University at Buffalo, Graduate School of Education
Teacher Preparation Program

TEAC Inquiry Brief

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Section 1: Introduction

University at Buffalo

Founded in 1846 as a private medical college, The University at Buffalo (UB) merged with the State University of New York (SUNY) system in 1962. Today UB is New York State's premier public center for graduate and professional education, as well as the state's largest and most comprehensive public university**.** A member of the prestigious Association of American Universities, UB ranks high among the nation's research-intensive public universities. Currently, UB enrolls over 25,000 students and offers 300 degree programs at the baccalaureate, master's, doctoral and professional levels. Its strengths in medicine, engineering, and computer science enable multidisciplinary research and provide education at a level of excellence that few universities can match. The faculty of UB's professional schools share an unusually strong research orientation with their counterparts in the arts and sciences, and together they have established an outstanding record of research, scholarship, and creative activity. In addition to this commitment to academic and research excellence, UB also maintains a strong fiscal investment in the Western New York community. With an operating budget of almost 600 million dollars, and some 6,231 associated full-time positions, UB is one of Western New York's leading employers and a major contributor to the Western New York economy (www.buffalo.edu).

Serving at the helm of the University are the President and Provost, Dr. John Simpson and Dr. Satish K. Tripathi, respectively. Both leaders are relatively new to UB, with Dr. Simpson joining in January 2004 from the University of California, Santa Cruz where he served as Executive Vice Chancellor and Provost, and Dr. Tripathi in July, 2004 from the University of California, Riverside, where he served as Dean. Under its new leadership, UB will continue its efforts toward becoming a world-class research university through the development and expansion of programs offered in its 13 schools and colleges. These include Architecture and Planning, Dental Medicine, Engineering and Applied Sciences, Informatics, Law, Management, Medicine and Biomedical Studies, Nursing, Pharmacy and Pharmaceutical Science, Public Health and Health Professions, Social Work, the Roswell Park Cancer Institute's Graduate Programs, and the Graduate School of Education (GSE), which houses the University's teacher preparation program.

The Graduate School of Education

The Graduate School of Education (GSE) was established in 1931 under the presidency of Dr. Samuel Paul Capen, founder and Director of the American Council of Education, and

Woodrow Wilson's advisor on higher education. In addition to teacher preparation, GSE prepares scholars, researchers, counselors, administrators, and other personnel for service in such education organizations as schools, colleges, and universities as well as community and government agencies. Graduate programs in GSE lead to the Master of Education (Ed.M.), Master of Arts (M.A.), Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.) degrees. In addition, GSE offers courses of study that prepare students for New York State certification in teaching, administration, and counseling. Academic departments within GSE include:

- Counseling, School, and Educational Psychology (CSEP) - offers programs in educational psychology, including the psychology of learning, as well as school counseling, school psychology, rehabilitation counseling and counseling psychology. Graduates work in public schools, colleges and universities as members of the faculty or counseling center staff, and in private industry, government agencies, community social service agencies, and hospitals.

- Educational Leadership and Policy (ELP) – offers programs that focus on the formation and implementation of educational policy, on the social, political, historical, and cultural context of education. Graduates work as administrators, leaders, and scholars in school districts, colleges, and universities, as well as in training and development programs in business, and public agencies.

- Learning and Instruction (LAI) - offers courses combining classroom theory with student-teaching experience, to emphasize the processes involved in teaching, learning, and assessment. Graduates work as teachers in nursery schools, day-care centers, and private and public elementary and secondary schools. They can also be found teaching education courses in community colleges and universities.

Collectively, GSE departments serve almost 1400 graduate students, representing 15% of the University's graduate enrollment. As shown in Table 1.1, GSE is second only to the College of Arts and Sciences (CAS) in terms of graduate enrollment. Note that unlike CAS, however, GSE serves only graduate majors who are working toward a Masters degree, Doctorate, or a Certificate of Advanced Study (see p.3 for a description of the Certificate of Advanced Study).

Table 1.1

Fall 2003 Graduate Student and Faculty Headcount by School and University

	College of Arts & Sciences	Engineering	**GSE**	UB
Faculty				
Full-Time	436	112	**55**	1,236
Part-Time	226	29	**78**	696
Majors				
Graduate	2,019.5	1,111.5	**1378**	9,437

As shown in Table 1.2, LAI is the largest department in GSE. LAI is also the most heavily involved in teacher preparation. Over 70% of LAI students are engaged in teacher certification coursework, and over 75% of LAI faculty teach courses related to teacher certification.

Table 1.2

Fall 2003 Student and Faculty Headcount by GSE Department

	CSEP	ELP	LAI	Total
Student Headcount	286 (21%)	281 (20%)	803 (59%)	1378 (100%)
Faculty				
Full-Time	16	14	28	55
Part-Time*	0	14	64	78

* The part-time faculty headcount includes Teacher Education Associates who are involved with teacher preparation (see p. 12 for a description of the role of Teacher Education Associates).

The Teacher Education Program

Certificate Titles

The Graduate School of Education provides pre and in-service teacher education at the post-baccalaureate level. In response to new regulations adopted by the New York State Board of Regents on September 17, 1999, GSE has undergone recent changes to its teacher preparation curriculum. These changes have resulted in the following new certificate titles offered by the New York State Education Department and available for recommendation through GSE, effective February, 2004:

- **Initial Certification (Certificate of Advanced Study, CertAS) (33 - 36 credit hours)**
  Students may be recommended for NYS initial certification upon successful completion of the requisite course sequence. This option is available to recent baccalaureates as well as individuals pursuing teaching as a second career. In addition to recommendation for certification, students receive a Certificate of Advanced Study (CertAS) from the State University of New York (SUNY). The CertAS is given to those students who complete a minimum of 15 credit hours beyond the Bachelor's degree. In accordance with GSE policy students must maintain a minimum 3.0 grade point average, with no individual grade falling below a B- in order to receive the CertAS.

- **Initial/ Professional Certification (57 - 69 credit hours)**
  Students may be recommended to New York State for initial and professional certification following successful completion of the program. With this option, students are able to combine their initial certification and Masters work in a two-year sequence.

- **Professional Certification (30 - 42 credit hours)**
  This sequence has been designed for teachers who have already obtained initial teaching certification and is available for in-service teachers who are working toward professional certification. Since professional certification requires one year of mentored teaching as well as an initial teaching certificate (new title), students will not be eligible to graduate from a professional Ed.M. sequence until May, 2005.

Note that students who completed their certification sequence prior to February 2004 received teaching certificates under the old titles, "Provisional" and "Permanent". Also note that although we have submitted this Inquiry Brief for our current program (new titles), we have included data on our old program (old titles) to provide a more comprehensive review (data from old titles are included in parentheses). See Appendix D for a comparison between the requirements for the old certification titles and the new certification titles.

Curricular Options

GSE offers a variety of curricular options for each of the certificate titles listed above (Table 1.3). See Appendix D for a complete description of the curricular options and corresponding requirements.

Table 1.3

Curricular Options

Initial Only (CAS)	Initial/Professional (Ed.M.)	Professional (Ed.M.)
Adolescence Ed. (7 – 12)*	Adolescence Ed (5 – 12)	Adolescence Ed
English	English	English
LOTE	LOTE	LOTE
French	French	French
German	German	German
Italian	Italian	Italian
Latin	Latin	Latin
Russian	Russian	Russian
Spanish	Spanish	Spanish
Math	Math	Math
Sciences	Sciences	Sciences
Biology	Biology	Biology
Chemistry	Chemistry	Chemistry
Earth Science	Earth Science	Earth Science
Physics	Physics	Physics
Social Studies	Social Studies	Social Studies
All Grades	All Grades	All Grades
Music	Music	Music
ESOL	ESOL	ESOL
Educational Technology	Educational Technology	Educational Technology

Other	Other	Other
	Literacy Specialist (Grades 1 – 6 & 5 – 12)	
	Childhood (w/ or w/o bilingual ext) (Grades 1 – 6)	Childhood
	Early Childhood (w/ or w/o bilingual) (Birth – Grade 2)	Early Childhood
	Childhood/Early Childhood* (Birth – Grade 2 & Grades 1 – 6)	

*Note prior to 2004 the Adolescence options were known as "Secondary Education" and the Childhood and Childhood/Early Childhood options were known as "Elementary Education."

Size and Scope of Teacher Preparation Program

As indicated in Table 1.4, the size of our program has undergone significant change over the last four years, with a pronounced enrollment peak in 2003.

Table 1.4

Program Completers by Certificate Title

	2001	2002	2003	**2004**
Initial (Provisional)	31 (18%)	42 (23%)	15 (7%)	**16 (10%)**
Init./Professional (Prov./Permanent)	96 (55%)	86 (47%)	137 (61%)	**71 (45%)**
Professional Only (Permanent Only)	48 (27%)	53 (30%)	71 (31%)	**70 (45%)**
TOTAL	175	181	223	**157**

A probable explanation for the unevenness lies in the new regulations for teacher certification adopted by the Board of Regents in September 1999. These changes resulted in new certificate titles, additional coursework, and modified requirements for the Master's degree, which leads to recommendation for professional (formerly permanent) certification. As a result of these changes, many individuals attempted to complete their coursework prior to the implementation of the new certificate titles in February, 2004. Accordingly, we saw an increase in applications and student enrollment during this time.

Table 1.5 provides a view of student enrollment by curricular option. Note that while total enrollment has changed significantly over the past four years, the distribution of students pursuing the various curricular options has remained relatively consistent. Also note that while prior to 2004 students entered an "elementary" or "secondary" curricular option, these curricular options were replaced with the "childhood/early childhood" and "adolescence" options when the certificate titles changed.

Table 1.5

Program Completers by Curricular Option

	2001	2002	2003	**2004**
Childhood/Early Childhood (Elementary)	71 (41%)	59 (33%)	83 (37%)	**65 (41%)**
Adolescence (Secondary)	101 (58%)	119 (66%)	127 (57%)	**84 (54%)**
Science	26	30	31	**28**
English	24	41	40	**14**
Math	10	9	10	**12**
Social Studies	33	28	38	**17**
Languages	8	11	8	**13**
All Grades	3	3	17	**10**
Other	5	4	9	**8**
TOTAL	175	181	223	**157**

Characteristics of Program Completers

Age

Table 1.6

	2001	2002	2003	2004
20 – 25	47%	55%	54%	57%
26 – 35	38%	32%	30%	33%
> 36	15%	13%	16%	10%

Although the majority of our students enter the program shortly following their baccalaureate degree, we also serve non-traditional students pursuing teaching as a second career. These students bring a wealth of personal and professional experience to the program and complement the more recent academic credentials of our traditional students.

Gender

Table 1.7

	2001	2002	2003	2004
Male	38%	28%	43%	37%
Female	62%	72%	57%	63%

We have found that our gender distribution continues to mirror national trends. That is, we consistently have more females than males enrolled in our early childhood, childhood, and foreign language education programs. Similarly the number of females in English education is traditionally higher than the number of males. And although the gender gap is diminishing among science and math candidates, there are still more males than females in both fields.

Ethnicity

Table 1.8

	2001	2002	2003	2004
White (non-Hispanic)	75%	75%	74%	68%
Unknown	10	12	12	12
Asian or Pacific Islander	1	1	2	2
Hispanic	4	4	2	3.5
Native American or Alaskan	<1	<1	<1	<1
Non-resident alien	5	5	7	8
Black (non-Hispanic)	2	2	1	6

The above ethnicity data are based on student self-report on admissions applications. Despite our low numbers of underrepresented students, UB is very committed to diversity as evidenced by the following grant-funded programs housed in the Office for University Preparatory Programs which resides in GSE:

- Science Technology Enrichment Program (STEP) - a state funded, state administered program designed to service, prepare, and motivate middle and secondary school students to pursue scientific, technical, and health related professions (serving a total of 85 students). Eligibility is based on SES and/or membership in a historically underrepresented cultural/ethnic group, as well as exhibited potential for success and interest in math, science, health and/or technological areas. STEP provides the following services to participants: academic support in math (e.g., algebra, geometry, calculus, etc.), science (e.g., physical science, earth science, biology, chemistry, and physics), and reading internships.

- Liberty Partnerships Program (LPP) - a comprehensive dropout prevention program of the New York State Education Department serving 224 students. Eligibility is based on risk factors such as poor academic achievement, poor social interactions in the school, and low SES. This program is funded through the NYS Education Department. LPP provides the following services: tutoring, SAT preparation, study skills development, college tours, counseling, conflict resolution, and referral and linkage to community agencies when appropriate and/or necessary.

