagogy	Technology	Reflection	Dispositions	Diversity		
*	*	*	*				<ul style="list-style-type: none"> faculty participation in field-based and action-based research 	<ul style="list-style-type: none"> mini-grants awarded; annual individual faculty information reports
*	*	*		*	*	*	<ul style="list-style-type: none"> curriculum provides information and practice in child development and whole-child teaching 	<ul style="list-style-type: none"> students complete required seminars for certification; course proposals and syllabi
		*			*		<ul style="list-style-type: none"> students perceive themselves as professionals in training 	<ul style="list-style-type: none"> field performance rubrics; PDS minutes; student satisfaction surveys
				*			<ul style="list-style-type: none"> students reach program benchmarks 	<ul style="list-style-type: none"> tracking data from pre-major to major and graduation
*		*					<ul style="list-style-type: none"> students complete all courses necessary for certification 	<ul style="list-style-type: none"> rate of certification
*		*					<ul style="list-style-type: none"> students pass certification examinations 	<ul style="list-style-type: none"> rate of certification; scores on cert. exams
			*	*	*		<ul style="list-style-type: none"> faculty participate in interdisciplinary course and program planning and assessment 	<ul style="list-style-type: none"> reports from interdisciplinary curriculum and program groups

Goal 4: Diversity and Social Justice

4. To promote democratic education and social justice through diverse, inclusive and effective educational experiences.
 - 4.1. To develop students' understanding of the critical role of education in a democratic society as part of the social systems.
 - 4.2. To enhance the diversity (ethnic, racial, and geographic) of the School of Education faculty, staff and students.

- 4.3. To enhance the coordination of School of Education service activities to have a greater impact on the community and the academic program.
- 4.4. To increase the School of Education’s positive impact on local schools and educational organizations.
- 4.5. To influence education policy at the local, state and federal levels.

Desired Outcome:

The School of Education is known and admired for producing graduates who value diversity and demonstrate commitment to democratic education, and social justice.

Conceptual Framework							Success Factors	Performance Measures
Content	Learner	Pedagogy	Technology	Reflection	Dispositions	Diversity		
				★		★	<ul style="list-style-type: none"> • Faculty knowledge and commitment to social justice and diversity issues 	<ul style="list-style-type: none"> • Degree to which social justice and diversity issues are reflected in the curriculum, course syllabi, and class discussions
				★	★	★	<ul style="list-style-type: none"> • Faculty willingness to move beyond their comfort level 	<ul style="list-style-type: none"> • Degree of faculty participation in workshops, conferences, etc. which focus on issues of social justice and diversity
★		★		★	★	★	<ul style="list-style-type: none"> • Students’ knowledge and commitment to social justice and diversity issues 	<ul style="list-style-type: none"> • Students select electives that are likely to heighten their knowledge of social justice and diversity issues
								<ul style="list-style-type: none"> • Seminars, workshops, etc. on social justice and diversity issues are offered to and attended by students
								<ul style="list-style-type: none"> • Degree of student participation in service learning and volunteer activities which are likely to increase their knowledge and sensitivity to issues of social justice and diversity

Conceptual Framework							Success Factors	Performance Measures
Content	Learner	Pedagogy	Technology	Reflection	Dispositions	Diversity		
								<ul style="list-style-type: none"> Degree of employers' and community members' satisfaction with the School of Education and its graduates
								<ul style="list-style-type: none"> Students include issues of social justice and diversity in their lesson plans

Goal 5: Respected Scholars and Teachers

- 5. To enhance faculty research and scholarship, advance the scholarship of teaching and learning and position teacher education faculty as leaders in pedagogy.
 - 5.1. To enhance opportunities for faculty to work together across disciplines to improve teaching and learning, research and service.
 - 5.2. To mentor new faculty and ensure consistency within the School of Education in the quality of instruction for all programs.
 - 5.3. To reconcile high levels of service and teaching activity with scholarship and clarify hiring practices, as well as expectations for renewal, tenure, and promotion in written policy documents.
 - 5.4. To increase the number of externally funded projects.

Desired Outcome:
 School of Education faculty are respected as scholars and exemplary teachers.