- Upward Bound Program - a year-round program that provides academic reinforcement and cultural and social enrichment for 96 students. Upward Bound is a preparatory program for high school students who are interested in pursuing a 4-year college degree. Eligibility is based on SES and/or first generation college status. Upward Bound is an after school program that is funded by the US Department of Education for 5 year cycles. Upward Bound provides the following services: an academic year and 6-week residential summer program, tutoring, mentoring, cultural activities, college tours, and direct instruction in subjects such as science, math, and technology.

These programs provide mechanisms to recruit and retain students from populations traditionally underrepresented in education. Faculty and staff in GSE are used as role models, mentors and instructors in these programs to assist with the success of each program and to encourage students to consider education as a career option and UB as a mechanism for reaching that goal. As the number of students involved in these programs increases and the number of students from underrepresented groups enrolled at the University increases, it is reasonable to expect that the number enrolled in GSE will increase.

Additionally, GSE's Office of Graduate Admissions is planning the following activities for the 2005-06 academic year to increase the minority applicant pool for fall 2006: a.) attend the University of Illinois at Chicago Graduate Fair (this is the premier event in the Midwest that attracts a very diverse group of students exploring graduate education), b.) attend the SUNY Oswego Minority Student reception, c.) host a reception for minority students interested in an education career, d.) enhance outreach efforts to minority undergraduate students at UB by interacting with student clubs, fraternities and sororities, and e.) advertise the GSE Open House in local minority media publication (e.g., The Challenger).

Admissions Statistics

Table 1.9

	2003	2004
# of applicants	397	325
# offers made	318	292
# Entered Program	222	203

Note that GSE's Office of Admissions and Student Support Services was created in 2003 to facilitate the admissions process and to assist potential students with general program advising. Shortly after its creation, The Office of Admissions began to collect data on admissions and enrollment. These data were first made available for the class of 2003 and will be collected for all following classes. Accordingly, we have not provided admissions data for 2001 and 2002.

Undergraduate Institutions

Table 1.10

	2001	2002	2003	2004
UB	72%	72%	68%	71%
Other	28%	28%	32%	29%

The majority of our students received their undergraduate education through the University at Buffalo. This familiarity with the University and the curriculum helps to facilitate their transition into the program

Geographical Information

Table 1.11

	2001	2002	2003	2004
Permanent residence in NY	97%	96%	98%	98%
Outside of NY	3%	4%	2%	2%

Discussion

As indicated in the tables presented above, GSE draws from two very distinct groups of students. The first consists of traditional students who enter the teacher preparation program immediately (or closely) following their baccalaureate degree. These students have often decided upon a teaching career early in their undergraduate experience, or shortly thereafter. The second group is made up of career changers who have decided to pursue a teaching career following an extended hiatus from higher education. Although these groups are quite different from one another, they share the fundamental similarity of being committed to the pursuit of a teaching career. That is, both groups have undergone the process of career selection before entering our program, and are therefore determined to see the process through to its completion. When combined with an appropriate background in content and general knowledge, as reviewed by our careful admissions process, this dedication results in a very high graduation rate for our admitted students.

Program Requirements

As a graduate program, GSE requires students to enter with an appropriate background in content area, as indicated by undergraduate GPA, a broad liberal arts education, as defined by SUNY, and basic technology skills. The admissions process involves a transcript review, a written philosophy statement, content exams (for math and science), and interviews by one or more GSE faculty and/or staff. Once admitted, students must maintain a 3.0 grade point average in teacher education courses with no grade below a B. Student progress is reviewed at the completion of each semester and students may be terminated from the program, with appropriate due process, at any time. See Appendix D for a complete list of entrance requirements and prerequisites.

Initial certification sequence

Our initial certification sequence can be completed alone or in conjunction with the Ed.M. coursework. While the specific course numbers, titles, and orientations vary by curricular option (see Appendix D for a complete list of program requirements), all students accepted into our initial certification sequence participate in the following three components:

1. **Pedagogical coursework** - taught by university, clinical, and adjunct faculty. Students receive instruction in a variety of instructional methods, curriculum development, and assessment. These courses emphasize direct instruction, differentiated instruction including special needs, reflective inquiry, instructional technology, and cooperative instructional techniques. All students participate in coursework from the following pedagogical courses:

    - LAI 514 Language, Cognition, and Writing
    - LAI 501 Instructional Practices in Elementary Schools (Early Childhood/Childhood)
    - LAI 508 Parent Education in Early Childhood Ed (Early Childhood)
    - LAI 550 Literacy Acquisition and Instruction, Pre-K – Primary (Early Childhood/Childhood)
    - LAI 509 Arts in Early Childhood Education (Early Childhood)
    - LAI 511 Diversity in Early Childhood/Childhood Education (Early Childhood)
    - LAI 552 Literacy (Middle Childhood Adolescence/Childhood/Early Childhood)
    - ELP 548 Foundation of Education
    - CEP 501 Psychological Foundations of Education
    - LAI 698 Instructional Strategies or LAI 694, Instructional Strategies, all grades
    - LAI 574 Teaching the Exceptional Learner (for Childhood/Early Childhood)
    - LAI 612 School, Community and Society (Childhood)
    - A methods instruction as relevant to content
        - LAI 616 Methods of Teaching Languages Other Than English
        - LAI 617 Methods of Teaching English
        - LAI 618 Methods of Teaching Mathematics
        - LAI 619 Methods of Teaching Science
        - LAI 620 Methods of Teaching Social Studies
        - LAI 583 Classroom Music Methods and LAI 584 Performance Music Methods
        - LAI 521 Improving Social Studies Instruction, Elementary (Early Childhood/Childhood)
        - LAI 530 Improving Elementary Science Instruction (Early Childhood/Childhood)
        - LAI 527 Learning Mathematics in Early Childhood (Early Childhood)
        - LAI 540 Improving Elementary Mathematics Instruction (Childhood)
        - LAI 560 Language Arts Methods (Early Childhood/Childhood)
        - LAI 551 Childhood Literacy Methods (Childhood)
        - LAI 587 Methods in ESL through Content Areas (ESOL)

2. **Field experiences -** Students complete a field experience component in urban, suburban, and/or rural schools. Field experiences begin early in the fall semester when students take weekly supervised visits to urban, suburban and/or rural elementary, middle, and high schools to begin to understand schools from the teacher's viewpoint. Discussions, at the schools and at the University frame and extend the experiences. Each student works with an experienced classroom teacher, who often becomes the first placement cooperating teacher during the spring semester (liaison model). During the spring semester, our pre-service teachers student teach in two placements at two different grade levels (as required by the New York State Board of Regents). All students experience at least one urban placement. The second placement option can be in another urban placement or a suburban or rural placement.

The field experience component of our teacher education programs is delivered in Liaison Schools. Liaison Schools are local elementary and secondary schools that agree to work extensively with teacher education students for field experience coursework and student teaching placements. It is in this course that students obtain a minimum of 100 contact hours of field experiences. The field experience time is divided between on-site class/seminar time (approximately 40 hours) and in class observations and participation (minimum of 60 hours). Each participating liaison school team consists of the following:

- A Teacher Education Associate (TEA) from UB who facilitates field experiences, teaches both the fall semester field experience and the spring semester seminar in teaching courses, and observes and provides feedback and evaluation throughout the student teaching placements.
- .A school liaison faculty member who coordinates the Field Experience course with the teacher education associate and assists in obtaining cooperating teachers for each assigned preservice teacher.
- .A group of cooperating teachers (CTs) who begin working with preservice teachers.
- .A group of preservice teachers (PTs) registered for the field experience course in the semester preceding their student teaching. Most preservice teachers will be placed in their liaison school site for their first student teaching placement.

Immersion at the liaison school affords the following benefits to the preservice teacher:

- A thorough understanding of the school community.
- .Extensive and varied interactions with students, faculty, and staff prior to the start of student teaching.
- The development of a dynamic mentoring relationship with the teacher education associate.
- A forum for discussion and professional development among colleagues and peers.
- A smooth transition to student teaching that promotes optimum learning for students.

The school liaison is a teacher or administrator selected by the principal of a liaison school to work collaboratively with the school and the university as a key member in the liaison school model. The responsibilities of the school liaison are as follows:

- Coordinate with the TEA all aspects of field experiences;
- Obtain teachers from across departmental areas for preservice teachers to be able to observe and participate with during the Field Experience course;
- Secure cooperating teachers for the first student teaching placement following the Field Experience course;
- Serve as a resource for student teachers, cooperating teachers, and teacher education associates;
- Provide feedback and evaluation to the Teacher Education Institute about the teacher education program.

Since 2000, GSE has partnered with the Buffalo Public Schools (BPS) through the creation of Project ReNewal, a collaboration that continues to provide technology-based improvements in the integration of technology. The funding of a Preparing Tomorrow's Teachers to Use Technology (PT3) grant (2000), which emerged from this collaboration, was designed to enhance and refine the integration of technology into the Graduate School of Education, and teacher preparation. Specifically, the grant was designed to help faculty become more fluent in the use of technology in the modeling and presentation of content rich uses of technology, and ensure that pre-service teachers have opportunities to participate in field experiences at partner schools where technology integration is modeled. The project provided technology-based improvements in four primary areas: 1) instruction in the teacher preparation program at UB, 2) pre-service courses and experiences for students in UB's Teacher Education Institute, 3) professional development for teachers in participating Buffalo Schools, and 4) instruction in English language arts, mathematics, and science infused with technology for students in the participating Buffalo Schools. The overall intent was to create effective learning environments for both pre-service teachers and students melding traditional approaches and new approaches to facilitate learning relevant content through the integration of technology on multiple levels.

This collaboration with the Buffalo Public Schools has also involved an exploration of the creative applications of digital technologies in educational settings through the Center for Applied Technologies in Education (CATE). CATE offers state-of-the-art training for teachers to support their efforts to use technology as part of their instructional practices. Pre-service teachers, through TEI, also work with technology-savvy clinical faculty who are seasoned disciplines, and come from a variety of rural, suburban and urban school districts. Through these efforts, pre-service teachers gain field and student teaching experience integrating technology into the curriculum.

The liaison model has allowed us to develop and nurture relationships with community schools and districts. Currently, our program partners with 15 liaison schools including rural, suburban and urban settings that serve as clinical sites for our pre-service teachers. To date, all sites have opted to continue their liaison relationship with GSE. Any variation in the number of school placements is typically the result of individual teachers deciding to not take on any student teachers for a variety of reasons. The fact that we have ongoing commitments from these schools serves as evidence of the mutually beneficial collaboration between our teacher preparation program and the schools that provide clinical experience to our students.

- LAI 667 Field Experience (includes 4 class hours/week and 4 classroom contact hours/week in a liaison school selected by TEI for approximately 15 weeks)
- LAI 674 Seminar in Teaching (semester long course)
- LAI 668 Supervised Teaching I (approximately 8 weeks)
- LAI 595 Supervised Teaching II (approximately 8 weeks)

3. **Reflective Inquiry Project -** Students in the adolescence, early childhood and childhood certification programs begin working on their Reflective Inquiry Project (RIP) early in their certification sequence. With the assistance of Teacher Education Associates (TEAs), during the field experience class, students construct a question about school practice that they are interested in exploring. After conducting a literature review, and making subsequent modifications to their questions, students engage in fieldwork conducted during their field observations. At the conclusion of their fieldwork, students incorporate their evidence into a paper, which also includes analysis and reflective interpretation of their findings in relation to their reviews of the literature. Toward the conclusion of their student-teaching experiences, students look back on both their RIP and teaching experience and write a brief paper that "reflects" and "reflects on" what they have learned during the academic year.

Ed.M Sequence

LAI offers a variety of Ed.M's that lead to recommendation for professional certification in the program areas listed in Table 1.3. These sequences may be completed in conjunction with the initial certification sequence to receive grades 5 – 12 certification in adolescence education, or independently to seek recommendation for professional certification. Please note that for initial certification in ESOL, Literacy Specialist, Childhood and Early Childhood education, students must take the combined initial/professional program, which results in initial certification and an Ed.M. See Appendix D for a complete list of all Ed.M. program area requirements.

1. **Professional Education Courses -** (16 – 18 credit hours) taught by GSE clinical, adjunct, and tenure track faculty. These courses include content, pedagogy, and research related to the respective curricular area.
2. **Content Courses -** (12 credit minimum) include elective courses and required courses developed in conjunction with, and taught by GSE faculty and/or faculty in the College of Arts and Sciences. Content courses and elective courses are selected with the help of academic advisors.
3. **Portfolio, Thesis, or Comprehensive Exam -** see content sequence checklists included in Appendix D.