Conceptual Framework							Success Factors	Performance Measures
Content	Learner	Pedagogy	Technology	Reflection	Dispositions	Diversity		
				*	*		<ul style="list-style-type: none"> Faculty commitment to remaining current in their fields of expertise 	<ul style="list-style-type: none"> Evidence of faculty participation in scholarly presentations (e.g. symposia, brown bag luncheons, workshops); attendance and participation at conferences; professional affiliations
								<ul style="list-style-type: none"> Feedback from graduates about degree to which program prepared them for professional life
*	*			*	*		<ul style="list-style-type: none"> Degree to which tenured and tenure-track faculty engage in research/scholarship efforts 	<ul style="list-style-type: none"> Number of research initiatives, projects, and/or other efforts proposed, initiated and/or published
								<ul style="list-style-type: none"> Number and types of Awards
*		*			*		<ul style="list-style-type: none"> Degree to which tenured and tenure-track faculty collaborate on research/scholarship efforts 	<ul style="list-style-type: none"> Number of collaborative research initiatives, projects, and/or other efforts proposed, initiated and/or published
*		*	*	*	*	*	<ul style="list-style-type: none"> Degree to which tenure and tenure-track faculty are effective teachers 	<ul style="list-style-type: none"> Peer-reviews
								<ul style="list-style-type: none"> Course evaluations
								<ul style="list-style-type: none"> Data related to student learning

Conceptual Framework							Success Factors	Performance Measures
Content	Learner	Pedagogy	Technology	Reflection	Dispositions	Diversity		
								<ul style="list-style-type: none"> Number and types of honors and awards
		*			*		<ul style="list-style-type: none"> Degree to which tenured and tenure-track faculty collaborate on teaching efforts 	<ul style="list-style-type: none"> Number of collaborative courses/workshops/seminars
				*	*		<ul style="list-style-type: none"> Degree to which tenured and tenure-track faculty engage in service activities 	<ul style="list-style-type: none"> Number of service activities including membership on college, School, and departmental committees
								<ul style="list-style-type: none"> Number of service activities in the community
								<ul style="list-style-type: none"> Number and types of honors and awards
				*	*	*	<ul style="list-style-type: none"> Degree to which tenured and tenure-track faculty collaborate on service activities 	<ul style="list-style-type: none"> Number of collaborative service activities
								<ul style="list-style-type: none"> Membership on school/agency boards of directors
					*		<ul style="list-style-type: none"> Supportive environment for untenured faculty research/scholarship initiatives. 	<ul style="list-style-type: none"> Faculty satisfaction survey
								<ul style="list-style-type: none"> Faculty research/scholarship productivity

Conceptual Framework							Success Factors	Performance Measures
Content	Learner	Pedagogy	Technology	Reflection	Dispositions	Diversity		
				*	*	*	<ul style="list-style-type: none"> Department and faculty expectations consistent with institutional expectations for a balanced professional life. 	<ul style="list-style-type: none"> Faculty satisfaction survey
								<ul style="list-style-type: none"> Favorable personnel actions
*	*	*	*				<ul style="list-style-type: none"> Institutional support for professional efforts in area schools as a catalyst for school improvement 	<ul style="list-style-type: none"> Productivity of school partnerships; fulfillment of goals
								<ul style="list-style-type: none"> Number of PD Schools
								<ul style="list-style-type: none"> Number of faculty working in PD Schools
								<ul style="list-style-type: none"> Types of professional activities in PD Schools
*	*	*	*				<ul style="list-style-type: none"> Courses taught reflect knowledge related to current scholarship in the field 	<ul style="list-style-type: none"> Syllabi topics and works cited reflect current literature
								<ul style="list-style-type: none"> Reference list/Bibliography are current and up-to-date

Goal 6: Implementation

6. To develop and evaluate structures, systems and resources to support the strategic plan.
- 6.1. Establish task forces to develop assessment and implementation plans for each strategic goal.
 - 6.2. Continue to collect and evaluate information to help align internal systems in support of strategic goals and continuously improve performance
 - 6.3. Create and implement a plan for developing future academic leaders within the School of Education.

Desired Outcome

The School of Education facilitates attainment of its strategic goals through integrated, planning, assessment and resource allocation.

Conceptual Framework							Success Factors	Performance Measures
Content	Learner	Pedagogy	Technology	Reflection	Dispositions	Diversity		
			*		*		<ul style="list-style-type: none"> • Active leadership toward strategic plan agenda 	<ul style="list-style-type: none"> • Annual Stakeholder Survey
					*		<ul style="list-style-type: none"> • Open, honest and effective communication strategies 	<ul style="list-style-type: none"> • Annual Stakeholder survey
			*	*	*		<ul style="list-style-type: none"> • Faculty engagement 	<ul style="list-style-type: none"> • Annual assessment of strategic plan participation rates
			*	*			<ul style="list-style-type: none"> • Commitment to change 	<ul style="list-style-type: none"> • Task force annual reports
			*	*			<ul style="list-style-type: none"> • Courage to change 	<ul style="list-style-type: none"> • Taskforce ensuing year action plans