Administration of and Instruction in Teacher Preparation

For purposes of administration, instruction and resource management, areas of study are treated as a single program unit. Although unique in focus, they share a common set of objectives and expectations reflected in GSE's conceptual framework and in accordance with New York State's regulations for teacher preparation.

Administration

All matters related to teacher preparation are overseen by the Associate Dean for Teacher Education, Julius Gregg Adams, Ph.D., who reports directly to the Dean of GSE and Vice President of Urban Affairs, Mary H. Gresham, Ph.D. The Associate Dean gathers information from the following sources, which taken collectively, represent GSE's internal quality control system.

Chair of Learning and Instruction - The Associate Dean for Teacher Education meets weekly with the chair of LAI, Maria Runfola, Ph.D., to discuss matters related to teacher preparation coursework. The Chair gathers information from monthly LAI faculty meetings and meetings with the LAI program directors, who are faculty members serving as department representatives for the various program areas.

TEI staff - The Teacher Education Institute (TEI) is the arm of GSE responsible for the coordination of the initial certification sequence. TEI is directed by the Associate Dean for Teacher Education, and includes staff members who are former administrators and teachers, along with secretarial support staff. TEI staff coordinate field work, student teaching placements, and coursework related to teacher certification. They also participate in the admissions process by conducting transcript reviews and helping to ensure the appropriateness of teacher preparation candidates via interviews. The Associate Dean meets biweekly with the TEI staff to discuss matters related to teacher preparation.

Professional Education Advisory Counsel - The Professional Education Advisory Counsel is composed of faculty and staff representatives from all GSE departments. The Council, which is chaired by the Associate Dean for Teacher Preparation, meets two-three times per academic year and offers guidance on issues related to teacher preparation.

Faculty

All coursework and teaching experiences related to initial and/or professional certification are taught by the following categories of faculty:

Clinical Faculty - Clinical faculty roles are defined within three general areas of participation- program design, teaching university courses, and action research. Clinical Faculty collaborate with each other, with TEI staff, and with Graduate School of Education faculty. Clinical Faculty members receive joint support from the University and their districts. TEI students have substantive contact with all clinical faculty members.

Cooperating Teachers (CT's) - Cooperating Teachers (CT's) are K-12 teachers from urban, suburban and rural schools. They are certified tenured teachers who have typically taught for more than five years. Many have taught for twenty or more years.

Teacher Education Associates (TEA's) - Teacher Education Associates (TEA's) are full-time graduate students in the Graduate School of Education, or current/retired certified teachers with three or more years of full time teaching experience in U.S. public schools. TEA's bring a wealth of K-12 teaching experience to their role of instructor, facilitator, mentor, and student teaching supervisor. TEA's also act as a link between the public schools and the university by working with over 300 cooperating teachers through the student teaching semester.

GSE Faculty- GSE faculty are a distinguished group of experts who have received various awards for teaching and research excellence. See Appendix C for a list of faculty accomplishments, professional histories, and demographics.

Conceptual Framework

The Graduate School of Education is committed to preparing caring, qualified, and competent teachers who can work effectively with students from various cultures with a wide variety of abilities and needs. Through intensive programs, we prepare beginning teachers who are committed to the ongoing pursuit of teaching excellence and life-long learning. We expect beginning teachers to continue developing knowledge, skills, and dispositions that will allow them to adapt their instruction in response to ever-changing circumstances. To enable beginning teachers to meet these expectations, we provide coursework and experiences based on the following principles: commitment and caring, general knowledge, content knowledge, pedagogical knowledge, pedagogical-content knowledge, and reflective practice. We also provide beginning teachers with opportunities to begin integrating their skills and knowledge to optimize student learning by using educational technology, reflective inquiry, and an understanding of learner differences.

The faculty involved in teacher preparation aim to prepare teachers who embody reflective, research-based practice adapted to their students and social contexts in order to foster meaningful learning that goes beyond the acquisition of information and skills to include comprehension and critical thought. The faculty's shared commitment to empirical grounding, diversity, and informed-collegial-ethical reflection provides the threads or principles that give coherence to our program– across, around, and through specific courses and fieldwork. Thus we are not obligated *a priori* to any particular grand theory or guru, nor do we believe that "anything goes." For example, our methods and instructional strategies courses do not privilege a single, presumably best way of teaching all students, all subject matter, all the time. Instead, these courses endorse various forms of "situated cognition," based on the (a) considerable evidence that students (and most adults) learn more, more easily and meaningfully, in context rather than in isolation, (b) recognition that the relevant contexts differ for different students and subjects, and (c) belief that ethical and equity considerations push us to reach out to students where they are. While course specifics do (and should) vary, the parallel courses and these premises serve to unify our programs.

Section 2: Claims and Rationale

Our claims represent GSE's standards for candidate success. For purposes of this Inquiry Brief, claims are divided into 3 categories: (1) Primary Claims; (2) Integrating Claims; and (3) Supporting Claims. Please note that while students are introduced to the Integrating Claims in our initial certification sequence, the tools outlined in these claims are re-emphasized in the Ed.M. curricula. This difference will be discussed further in the following sections.

Category 1: **Primary Claims -** Primary Claims are the focus of our teacher preparation program. They include the skills and knowledge bases identified in TEAC's *Quality Principle 1* and are represented by the following assertions:

1a. *Subject matter knowledge*: Program completers possess a thorough background in their respective disciplines that will allow them to teach effectively in that field.

1b. *Pedagogical knowledge*: Program completers possess knowledge of planning, guiding, and evaluating learning in a variety of settings. This knowledge is grounded in educational policy and in research on learning and human development, society and culture, and curriculum and instruction.

1c. *Pedagogical content-knowledge* (teaching skill): Program completers demonstrate an ability to combine subject matter knowledge and pedagogical knowledge and deliver instruction in a manner that maximizes student learning.

Category 2: **Integrating Claims -** In addition to the skills and knowledge bases outlined in our Primary Claims, program completers are expected to demonstrate an ability to use the following educational tools and resources to enhance learning:

2a. *Educational technology*: Program completers are able to access and use technology in curriculum-related ways to enhance student learning.

2b. *Learner differences*: Program completers possess an understanding of students' individual differences and are able to teach all students, building upon background, diversity, and abilities.

2c. *Independent learners*: Program completers are able to update their content-specific and pedagogical knowledge, understanding, and skills to ensure ongoing excellence in teaching.

2d. *Reflective Practice*: Program completers are able to monitor and adapt their instruction based on classroom processes and student outcomes.

Category 3: **Supporting Claims** - Supporting claims aid in the preparation of competent teachers by providing information about students' commitment to student learning, qualifications for certification, and general education background. GSE faculty and staff use this information to make decisions about program admissions and to recommend program completers for New York State certification.

3a. *Committed and caring*: Candidates are committed to the achievement of students across all backgrounds and are able to provide safe and equitable classrooms conducive to individual growth and development.

3b. *Qualified*: In addition to demonstrating success in student teaching and coursework, our program completers must meet New York State certification requirements, including a passing grade on three NYS teacher certification exams (LAST, ATS-W, and CST), completion of a two- hour seminar for Mandated Reporters of Child Abuse and Neglect, and a two- hour seminar as per SAVE (Schools Against Violence in Education) legislation , and an FBI fingerprint check.

3c. *General Education*: Program completers possess a broad array of general skills and knowledge that will enable them to make associations between students' existing knowledge and experiences.

As indicated in the previous paragraphs, our Primary Claims are the focus of our teacher preparation program. The evidence presented in this document will demonstrate that in meeting the standards identified in our Primary Claims, our students are demonstrating subject matter knowledge, pedagogical knowledge, and teaching skill as required by *Quality Principle 1*. In addition to these skills and knowledge bases, our program also addresses the integrating (or cross-cutting) themes and Supporting Claims described above. For students working toward their initial certification, the tools and resources outlined in the Integrating Claims are introduced through coursework and field experiences. For in-service teachers with significant teaching experience, more emphasis is placed on using these tools and resources to facilitate student learning.

Primary Claims

We assert that our program completers demonstrate competence in subject matter knowledge, pedagogical knowledge, and pedagogical content knowledge, as outlined in our Primary Claims, and in accordance with TEAC's *Quality Principle 1*. In support of these claims, we include the following categories of evidence, which will be discussed further in the methods and results sections of this inquiry brief.

Undergraduate GPA in subject area

This data will be reported in support of the Subject Matter Knowledge Claim. Although in our sample, undergraduate GPA in the subject area is very highly correlated with overall undergraduate GPA, we believe the former to be a better indicator of subject matter knowledge.

Since our certification sequences focus primarily on building pedagogical knowledge and pedagogical content knowledge, we expect students to bring a solid foundation in their content area to the program. Although we rely heavily on the undergraduate GPA to indicate an appropriate background in students' relevant disciplines, grades in appropriate content coursework is reviewed when overall GPA is weak. We do not believe that it is wise to make a decision regarding interviewing a potential candidate based solely on undergraduate GPA, especially if content GPA demonstrates strong potential.

Performance on New York State Teacher Certification Examinations (NYSTCE)

As part of Title II reporting we include data from the New York State Teacher Certification Examinations (NYSTCE), including the Liberal Arts and Sciences Test (LAST), and the Assessment of Teaching Skill-Written (ATS-W). To comply with recent changes in the Title II reporting mandate we will be reporting results from the Content Specialty Tests (CSTs) component of the NYSTCE in the near future. These examinations are criterion-referenced and objective-based. The explicit purpose of these tests is to help identify for certification those candidates who have demonstrated the appropriate level of knowledge and skills that are important for performing the responsibilities of a teacher in New York State public schools. These standardized tests are required by the New York State Education Department for certification in New York State.

Student teaching evaluations

Students receive multiple evaluations by Cooperating Teachers and TEAs throughout both student teaching placements (see Appendix D for sample evaluation forms). Please note that a new TEA evaluation form was implemented in Spring 2004. The new form more closely mirrors the one used by Cooperating Teachers, and is much more objective than the original observation sheet (see Appendix D for old form). Accordingly, we report the data collected using the modified TEA form for the Spring 2004 semester, in addition to the Cooperating Teachers' evaluations from 2001 – 2004.

Student grades in courses emphasizing Primary Claims.

For each of the students in our sample, a content-specific GPA was calculated for the courses that emphasize the respective claim (subject-matter knowledge, pedagogical knowledge, and pedagogical-content knowledge). The selection of courses to be included in these averages was made by multiple evaluators and was based on a review of course syllabi. See Addendum B for a list of courses included in these analyses.

Surveys

The following groups were surveyed:

- Graduating Students
- Alumni of GSE's Teaching Preparation Program
- Administrators of K-12 schools in the Western New York region
- Liaison coordinators

Surveys were similar in format (see Appendix D for samples) and included questions related to our three Primary Claims.

Integrating Claims

2a. Educational Technology

GSE is committed to preparing teachers who use effective research-based instructional strategies in their classrooms. Toward this goal, GSE engages in the following initiatives, developments, and curricular innovations to support our progress toward technology integration.

Technology Infrastructure

GSE's investment in technology includes dedicated staff, equipment and resources to support faculty and students in a variety of technology related activities. To oversee this utilization, an Assistant Dean for Educational Technology position was created in 2000, with Dr. Christine Kroll serving in this role. With assistance from the Education and Information Systems Team, GSE's Educational Technology staff works with faculty to support technology projects related to research, teaching, and teacher preparation. Many of the teaching initiatives involve UBLearns, a state-of-the-art personalized service portal that provides multilevel support capabilities for both students and faculty. This portal provides customized access services, including a course management platform and web-based advising and telecommunication features. To support UB's commitment to this system, the University also provides a variety of professional development technology workshops and on-line courses, as well as access to state-of-the-art computer labs, classrooms and a library of content software and technology applications for learning.

Community Collaboration

Since 2000, GSE has partnered with the Buffalo Public Schools (BPS) through the creation of Project ReNewal, a collaboration that continues to provide technology-based improvements in the integration of technology. The funding of a Preparing Tomorrow's Teachers to Use Technology (PT3) grant (2000), which emerged from this collaboration, was designed to enhance and refine the integration of technology into the Graduate School of Education, and teacher preparation. Specifically, the grant was designed to help faculty become more fluent in the use of technology in the modeling and presentation of content rich uses of technology, and ensure that pre-service teachers have opportunities to participate in field experiences at partner schools where technology integration is modeled. The project provided technology-based improvements in four primary areas: 1) instruction in the teacher preparation program at UB, 2) pre-service courses and experiences for students in UB's Teacher Education Institute, 3) professional development for teachers in participating Buffalo Public Schools, and 4) instruction in English language arts, mathematics, and science infused with technology for students in the participating Buffalo Public Schools. The overall intent was to create effective learning environments for both pre-service teachers and students melding traditional approaches and new approaches to facilitate learning relevant content through the integration of technology on multiple levels.

This collaboration with the Buffalo Public Schools has also involved an exploration of the creative applications of digital technologies in educational settings through the Center for Applied Technologies in Education (CATE). CATE offers state-of-the-art training for teachers to support their efforts to use technology as part of their instructional practices. Pre-service teachers, through TEI, also work with technology-savvy clinical faculty who are seasoned practitioners in their disciplines, and come from a variety of rural, suburban and urban school districts. Through these efforts, pre-service teachers gain field and student teaching experience integrating technology into the curriculum.

Technology in the Curriculum

We expect students to enter our program with basic technology competencies, including skills using word processing, the internet, electronic information retrieval, and e-mail resources. These competencies are evaluated through a library skills tutorial, or its equivalent, which all incoming students must take and pass before beginning their coursework. Once in our program, students are expected to build on these foundational skills by beginning to use technology as an instructional tool. To help students toward this goal, we first introduce students to the many technology resources available to them during the TEI orientation, a mandatory two-day event, offered for all students seeking teacher certification. In addition to resources, students are provided with concrete content-specific examples of how technology can be used effectively in a range of classroom environments. These examples include presentations by Buffalo Public School teachers on various ways to utilize technology in the curriculum. Many of these examples have been subsequently taped by WNED (a local public television network and our partner in these initiatives) and made available to students and faculty, through TV broadcasts and a website, www.thinkbright.org, that students can continue to access after completing the program.

In addition to orientation, students are exposed to technology through a variety of courses, including, but not limited to: (see Appendix D for course descriptions)

- LAI 529 Computers in Early and Primary Education
- LAI 530 Improving Elementary Science Instruction
- LAI 531 Science Curricula: Current Approaches
- LAI 532 Technology and science teaching
- LAI 536 Computers in Literacy Instruction
- LAI 561 Technology and Music Education
- LAI 576 Literacy and Technology
- LAI 599 Technology and Curriculum Integration
- LAI 616 Methods of Teaching Languages Other Than English
- LAI 617 Methods of Teaching English
- LAI 618 Methods of Teaching Mathematics
- LAI 619 Methods of Teaching Science
- LAI 620 Methods of Teaching Social Studies
- LAI 583 Classroom Music Methods and LAI 584 Performance Music Methods
- LAI 521 Improving Social Studies Instruction, Elementary (Early Childhood/Childhood)

- LAI 530 Improving Elementary Science Instruction (Early Childhood/Childhood)
- LAI 527 Learning Mathematics in Early Childhood (Early Childhood)
- LAI 540 Improving Elementary Mathematics Instruction (Childhood)
- LAI 560 Language Arts Methods (Early Childhood/Childhood)
- LAI 551 Childhood Literacy Methods (Childhood)
- LAI 587 Methods in ESL through Content Areas (ESOL)

Data

Course Coverage

To document the context in which technology has been used in pre-service programs, an online survey was designed through the PT3 initiative, and administered to all full time faculty and staff in GSE. Findings suggest that the percentage of faculty reporting high competency levels with technology usage has increased dramatically over the past three years. Moreover, the number of faculty using UBLearns for course management has tripled over that time to 62% and more than 75% of faculty reported modeling assignments that make use of computer software. These developments in faculty usage and comfort level are critical to GSE's long-term plan towards technology integration, and represent the first step toward our goal. The next step involves the integration of technology into course curricula, a step which is currently being supported by small incentive stipends ($1,000), recently made available to faculty interested in redesigning courses to better integrate and utilize technology. Currently, 14 GSE faculty members have accepted the stipend and will submit plans for course redesign by Fall 2004.

A thorough review of course syllabi was performed by multiple reviewers to assess the degree to which technology is integrated into course content. Reviewers examined syllabi for explicit mention of technology in the following course components: a.) academic assignments, b.) learning objectives, and c.) grading rubric. Table 2.1 details our findings.

Table 2.1

Educational Technology in Course Syllabi

Course Component	% of Syllabi
Academic Assignment	72%
Learning Objectives	24%
Grading Rubric	4%

Student Perceptions

To assess students' use and comfort with technology, we included technology-related questions in an exit survey completed by all graduating students (see Appendix D for a copy of the survey). Questions included, "How often did you use technology services? (1- never, 2- rarely, 3-sometimes, and 4-often)" and, "How well has TEI prepared you to incorporate technology in the classroom" (1- not at all, 2- somewhat, 3- well, 4- very well)". Mean responses for these questions were 3.2 and 2.5, respectively.

Employer and Supervisor Perceptions

In order to assess employers' and supervisors' perceptions of program completers use and comfort with technology, we included a technology-related question in a survey completed by school liaisons associated with teacher preparation and school administrators who employ and/or supervise teachers (see Appendix D for a copy of the survey). Employers and supervisors were asked to rate program completers' utilization of technology in the classroom on a 4-point scale (1- needs improvement, 2-average, 3-above average, and 4-superior). The mean response for this question was 2.8.

Artifacts

To provide further evidence of program completers' ability to effectively utilize technology in the classroom we have compiled examples of student work. These artifacts will be available for auditors' review.

Discussion of Data and Future Directions

Survey data suggested that, though both faculty and students are utilizing the many technology resources offered through GSE and UB, we have not yet reached our goal of technology integration in the certification curriculum. This finding is not surprising, given that faculty and staff are currently engaged in a discussion of technology integration and its role in the GSE curriculum. Nevertheless, our history and future in technology are bright. Several GSE faculty have a long history of conducting research and development projects utilizing technology to support student learning. We need to encourage, foster, and extend such efforts through a focused investment in PreK to 12 technology integration, drawing in more faculty. Additional technology efforts have recently focused on distance learning, UBLearns, and technological support. Faculty suggest that we now expand our efforts to include and emphasize pedagogical technical support. Also, TEI has begun to partner with CATE to utilize NYLearns in its preparation of future teachers. NYLearns is a web-based approach to presenting and integrating the New York State Learning Standards into our teacher education program. Our future teachers learn how to better develop lesson plans, assessments, and utlize technology in the classroom. Our ultimate goal would be to synthesize all these efforts.

2b. Learner Differences

We expect program completers to exit our program with a meaningful understanding of students' individual differences and backgrounds and an appreciation for the various talents and abilities rooted in varying communities that students bring to the classroom. Toward this goal, students are introduced to learner differences related to exceptionality, cognitive styles, ethnicity, and gender through the following coursework and field experiences:

Coursework

All students enrolled in the initial certification sequence are required to take and pass Foundations of Education (ELP 548) and Psychological Foundations of Education (CEP 501). These courses provide students with exposure to theories and issues related to diversity and

exceptionality, as well as cognitive learning styles. Exams and assignments ensure that students have a foundational understanding of concepts and theories that will help them in working with all students regardless of background or circumstances. In addition to these courses, students enrolled in the Childhood or Early Childhood initial/professional sequence are required to take and pass Teaching The Exceptional Learner (LAI 574). This course is designed to aid students in understanding diversity by preparing teachers to offer direct and indirect services to students within the full range of disabilities and special healthcare needs in inclusive environments. They must also take LAI 612 School, Community, and Society, a course designed to expose students to the range and diversity of social institutions and agencies that work with students, parents, and educators in Buffalo and the surrounding communities.

Fieldwork

Students are placed in a variety of suburban, rural and urban settings for field experiences and student teaching. In these environments, students encounter a range of learner differences, including cognitive, socio-emotional, behavioral, and ethnic diversity. The fact that our students are so successful in their various placements (< 2 % placements result in complaints or termination) suggests that students are prepared to work with students from all backgrounds.

Data

Course Review

A thorough review of course syllabi was performed by multiple reviewers to assess the degree to which issues related to learner differences are integrated into course content. Multiple reviewers examined syllabi for explicit mention of learner differences in the following course components: a.) academic assignments, b.) learning objectives, and c.) grading rubric. Table 2.2 details our findings.

Table 2.2

Learner Differences in Course Syllabi

Course Component	% of Syllabi
Academic Assignment	65%
Learning Objectives	45%
Grading Rubric	10%

Student Perceptions

To assess the degree to which our program completers feel prepared to work with diverse learners, we included relevant questions in an exit survey completed by all graduating students. Questions included, “How prepared are you to work with students with special needs? (1-not at all, 2-somewhat, 3- well, 4-very well, ” and “How prepared are you to work with students from diverse backgrounds (1-not at all, 2-somewhat, 3-well, 4- very well)”. Mean responses for these questions were 2.3 and 2.7 respectively.

Cooperating Teachers' and Teacher Education Associates' Perceptions

To assess Cooperating Teachers' and TEA's perceptions of student teachers' abilities to address learner differences in the classroom, we included a relevant question to the Student Teacher Assessment Record (STAR) (see Appendix D for a copy of STAR). CT's and TEA's were asked to evaluate individual program completers on their relationships with students in terms of the student teacher's ability to build rapport and maintain a respectful attitude toward student differences. The responses were ranked on a 5-point scale (1-beginning, 2-developing, 3-competent, 4-proficient, 5-distinguished). CT's and TEA's completed these evaluations twice for each student teacher; once in the middle of the semester and then again at the end of the semester. The mean responses were 4.3 for the interim evaluation and 4.6 for the final evaluation.

Artifacts

To provide further evidence of program completers' ability to apply an understanding of learn differences in the classroom, we have compiled examples of student work. These artifacts will be available for auditors' review.

Discussion of data

Analysis of the data suggests that, although program completers perceive themselves to be somewhat prepared to work with diverse learners, there is still considerable room for improvement. Because the category of learner differences encompasses so many types of diversity, the real challenge lies in providing adequate coverage to all areas within the time constraints of the program. Current efforts to improve this area of preparation include a thorough review of the curricula and a faculty-wide discussion of how to better prepare students to teach the diverse students whom they will encounter in today's classrooms. We are also exploring ways to enhance fieldwork by including presentations and experiences related to learner differences and best practices.

2c. Independent Learning

Due to the short duration and intensity of our program, we do not expect to provide students with every skill and disposition necessary to be an effective teacher. Instead, in addition to a pedagogical framework and foundation, we instill the value of self-discovery, and provide students with the necessary skills and resources for continued professional growth. Toward this goal, we introduce students to the many resources that are available to them through GSE, the University, and their respective professional organizations. We also provide students with opportunities to engage in self-directed inquiry through the Reflective Inquiry Project (RIP).

Reflective Inquiry Project (RIP)

The Reflective Inquiry Project serves as one of our capstone experiences required of all students working toward initial certification. The project begins with the selection of a topic of study, which students then pursue throughout their field experience and student teaching placements. Students are required to follow the topic through various stages of inquiry,

including a literature review, a structured observation and data gathering, and subsequent write-up, followed by a written reflection on their topic in light of their student teaching experiences. By engaging in the various stages of this exercise, students gain insights into the inquiry process and develop skills that they can continue to use in both formal research as well as efforts to improve their teaching on a daily basis. Sample RIP's will be made available for auditors' review.

Research Symposium

In 2004, GSE held its 12th annual Graduate Student Research Symposium, featuring presentations and posters by various GSE students. Although the majority of participants were doctoral students, 16 students working toward teacher certification were selected to present their findings associated with their Reflective Inquiry Projects. The attention and publicity surrounding this prestigious annual event provide students with an incentive to develop their Reflective Inquiry Project and related skills.

Professional Resources

During the TEI Orientation, students are introduced to the range of resources and tools made available through GSE, UB, and beyond. Although the faculty and staff go to great lengths to make these resources accessible, students must take the initiative to utilize the many resources and services made available. These resources include assistance with the development of professional portfolios through UB's Career Development services and templates for on-line portfolios, provided by GSE's Education Technology staff. While assistance is available throughout the stages of portfolio development, students must select artifacts and information to include in their portfolios and are ultimately responsible for the final product.

Data

Course Coverage

A thorough review of course syllabi was performed by multiple reviewers to assess the degree to which skills and knowledge related to independent learning are integrated into course content. Reviewers examined syllabi for explicit mention of independent learning and relevant skills in the following course components: a.) academic assignments, b.) learning objectives, and c.) grading rubric. Table 2.3 details our findings.

Table 2.3

Independent Learning in Course Syllabi

Course Component	% of Syllabi
Academic Assignment	92%
Learning Objectives	54%
Grading Rubric	3%

Alumni Survey

The alumni survey included items regarding continued independent involvement in life-long learning. Table 2.4 contains the results from those items.

Table 2.4

Alumni Survey Results

Item	% of Alumni Reporting
Professional recognition	12.2%
Participation in professional advanced study	83.9%
Engaged in a leadership role	66.2%
Engaged in professional service activities	67.2%
Authored textbooks, journal articles, curriculum materials	14.4%

Cooperating Teachers' and Teacher Education Associates' Perceptions

In order to assess CT's and TEA's perceptions of student teachers' abilities to be independent learners we included a relevant question on the Student Teacher Assessment Record. CT's and TEA's were asked to evaluate individual program completers on their professional development in terms of the student teacher's demonstration of knowledge of current educational issues and policies. The responses were ranked on a 5-point scale (1-beginning, 2-developing, 3-competent, 4-proficient, 5-distinguished). CT's and TEA's completed these evaluations twice for each student teacher; once in the middle of the semester and then again at the end of the semester. The mean responses were 4.0 for the interim evaluation and 4.3 for the final evaluation.

Artifacts

To provide further evidence of program completers' ability to effectively demonstrate independent learning in the classroom we have compiled examples of student work.These artifacts will be available for auditors' review.

2d. Reflective Practice

Reflective Inquiry Project

We believe that reflective practice and independent learning are complementary processes. The ability to adapt instruction in response to relevant data, involves the skills and abilities discussed in relation to our Independent Learning Claim. These skills include the ability to seek out existing data, to engage in observation and reflection, and to modify one's practices in response to relevant information. These are the very skills required to complete the Reflective Inquiry Project, our capstone project described in the previous section.

A component of the program that explicitly provides an opportunity for this type of reflection is the critical reflection journal. During field experiences, students write weekly entries in their journals. They are instructed on the journaling method described by Frank (1999)

that is guided by a process of observation divided into two sub-processes: note-taking and note-making. Note-taking is descriptive and takes place primarily during the observation, whereas note-making is interpretive and takes place primarily after the observation. The journal becomes a written dialogue between the students and their Teacher Education Associates (TEAs), wherein the students produce notes related to their observations and the TEAs collect the journals, reads their contents, and return them with comments. These journals are held confidential between the students and TEAs as a means to foster fuller expressions of the students' thoughts and feelings, and they are conceived of as a key tool in the mentoring process. During student teaching, the journals become a daily activity for the students, wherein students write daily reflections and they submit their journals to their TEAs at predetermined intervals for feedback.

Fieldwork

Reflective practice is also cultivated through the various fieldwork opportunities that students engage in throughout the certification sequence. Starting with the early field experience, students begin to observe teachers and to reflect on the processes at play in their classroom. The liaison model allows students to be paired with the same teachers in their first student teaching placements, providing them with opportunities to inform their instruction in response to the observations gained during their initial field experiences. Through their second placements, students have additional opportunities to adapt their instruction in response to new classroom environments. Throughout both placements, students meet regularly with TEAs and have extensive opportunities to discuss their experiences. Students also receive periodic evaluations completed by both TEAs and Cooperating Teachers on the various components of teaching effectiveness. These evaluations provide student teachers with explicit feedback on their strengths and weaknesses related to their pedagogical practices and with explicit suggestions for improvement. Students' ability to use this feedback to improve one's teaching is an essential component of reflective practice.

Data

Course Coverage

A thorough review of course syllabi was performed by multiple reviewers to assess the degree to which reflective practice is integrated into course content. Reviewers examined syllabi for explicit mention of reflective practice in the following course components: a.) academic assignments, b.) learning objectives, and c.) grading rubric. Table 2.5 details our findings.

Table 2.5

Reflective Practice in Course Syllabi

Course Component	% of Syllabi
Academic Assignment	82%
Learning Objectives	37%
Grading Rubric	5%

Cooperating Teachers' and Teacher Education Associates' Perceptions

To assess CT's and TEA's perceptions of student teachers' abilities to engage in reflective practice we included two relevant questions on the Student Teacher Assessment Record. CT's and TEA's were asked to evaluate individual program completers on their professional development in terms of the student teacher's demonstration of reflective practice. CT's and TEA's were also asked to evaluate the student teacher's presentation of lessons in terms of his/her ability to modify and adjust lesson plans when necessary. The responses were ranked on a 5-point scale (1-beginning, 2-developing, 3-competent, 4-proficient, 5-distinguished). CT's and TEA's completed these evaluations twice for each student teacher; once in the middle of the semester and then again at the end of the semester. The mean responses for the professional development question were 4.0 for the interim evaluation and 4.26 for the final evaluation. The mean responses for the presentation of lessons question were 3.88 for the interim evaluation and 4.3 for the final evaluation.

Artifacts

To provide further evidence of program completers' ability to engage in reflective practice we have compiled examples of student work. These artifacts will be available for auditors' review.

Supporting Claims

<u>3a. Caring and Committed</u>

We believe that our students' commitment to student learning comes across in every facet of our program. Our evaluation of these dispositions begins during the admissions process and continues throughout student teaching.

Admissions

Prior to the admissions interview, prospective candidates are asked to develop a teaching statement that includes their responses to the following questions: "Why do you want to become a teacher," "What do you see as the primary responsibilities of teachers," and "What do you see as the major challenges to being an effective teacher in today's classrooms?" Subsequent interviews with GSE faculty and staff include a discussion of candidates' responses to these questions and include follow-up questions designed to probe their answers further. These discussions provide interviewers with insight into applicants' motivations and their level of interest in student learning. Significant questions or concerns about candidates' appropriateness based on their responses result in the denial of their admission into the program.

Student Teaching and Early Field Experiences

Cooperating Teachers and TEAs evaluate our students regularly throughout both their student teaching placements and early field experiences. The Associate Director of the Teacher Education Institute, Mr. David Cantaffa, immediately investigates any concerns regarding their

conduct or behavior. Upon investigation of any concerns, students' enrollment in the program may be terminated if their behavior is deemed unacceptable.

Data

Student Perceptions

To assess the effectiveness of our program in preparing caring and committed teachers, we included a question regarding our students' ability to create a "warm and safe environment for their students, (1-not at all, 2-somewhat, 3-well, 4- very well)" on an exit survey completed by all graduating students. The mean rating for this item was 3.5.

Employer and Supervisor Perceptions

In order to assess program completers' employers' and supervisors' perceptions of the effectiveness of our program in preparing caring and committed teachers, we included a question in a survey completed by school liaisons associated with teacher preparation and school administrators who employ and/or supervise teachers. Employers and supervisors were asked to rate program completers' "caring attitudes" (1-needs improvement, 2-average, 3-above average, 4-superior)". The mean response for this item was 3.1.

Discussion

Survey data indicated that our candidates demonstrate various elements of a caring and committed disposition. Although we are confident that the experiences afforded through our program provide opportunities to develop these dispositions, we believe that much of the credit can be attributed to the admissions process. Our one-on-one interviews with prospective students allow faculty and staff to explore candidates' motivations for pursuing a teaching career, and provide valuable insights into their level of commitment and caring.

3b. Qualified

Before being recommended for initial certification, students' folders are checked for the necessary requirements. The Associate Dean for Teacher Education, who is also one of GSE's certification officers, performs this certification check.

3c. General Education

We ensure that students have an adequate background in liberal arts and sciences as defined by the State University of New York at Buffalo. We assess each candidate's undergraduate transcript and verify that they enter with a background that reflects the general education distribution defined by UB (see Appendix D for general education requirements).

Rationale for assessments

GSE faculty share TEAC's goal for preparing caring, qualified and competent teachers. As outlined in our claims, GSE's notion of competence emphasizes the skills and knowledge

bases identified in TEAC's *Quality Principle I,* as well as the ability to integrate these through the use of educational technology, an understanding of student differences, independent learning, and reflective practice. In addition to being closely aligned with TEAC's program goal, our claims are also linked directly to New York State Department of Education's requirements for teacher preparation. Since our program requirements and corresponding assessments are designed to develop and evaluate student competence in these very areas, the alignment between assessments, claims, program goal and requirements is both obvious and compelling. The following paragraphs elaborate further on these links, specifically focusing on those associated with our Primary Claims and TEAC's *Quality Principle 1*.Assessments and Program Goal

The assessments described in this Brief are designed to ensure that our program meets the goal of preparing caring, qualified, and competent beginning teachers. Program assessments fall into three broad categories, each with unique purposes related to this goal, (1) assessments used in admissions, (2) assessments associated with coursework and (3) field work. The assessments described in the Methods Section include only categories two and three, since these relate directly to the notion of competence as addressed in *Quality Principle 1*. (See previous sections for a description of how other claims are addressed.) These assessments include student grades in courses which cover topics related to subject matter, pedagogical knowledge, and pedagogical content knowledge; grades on Reflective Inquiry Projects that measure reflective practice; scores on certification exams that measure subject matter knowledge, pedagogical knowledge and teaching skill, and evaluations of student teaching by TEAs and Cooperating Teachers. Evaluations by administrators and alumni are also used to evaluate our ability to prepare caring, qualified, and competent beginning teachers from a programmatic standpoint.

Assessments and Claims

Our claims represent specific expectations for beginning teacher competence. To help us evaluate students' mastery of the component skills and knowledge bases identified in these claims, we employ a broad range of assessments, both objective and performance-based. These include grades for methods and foundations courses, which are based on exams, writing exercises and presentations; student teaching evaluations that contain both objective and subjective components, and extended performance tasks and projects for reflective inquiry. These assessments, which are all closely aligned with faculty claims, allow for a comprehensive picture of students' performance in relation to these standards for teaching competence. The Reflective Inquiry Project, in particular, is a very useful assessment tool, as it allows for the evaluation of students' ability to integrate the component skills and abilities identified in the claims to develop valued learning products over multiple student teaching placements (see description of RIP in introduction). This type of evaluation enables faculty to observe and assess students' ability to select, organize, integrate, and evaluate information and ideas through reflective practice, a skill that is fundamentally important to competent teaching.

Assessments and Program Requirements

Each of our program requirements (coursework, field-work and Reflective Inquiry Project) is designed to develop one or more skill, knowledge base or disposition essential to

competent teaching, as outlined in faculty claims. Each program requirement, in turn, is accompanied by at least one assessment used to evaluate student progress in that area. See Appendix D for list of program requirements and corresponding assessments. Notice that multiple assessments are used, when appropriate, to accommodate various learning styles and to increase the validity of course grades. The assessments used in each class are articulated in detailed course syllabi, which are mandated by the Faculty Senate of the University. Syllabi include course objectives and specific criteria for evaluating student achievement and assigning grades. Review of syllabi ensures that students have adequate opportunities to learn the material/ skills on which they are being assessed. These reviews also ensure a close alignment between weekly assignments and readings with the identified topics of study, along with the course objectives and corresponding faculty claims.

Discussion

The complete mapping among the New York State Education requirements for teacher preparation, claims about student success, program requirements and corresponding assessments is included in Table 2.6. The alignment among these elements is very strong and compelling. This symmetry is not surprising since ours is an intensive graduate program that prepares students as beginner teachers in a relatively brief period of time. Accordingly, our goals and expectations must be very focused and explicit, and must address the requirements put forth by both the New York State Education Department and SUNY for teacher certification, as well as reflect the needs articulated by local school administrators as necessary components of beginning teacher competence.

Table 2.6

Mapping of Claims, Program Requirements, Assessments and TEAC Goals

Claim	Program Requirement	Assessments	TEAC Goal
1a. Subject matter Knowledge	• Major Area Courses • NYS Certification Exams required to be recommended for certification • Foreign Language Courses • Methods and Foundations Courses	Course Grades Exam Score Report	Qualified Competent
1b. Pedagogical Knowledge	• Professional Studies and Methods Courses • Field Experience and Student Teaching • NYS Certification Exams • Liberal Arts and Sciences Courses	Course Grades Reflective Inquiry Project Student teaching evaluations Exam Score Report	Qualified Competent
1c. Pedagogical-Content Knowledge	• Professional studies and Methods courses • Field Experience and Student Teaching • NYS certification Exams • Liberal Arts and Sciences Courses	Course grades Reflective Inquiry Project Student teaching evaluations Exam Score Report	Qualified Competent
2a. Educational Technology	• Professional Studies and Methods courses • Field Experience and Student Teaching • Liberal Arts and Sciences Courses	Course grades Reflective Inquiry Project Student teaching evaluations Syllabus Review of Courses Alumni survey Student Exit Survey Administrator Survey	Qualified Competent
2b. Learner Differences	• Professional Studies and Methods courses • Field Experience and Student Teaching • Liberal Arts and Sciences Courses	Course grades Reflective Inquiry Project Student teaching evaluations Syllabus Review of Courses Alumni Survey Student Exit Survey	Qualified Competent Caring and Committed

Claim	Program Requirement	Assessment	TEAC Goal
2c. Independent Learners	• Professional Studies and Methods courses • Field Experience and Student Teaching • Liberal Arts and Sciences Courses	Course grades Reflective Inquiry Project Student teaching evaluations Syllabus Review of Courses Alumni Survey Administrator Survey	Qualified Competent
2d. Reflective Practice	• Professional Studies and Methods courses • Field Experience and Student Teaching • Liberal Arts and Sciences Courses	Course grades Reflective Inquiry Project Student teaching evaluations Syllabus Review of Courses Alumni Survey Student Exit Survey Administrator Survey	Qualified Competent
3a. Committed and Caring	• Child Abuse Identification Workshop • School Violence Prevention Workshop • Fingerprint clearance • Field Experience and Student Teaching • Professional Studies and Methods Courses	Proof of attendance Record of completion Student teaching evaluations Course grades Reflective Inquiry Project	Qualified Competent Caring & Committed
3b. Qualified	• Child Abuse Identification Workshop • School Violence Prevention Workshop • Fingerprint clearance • Field Experience and Student Teaching • NYS Certification Exam • Professional Studies and Methods Courses • Major Area Courses • Liberal Arts and Sciences Courses • Foreign Language Courses • Methods and Foundations Courses	Proof of attendance Record of completion Student teaching evaluations Exam Score Report Course grades Reflective Inquiry Project	Qualified Competent Caring & Committed

Claim	Program Requirement	Assessment	TEAC Goal
3c. General Education	• NYS Certification Exam • Major Area Course • Methods and Foundations Courses • Foreign Language Courses • Liberal Arts and Sciences Courses	Exam Score Report Course grades	Qualified Competent

Section 3: Methods and Procedures

This section of the Inquiry Brief describes the methods and procedures used to test the Primary Claims that we have advanced about our program completers. Please note that although the Results section includes data from our old programs (2001 – 2003 data), it is only the current program (2004 data) that we are interested in evaluating and accrediting. We have included the old data in compliance with New York State Department of Education guidelines, and as a point of comparison for data from our new program (2004).

Sampling Procedures

For each of the years under study (2001, 2002, 2003, 2004), we selected a random sample of approximately 50% of that year's program completers, for the initial, initial/professional and professional certification sequences. We matched the sample by distribution of students per curricular option for each year (See Table 3.1 for a distribution of the sample).

Table 3.1

Distribution of Sample

	(2001)	(2002)	(2003)	2004	Total
Childhood/Early Childhood (Elementary)*	20	13	16	14	63
Adolescent	38	32	37	36	143
(Secondary)*	10	10	8	11	39
Science	4	2	4	2	12
Math	9	12	14	8	43
English	13	6	8	8	35
Social St	2	2	3	7	14
LOTE					
Other	2	2	7	3	14
N	60	47	60	53	220
(Males)	(21)	(13)	(23)	(18)	(75)
(Females)	(39)	(34)	(37)	(35)	(145)

*Note that the old curricular option titles and corresponding years for data are in parentheses.

Grades, student teaching evaluations, and exit surveys (N = 143) were coded and analyzed for students included in the sample. Surveys were sent to all alumni from the 2001 – 2004 graduating classes for whom we had current addresses (N = 65, 20% return). Administrator surveys were sent to all school principals (N = 69, 18% return) within the Western New York region, as well as liaison coordinators in current liaison sites (N = 10, 100% return). TEA evaluations were also collected for 2004 completers and incorporated as evidence for our Primary Claims (N= 66-68, see Table 4.1, Table 4.4, and Table 4.6). Additionally, 29 of these

evaluations were included in our randomly selected sample (reflected in Table 3.4, Table 4.8, Table 4.9, and Table 4.10).

Properties of our Measures

The following chart enumerates the categories of evidence used to evaluate our Primary Claims, along with the measures of validity and reliability that were employed. These measures are described in more detail below.

Table 3.2

	Measure	Reliability	Validity
Content Knowledge	1. Undergrad GPA 2. Grad Content GPA 3. CST score 4. TEA/CT Teaching Evaluations 5. Surveys Exit Alumni Administrators School Liaisons	1. Multiple Raters 2. Internal consistency 3. National Evaluation Systems (NES) 4. Coefficient alpha Inter-rater reliability Test-retest reliability	1. Predictive Validity 2. Content validity 3. NES 4. Construct validity convergent and divergent validity
Pedagogical Knowledge	1. Grad Pedagogy GPA 2. ATS-W score 3.CT/TEA Teaching Evaluations 4. Surveys Exit survey Alumni Administrators School Liaison	1. Internal consistency 2. NES 3. Coefficient alpha Interrater reliability Test-retest reliability	1. Content validity 2. NES 3. Construct validity Convergent and discriminant validity
Pedagogical Content Knowledge	1. Grad GPA 2. CT/TEA Teaching Evaluations 3. Surveys Exit Alumni Administrators School Liaisons	1. Internal consistency 2. Coefficient alpha Interrater reliability Test-retest reliability	1. Content validity 2. Construct validity Convergent and discriminant validity

Reliability

To assess the reliability of our data, we calculated the following reliability estimates:

Undergraduate GPA

The reliability of grades was estimated through the Spearman-Brown split-half method to estimate the correlation between the grades from two halves of the transcript. The split-half reliability coefficient for undergraduate GPA was .70 (n = 207), and undergraduate GPA in subject area was .89 (n = 206). This reliability of grades is deemed acceptable, in light of TEAC's acceptance of .68 as the lowest index of reliability.

Graduate GPA

The reliability of graduate GPA was also checked through the split-half Spearman-Brown method. The estimated reliability coefficient was .80, which indicates the graduate GPA data has an acceptable reliability.

New York State Teacher Certification Exam Scores

The reliability of teacher certification exams was demonstrated by the National Evaluations Systems (see attached letter from NES), the creator of the exam.

Student Teaching Evaluations

To evaluate the consistency of ratings by Cooperating Teachers (CT's) over time, we calculated correlations between the interim and final evaluation by CT's for both student teaching placements. These correlations were high (r = .74 for subject matter knowledge, r = .75 for pedagogical knowledge, and r = .74 for pedagogical content knowledge), demonstrating satisfactory levels of test-retest reliability.

Since we implemented a new assessment rubric for the TEA's mid-semester, we were interested in assessing the inter-rater reliability for this new instrument. We required all TEA's to independently rate three videotaped examples of K-12 teaching using a 5-point scoring rubric. The inter-rater agreement rate was calculated from the pairs of perfect agreement or one point difference agreement. It ranged 60-100%, 60-83%, and 50-100% for each video example. This analysis suggested that inter-rater reliability of TEA evaluation is highly acceptable.

We also estimated the internal consistency of the teaching evaluation items related to pedagogical knowledge and pedagogical content knowledge, by calculating the coefficient alpha for CT's and TEA's evaluations. The coefficient alphas for CT's evaluations were .89 and .92 for pedagogical knowledge and pedagogical content knowledge (.86 and .91 for the interim evaluation, and .91 and .93 for the final evaluation). The coefficient alphas for TEA's evaluations were .82 and .88 for each Primary Claim (see Table 3.3).

Surveys

The internal consistency of surveys completed by exiting students, administrators, and liaison coordinators was estimated through the computation of an alpha coefficient for the items related to pedagogical and pedagogical-content knowledge. Since there was only one survey item for the evaluation of subject matter knowledge, we were unable to estimate the internal consistency. The coefficient alpha for pedagogical knowledge and pedagogical-content knowledge scales were satisfactory. The coefficient alpha for pedagogical knowledge was .82 and .83 for alumni and current students. The coefficient alpha for administrators and liaisons was

not estimated because only one survey item addressed this issue. The coefficient alpha for pedagogical content knowledge was .87 for administrators, .73 for liaisons, .84 for alumni, and .82 for current students, respectively (see Table 3.3). Therefore, we have reason to believe that all the reported measures are credible and provide consistent measures of student learning and program effectiveness.

Table 3.3
Reliability of External Evaluations and Internal Surveys

	Primary Claim	CT's Interim Eval.	CT's Final Eval.	TEA's Eval.	Admin.'s Survey	Liaison's Survey	Alumni's Survey	Current Students' Survey
Coefficient *Alpha*	Pedagogical K.	.86	.91	.82	N/A	N/A	.83	..82
	Pedagogical Content K.	.91	.93	.88	.87	.73	.84	.82

Validity

To assess the validity of our measures, we considered three types of validity evidence for our measurement of teaching competence: content validity, criterion-related validity, and construct validity.

Content Validity

In examining content validity evidence, the Accreditation Committee performed a thorough review of our assessment instruments to ensure appropriate alignment with the constructs outlined in our Primary Claims. This process included the following reviews:

- *Course Syllabi* - Syllabi were reviewed to ensure appropriate coverage of knowledge bases and skills corresponding to the associated Primary Claim.

- *Student Teaching Evaluations* – The Accreditation Committee evaluated rubrics used by CT's and TEA's to ensure the appropriateness of evaluation items in relation to the Primary Claims. The committee's review resulted in major modifications to the rubric used by the TEA's, transforming the original "observation" form into an objective rubric that modeled the form used by the TEA's, in Spring 2004. The data associated with the new TEA rubric is included in the Results section of this inquiry brief.

- *Surveys* - Surveys given to exiting students, alumni, and administrators were developed by the Accreditation Committee to map directly with components of teaching competence as defined by our Primary Claims. However, we recognize that since building administrators were asked to base their responses on knowledge of teachers who received their certification through UB, and not on direct observations, the validity of these surveys is quite limited. We do believe, nevertheless, that the feedback received

from administrators is valuable in providing insight into the reputation of GSE's teacher preparation program in the education community.

Criterion and Construct Validity

Consistent with differentiation of the three components in TEAC *Quality Principle 1*, we attempted to develop separate claims for three domains of teaching competence. We also attempted to measure them separately, although we fully acknowledge that the three components are closely interrelated to each other: students' subject matter knowledge, pedagogical knowledge, and pedagogical content knowledge. Despite our consensus about the importance of measuring all three, none of these constructs were clearly defined in operational terms, and there was no established criterion against which we could compare the appropriateness of selected measures. Faced with this challenge, we decided to assemble multiple sources of evidence and to demonstrate both convergent and discriminant evidence for construct validity.

Convergent validity evidence

- *Undergraduate GPA*

  Undergraduate GPA is used as an admissions criterion, with a 3.0 serving as the required minimum for admittance into GSE's Teacher Preparation Program. Our expectation is that undergraduate GPA serves as a predictor of achievement, and potential, in a student's graduate studies. More specifically, we assume that undergraduate GPA in a student's major will predict achievement in graduate courses and certification exams emphasizing subject matter knowledge. This assumption was supported by the data.

  Correlations revealed a modest relationship between undergraduate GPA and the following New York State Teacher Certification Exams: LAST (r = .25), CST (r = .33), and ATS-W (r = .05). Correlations between undergraduate subject area GPA and the certification exams were .25, .28, and .20, respectively. We re-analyzed the correlations with the early childhood/childhood education sample excluded, the undergraduate majors of those in the early childhood/childhood group varies unlike the other groups who tend to pursue the same content area in a graduate program. When the early childhood/childhood sample was excluded, the correlations increased to .22, .36, and .10 for overall undergraduate GPA, and .26, .35, and .23 for undergraduate subject area GPA. These results indicate that although undergraduate GPA may not be a strong predictor of our students' achievement in LAST and ATS-W exam, both overall and subject area GPA are moderately related to the CST exam.

  We found a low correlation between undergraduate GPA and graduate GPA in the three Primary Claims (r ranged .10 to .27). This suggests that undergraduate GPA alone is not a valid indicator of graduate GPA in our teacher education program and should not be used in isolation for admissions decisions. In fact, GSE uses multiple criteria when assessing admissions applications to our teacher education program (See Appendix D).

- *Graduate GPA*

We found a weak relationship between graduate overall GPA and teacher certification exam scores (r = .18 for CST, and r = .20 for ATS-W). Graduate GPA in subject matter was not systematically related to CST score (r = .15) and ATS-W (r = .16), nor was graduate GPA in pedagogical content knowledge related to CST (r = .09) and ATS-W scores (r = .11). In contrast, graduate GPA in pedagogical knowledge was moderately related to LAST (r = .34) and CST exam (r = .38). Only graduate GPA in pedagogical knowledge area was systematically related to the certification exams. This may have resulted from the small number of courses utilized to calculate graduate GPA in content knowledge and pedagogical-content knowledge. Although the results were mixed, we believe that one possible explanation is related to our data pool. There is very little variation in the measured abilities (grades) of our students, therefore, the restricted range of student skill may make it highly unlikely to find significant correlations. Once admitted, students in our program are required to maintain grades of a minimum GPA of 3.0 with no individual course grade falling below a B.

In addition to exhibiting a relationship to certification exam scores, we also expect grades in graduating classes associated with the various Primary Claims to be correlated with corresponding items on student teaching evaluations. When we evaluated this relationship using component GPA (GPA disaggregated by the Primary Claim), the correlations varied with correlations of, r = .30 for subject matter, r = .11 for pedagogical knowledge, and r = .18 for pedagogical content knowledge. However, when we performed the same analysis with overall graduate GPA, the correlations increased to .38 for subject matter, .37 for pedagogical, and .35 for pedagogical content knowledge, which were all statistically significant. As TEAC accepts .38 for the lowest index of validity, the validity coefficients of overall graduate GPA's are marginally acceptable.

- *Student Teaching Evaluations*

We assessed the convergent validity of the TEA's and CT's evaluations in regard to the Primary Claims by examining the correlations between their matched ratings of student teaching. The diagonal correlations in the following matrix (r = .63, .50, .55) demonstrate an acceptable level of agreement between the two groups in each Primary Claim, which provides evidence of convergent validity of our TEA's and CT's evaluation measures (see Table 3.4).

Discriminant validity evidence.

- *Graduate GPA*

Graduate GPA was highly correlated with GPA in content knowledge, pedagogical knowledge, and pedagogical knowledge (r = .59, 68, .57). This suggests that our students' academic performance as measured by graduate GPA may not be highly distinguishable between these three areas of competence. GPA in subject matter and pedagogical knowledge were highly related to each other (r = .69). However, graduate GPA for pedagogical content knowledge had low correlations with GPA for subject matter and

pedagogical knowledge (r = .34, .36 respectively). This suggests that our pedagogical content Primary Claim measured by graduate GPA has discriminant validity.

- *New York State Certification Exams*

  The correlation between CST and ATS-W is very low (r = .20), implying that these instruments measure different constructs and providing support for discriminant validity.

- *Student Teaching Evaluations*

  We found a very high correlation between CT's evaluation of content knowledge and pedagogical content knowledge (r = .73), suggesting a lack of discriminant validity between these two claims. TEA's evaluation had high correlations with the three claims. (r= .62 for content knowledge and pedagogical knowledge, r= .69 content knowledge and pedagogical-content knowledge, and r= .85 for pedagogical knowledge and pedagogical content knowledge. This result also indicated a lack of discriminant validity among three claims. This finding suggests that we re-evaluate the distinctions between our Primary Claims as defined in our student teaching evaluations. Consequently, extra cautions are needed when we interpret these data.

Table 3.4

Correlation Matrix

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. UG Overall GPA	1														
2. GR_ovearall GPA	.16	1													
3. UG_GPA in Subject Area	.67	.17	1												
4. GR_GPA in Content Knwlg	.17	.59	.27	1											
5. GR_GPA in Pedagogi_Knwlg	.21	.68	.23	.69	1										
6. GR_GPA in Pedagogi_content Knowlg	.10	.57	.10	.34	.36	1									
7. LAST score	.25	.17	.25	.17	.34	.10	1								
8. CST score	.33	.18	.28	.15	.38	.09	.46	1							
9. ATS_W score	.05	.20	.20	.16	.15	.11	.23	.20	1						
10. CT's Eval. in Content K.	.26	.30	.13	.21	.25	.11	.11	.37	.02	1					
11. CT's Eval.in Pedgogical K.	.06	.11	.02	.09	.11	.06	.06	.10	-.10	.20	1				
12. CT's Eval. in Pedagogical Content K.	.08	.18	.01	.10	.16	.06	.06	.19	.01	.73	.31	1			
13. TEA's Eval. in Content K.	.00	.30	-.18	.13	.18	-.06	-.02	.14	-.34	.63	.47	.48	1		
14. TEA's Eval. in Pedagogical K.	.01	-.14	-.10	-.20	-.32	-.21	-.32	.11	-.27	.20	.50	.44	.62	1	
15 TEA's Eval. in Pedagogical Content K.	.11	.04	-.07	-.09	-.22	-.14	-.09	.01	-.16	.31	.59	.55	.69	.85	1

UG : Undergraduate
GR : Graduate
CT : Cooperative Teacher
TEA's evaluation was conducted only for 2004 sample

Section 4: Results

Subject Matter Knowledge

There is strong evidence to support our claim regarding graduates' subject matter knowledge (see Table 4.1).

Table 4.1

Evidence of Subject Matter Knowledge

	UG GPA Subject Area	Graduate GPA Content Knwlg.	CST score	Cooperative Teachers' Evaluation		Admin.'s Eval.	Liaison's Eval.	Current Students' Exit Survey	Alumni Survey	TEA's Evaluation	
				Initial	Final					First	Final
Mean	3.29	3.86	255.43	4.06	4.29	3.19	2.85	2.80	2.93	4.13	4.46
SD	.44	.19	23.66	.65	.56	.72	.57	.88	.77	.71	.58
Min	1.59	2.78	164.00	2.00	3.00	2.00	2.00	1.00	1.00	2.00	3.00
0Max	4.00	4.00	300.00	5.00	5.00	4.00	4.00	4.00	4.00	5.00	5.00
N	208	202	91	163	163	67	10	143	61	69	68

* Cooperative Teachers' Evaluation : 1 item (scale 1 to 5) → [2002 completers are not included.]
* Administrator's & Liaison's Evaluation : 1 item (scale 1 to 4)
* Current Students' Exit Survey: 1 item (scale 1 to 4)
* Alumni's Evaluation : 1 item (scale 1 to 4)
* TEA's Evaluation : 1 item (scale 1 to 5)

Graduate GPA

We found the average student GPA for graduate courses emphasizing subject matter knowledge to be quite high: 3.86 on a 4-point scale (96% of the maximum). We also found that variation among student GPA was contained within one point or one letter grade. These findings support our assertions about the quality of academic excellence among our students. This fact is not surprising in that students come to our institution with a solid undergraduate academic foundation. Their average undergraduate GPA in subject area is 3.29 (above B). A comparison of the results shows that graduate GPA is substantially higher on average, and more homogeneous than undergraduate GPA, suggesting that there may have been significant improvement in subject matter knowledge across the board as a result of the teacher education program.

New York State Teacher Certification Exam Scores

The average Content Specialty Test (CST) score is 255.43, which exceeds the state-required minimum passing score of 220. According to "Higher Education Institution Result Report" (www.highered.nysed.gov/tcert), our program has approximately 100% pass-rate on the certification exams (see Table 4.2).

Table 4.2

Certification Exam Pass Rate

Year	Pass Rate
1999-2000	100%
2000-2001	99%
2001-2002	100%
2002-2003	100%

Student Teaching Evaluations

In addition to the above measures of performance, student teaching evaluation data provide support for the subject matter Primary Claim. The evaluations of students' subject matter knowledge by CT's and TEA's show that the average ratings of our students range from 4.13 – 4.46 (on a 5-point scale). These figures indicate good performance on this scale and represent ratings of "Proficient" to "Above Average." They also exceed TEAC's 75% sufficiency of evidence standards (4.00 for a 5-point scale).

Surveys

Administrators and liaisons reported that our graduates performed "average" to "above average" in demonstrating subject matter knowledge (means ranged from 2.85-3.19 on a 4-point scale). Current students and alumni reported that they felt "somewhat prepared" to "well prepared" in teaching subject matter knowledge upon completion of our program (means in subject matter ranged from 2.80-2.93). Table 4.3 shows the results of the current student survey separately for the "initial certification only" group and the "initial and professional certification" group. These data suggest that both groups share a similar perception of their preparation in subject matter knowledge, and point to an apparent disconnect between student and employer perspectives. This apparent discrepancy may require further study to determine if the results are due to measurement error related to both the self-reporting nature of the surveys, and the greater variations in responses by chance due to sampling error (particularly the alumni sample size which is relatively small); or if there is a need to modify the program to improve preparation in this area.

Table 4.3

Teaching Content Knowledge

	Current Students' Exit Survey	
	Initial Certification Completer	Initial and Professional Completer
Mean	2.86	2.69
SD	.88	.88
Min.	1.00	1.00
Max.	4.00	4.00
N	95	48

Pedagogical Knowledge

There is strong evidence to support our claim regarding current students' and program completers' pedagogical knowledge (see Table 4.4).

Table 4.4

Pedagogical Knowledge

	Grad. GPA Pedagogical Knwlg.	ATS_W score	Cooperative Teachers' Evaluation		Admin.'s Eval.	Liaison's Eval.	Current Students' Exit Survey	Alumni Survey	TEA's Evaluation	
			Initial	Final					First	Final
Mean	3.84	261.12	19.52 (3.90)	21.03 (4.21)	2.91	2.45	13.15 (2.63)	12.95 (2.59)	11.52 (3.84)	12.87 (4.29)
SD	.18	15.31	2.60 (.56)	2.70 (.54)	.63	.83	3.11 (.62)	3.26 (.65)	2.05 (.68)	1.71 (.57)
Min	3.10	222.00	13.00 (2.60)	11.00 (2.20)	1.00	1.00	6.00 (1.20)	5.00 (1.00)	5.00 (1.67)	7.00 (2.33)
Max	4.00	291.00	25.0 (5.0)	25.0 (5.00)	4.00	4.00	20.00 (4.00)	20.0 (4.00)	15.00 (5.00)	15.00 (5.00)
N	202	177	163	163	66	10	139	61	66	66

* Cooperative Teachers' Evaluation : 5 items (scale 1 to 5)
* Administrator's & Liaison's Evaluation : 1 items (scale 1 to 4)
* Current Students' Exit Survey : 5 items (scale 1 to 4)
* Alumni's Evaluation : 5 items (scale 1 to 4)
* TEA's Evaluation : 3 items (scale 1 to 5)

Grades

The average student GPA for graduate courses emphasizing pedagogical knowledge was quite high: 3.84 on a 4-point scale (96% of the maximum). These data also meet our expectation that variation among students in GPA is contained within one point (one letter grade). The standard deviation of pedagogical knowledge GPA is only .18, showing the equality of academic excellence among our students in this area.

New York State Certification Exam scores

The average Assessment of Teaching Skills – Written (ATS-W) score was 261.12, which exceeds the state-required minimum passing score of 220.

Student Teaching Evaluations

The above measures provide consistently strong support for our claim regarding pedagogical knowledge. The evaluations of students' pedagogical knowledge by CT's and TEA's show that the average ratings of our students are in the range of 3.90 – 4.21, and 3.84-4.29 (on a 5-point scale), respectively. These ratings represent "Above average" or "Proficient" skills on the response scales and approach TEAC's 75% rule about minimum standards.

Surveys

The evaluation of students' pedagogical knowledge by administrators and liaisons show that the average ratings of our students ranged from 2.45-2.91 (on a 4-point scale). These ratings fall between "Average" and "Above Average" on the scale.

Current students and alumni reported average ratings of pedagogical knowledge, 2.63 and 2.59 on a scale 1 to 4, respectively. Table 4.5 shows the results of the current student survey separately for the "initial certification only" and the "initial and professional certification" groups. There was a statistically significant difference between the two groups on average. Since this survey was conducted through students' self-report, we further examined if this mean difference appeared as a result of their satisfaction level and the result indicated more 'unsatisfied' answer from initial/professional students than that from certification only students (18.6% vs. 8.9%). Considering that there were some students who reported that they are "not at all" prepared and the differences existed between both groups, there is a need for improvement with both groups as well as special support for initial/professional students.

Table 4.5

Pedagogical Knowledge

	Current Students' Exit Survey	
	Initial Certification Completer	Initial and Professional Completer
Mean	13.66 (2.73)	12.15 (2.43)
SD	3.11 (.62)	2.90 (.58)
Min.	6.00 (1.20)	6.00 (1.20)
Max.	20.00 (4.00)	18.00 (3.60)
N	92	47

Pedagogical Content Knowledge

There is evidence to support our claim regarding current students' and program completers' pedagogical content knowledge, that is, teaching skills (see Table 4.6).

Table 4.6

Pedagogical Content Knowledge

	Grad. GPA Pedagogical-Content Knwlg.	Cooperative Teachers' Evaluation		Admins' Eval.	Liaison's Eval.	Current Students' Exit Survey	Alumni Survey	TEA's Evaluation	
		Initial	Final					First	Final
Mean	3.86	23.96 (3.99)	25.65 (4.28)	8.72 (2.91)	7.05 (2.35)	13.91 (2.78)	13.80 (2.76)	15.48 (3.87)	17.01 (4.25)
SD	.26	3.48 (.58)	3.06 (.51)	1.90 (.63)	1.95 (.65)	3.04 (..61)	3.30 (.66)	2.55 (.64)	2.35 (.59)
Min	2.67	16.0 (2.67)	14.00 (2.33)	3.00 (1.00)	4.00 (1.33)	7.00 (1.40)	5.00 (1.00)	8.00 (2.00)	10.00 (2.50)
Max	4.00	30.00 (5.00)	30.00 (5.00)	12.00 (4.00)	11.00 (3.67)	20.00 (4.00)	20.00 (4.00)	20.00 (5.00)	20.00 (5.00)
N	197	162	162	63	10	140	61	65	67

* Cooperative Teachers' Evaluation : 6 items (scale 1 to 5)
* Administrator's & Liaison's Evaluation : 3 items (scale 1 to 4)
* Current Students' Exit Survey : 5 items (scale 1 to 4)
* Alumni's Evaluation : 5 items (scale 1 to 4)
* TEA's Evaluation : 4 items (scale 1 to 5)

Grades

The average student GPA for graduate courses emphasizing pedagogical content knowledge was very high: 3.86 on a 4-point scale (97% of the maximum). These data meet our expectation that variation among students in GPA is contained within one point (one letter grade). The standard deviation of pedagogical knowledge GPA is only .26, showing the equality of academic excellence among our students in this area.

Student Teaching Evaluations

The evaluations of student teaching by CT's and TEA's show that the average ratings of our students are in the range of 3.99 - 4.28 and 3.87 - 4.25 on a 5-point scale, respectively. These figures are acceptable as they mostly represent "above average" on the response scales and meet the standard based on TEAC's 75% heuristic.

Surveys

The surveys sent to administrators and liaison coordinators show that the average rating of our students on items related to pedagogical-content knowledge are 2.35 and 2.91 respectively (on a 4-point scale). Current students (mean = 2.78) and alumni (mean = 2.76) report average to above average ratings of pedagogical-content knowledge. Once again there is statistically significant difference between the "initial certification only" group and the "initial/professional certification" group. We again believe that this result may imply that initial/professional students have higher expectations than certification only students.

Table 4.7

Pedagogical-Content Knowledge

	Current Students' Exit Survey	
	Initial Certification Completer	Initial and Professional Completer
Mean	14.39 (2.88)	12.99 (2.60)
SD	2.99 (.60)	2.94 (.59)
Min.	7.00 (1.40)	7.00 (1.40)
Max.	20.00 (4.00)	20.00 (4.00)
N	93	47

Comparisons between Early Childhood and Adolescent Education Groups

The above data analysis was conducted by integrating Early Childhood Education and Adolescent Education samples. We felt comfortable analyzing the data in this manner since we found no statistically significant differences between the two groups for the three primary categories of knowledge (see Table 4.8- Table 4.10). The only significant difference found was that of graduate pedagogical content knowledge GPA ($P < .05$), but the size of this difference was too small to be deemed meaningful (only .10).

Table 4.8

Comparison in Subject Matter Knowledge

Measure	Sample	N	Mean	SD	P-value
Undergraduate GPA in Subject matter	Adolescent Ed.	150	3.29	.46	.33
	Early childhood Ed.	58	3.28	.39	
Graduate GPA in Content claim	Adolescent Ed.	140	3.85	.19	.12
	Early childhood Ed.	62	3.87	.19	
CST score	Adolescent Ed.	66	255.21	24.90	.70
	Early childhood Ed.	25	256.00	20.48	
CT's evaluation in Content knowledge	Adolescent Ed.	115	4.25	.52	.68
	Early childhood Ed.	44	4.00	.50	
TEA's evaluation in Content knowledge	Adolescent Ed.	23	4.28	.64	.18
	Early childhood Ed.	6	4.17	.41	

Note. P-value indicates statistical significance level of mean difference for each measure between the two samples.

Table 4.9

Comparison in Pedagogical Knowledge

Measure	Sample	N	Mean	SD	P-value
Graduate GPA in Pedagogical claim	Adolescent Ed.	140	3.83	.19	.38
	Early childhood Ed.	62	3.84	.17	
ATS-W score	Adolescent Ed.	123	260.22	16.02	.17
	Early childhood Ed.	54	263.19	13.49	
CT's evaluation in Pedagogical knowledge	Adolescent Ed.	115	20.38(4.08)	2.58(1.8)	.24
	Early childhood Ed.	44	20.14(4.03)	2.35(.47)	
TEA's evaluation in Pedagogical knowledge	Adolescent Ed.	23	12.45(4.15)	1.50(.50)	.77
	Early childhood Ed.	6	13.08(4.36)	1.46(.49)	

Note. P-value indicates statistical significance level of mean difference for each measure between the two samples.

Table 4.10

Comparison in Pedagogical Content Knowledge

Measure	Sample	N	Mean	SD	P-value
Graduate GPA in Pedagogical content knowledge	Adolescent Ed.	135	3.83	.28	.00
	Early childhood Ed.	62	3.93	.22	
CT's evaluation in	Adolescent Ed.	114	24.96(4.16)	3.04(.51)	.36

Pedagogical content knowledge	Early childhood Ed.	44	24.47(4.08)	2.77(.46)	
TEA's evaluation in Pedagogical content knowledge	Adolescent Ed.	23	16.75(4.19)	1.96(.49)	.23
	Early childhood Ed.	6	16.33(4.08)	2.54(.64)	

Note. P-value indicates statistical significance level of mean difference for each measure between the two samples.

Section 5: Discussion

In summary, we believe that we have strong evidence to support our assertions that our program completers demonstrate a thorough background in subject matter knowledge, sound pedagogical knowledge and an ability to deliver instruction in a manner that maximizes student learning as demonstrated through their teaching skills. Through analyses of undergraduate and graduate GPA, student teaching evaluations, exit surveys of current students, alumni, school administrators and liaison site coordinators, we conclude that our students are of high caliber and possess the skills and abilities necessary to become competent beginning teachers.

Specifically, we found the following evidence with regard to our Claims and TEAC's Quality Principles:

Primary Claim 1a Subject Matter Knowledge

There is significant evidence that our program completers demonstrate academic excellence in coursework that emphasizes subject matter knowledge. Additional evidence is provided by the consistently high (95-100%) pass rate of our program completers on the New York State Teacher Certification Exam's Content Specialty Test. The evaluations of students' subject matter knowledge by their cooperating teachers and Teacher Education Associates corroborates our belief that our future teachers display high-quality performance in subject matter knowledge.

Primary Claim 1b Pedagogical Knowledge

There is strong evidence to support our claim regarding current students' and program completers' pedagogical knowledge. The average student GPA for graduate courses in this area was quite high, indicating high academic excellence. Once again our students performed exceptionally well on the New York State Certification Exam, specifically the Assessment of Teaching Skills – Written (ATS-W). The ATS-W measures professional and pedagogical knowledge at all appropriate certification areas. Also, when our students are evaluated while in their student teaching placements their scores vary from the "Above average" to "Proficient" range.

There was a statistically significant difference between initial certification only and the initial/ professional certification groups on self report of pedagogical knowledge. Since several students reported that they were "not at all" prepared, there is a need to further investigate this phenomenon to determine why current students and alumni self-report that they are only somewhat prepared in the area of pedagogical knowledge.

Primary Claim 1c Pedagogical Content Knowledge

There is evidence to support our claim regarding current students' and program completers' pedagogical content knowledge (i.e., teaching skills). The average student GPA for graduate courses emphasizing pedagogical content knowledge was very high, indicating our

equality of academic excellence. The above average evaluations of students' pedagogical content knowledge by their cooperating teachers and Teacher Education Associates agree with our belief that our future teachers display high-quality performance in this area.

Implications that Require Further Study

- There is an apparent discrepancy between exiting students' perceptions about their preparedness in the subject matter knowledge, pedagogical knowledge, and pedagogical content knowledge and administrators' perception of UB prepared teachers' competencies in these same areas. Our future surveys may need to include exit interviews to better understand and assess students' self reports regarding their perceptions of the program.
- Although our students received high student teaching ratings overall, we must engage in further study of the psychometric properties of our assessment instruments used by CT's and TEA's.
- Our discriminant analyses suggest that we review our categorization of subject matter, pedagogical knowledge, and pedagogical content knowledge for our various assessment instruments, to ensure that these represent clear and distinct constructs as related to our Primary Claims.

Appendix A

Internal Audit

Introduction

On Friday, June 4th at 10:00 A.M. five GSE faculty members gathered to conduct an internal audit of GSE's Teacher Preparation Program. The purpose of this audit was to review the various components of the quality control system (corresponding with TEAC's Component 4.0) and identify any potential weaknesses or limitations. The five GSE faculty members who volunteered to participate in the internal audit were:

S. G. Grant, Ph.D.	Social Studies Education
Xiufeng Liu, Ph.D.	Science Education
Suzanne Miller, Ph.D.	English Education
Dorothy Rissel, Ph.D.	Teaching English to Speakers of Other Languages
Lynne Yang, Ph.D.	Teaching English to Speakers of Other Languages

Three graduate students, Meredith Beck, Catherine Flanagan, and Zaynab Alnakeeb assisted the faculty members. The graduate assistants helped to locate necessary forms, documents, and University policies and assisted with the final collection and summarization of faculty findings.

Procedures

Although the core of our teacher preparation program has remained constant over the past four years, significant modifications have been made since the 2002 – 2003 academic year. These include a streamlined admissions process, new certificate titles, and modified certification coursework. With these changes in mind, our internal audit was limited to probes associated with the 2003 – 2004 academic year.

Each faculty auditor randomly selected four student folders from the 2003 – 2004 pool (N=20; 20% of 2004 class). Faculty then performed the checks described in Tables A-2 and A-3. Upon completing the audit, faculty members provided both verbal and written summaries, which were recorded and summarized by the graduate assistants. A written report of the internal audit was distributed to the faculty auditors for their review and approval prior to being included in the Inquiry Brief. See procedures for audit of external information and additional audit procedures described below.

Description of the Quality Control System and Audit Procedures

Table A-1 provides a description of our Quality Control System.

Table A-1

Quality Control System

Components of Element 4.0	QCS
4.1 Curriculum	Course syllabi must meet UB Faculty Senate guidelines Student folders must contain evidence that all certification requirements have been met

4.2 Faculty	Faculty credentials and hiring procedures must be in line with University policy regarding affirmative action, terminal degrees and expertise in their field.
4.3 Quality of Facilities, Equipment, and Supplies	The university has an adequate quality control system that monitors the suitability and appropriateness of program facilities, equipment, and supplies. The university has a system of checks and balances through regular communication among our Dean, the Provost, and the President for issues regarding facilities and equipment. GSE has an infrastructure in place to assist with strategic planning and resource allocation, and the implementation of our technology plan. This plan includes a continued investment in facilities, and space allocation.
4.4 Administrative and Fiscal Capacity	Our program has adequate and appropriate fiscal and administrative resources. Budgetary information is available through Dr. Mary H. Gresham, Dean, Graduate School of Education and Vice President for Public Service and Urban Affairs, and Mr. Samuel Crisante, Associate Dean for Resource Management..
4.5 Student Support Services	Our students have equal access to, and benefit from, student support services provided by the institution. The program monitors the quality of the support services provided to students to ensure that student services contribute to student success in learning. Student support services are continuously enhanced to remain responsive to the ever-changing needs of students.
4.6 Admissions	The admissions process includes a review of the perspective students' undergraduate GPA which must be at least a 3.0 for admission into the program. Additionally, perspective students must submit a writing sample and are interviewed by faculty members to assess the potential to succeed in the teacher preparation program.
4.7 Student Complaints	Assistant Dean, Dr. Jenifer Lawrence oversees the resolution of student complaints.

Stage 1- Internal Audit of Student Folders- Performed by GSE Faculty (see above)

Upon application to the program, an admissions folder is created for each potential student. Folders include undergraduate transcripts, interview summaries, content exams, transcript evaluations, and all other documentation relevant to the admissions process. Once a student is officially accepted, folders are maintained in both TEI and LAI, and are used for advisement throughout the student's tenure in the program. Folders are reviewed prior to the recommendation of students for New York State teaching certification, as well as recommendation for Ed.M. degrees, and are instrumental in all aspects of student evaluation. Table A-2 includes the components of our Quality Control System that are auditable through a review of student folders.

Table A-2

Elements Linked To Student Folders

Components of Element 4.0	Target for Review	Faculty Probes
4.1 Curriculum	UB Course Approval	Check to see that course descriptions, titles, and numbers match website and catalog
	NY Learning Standards	Check syllabi to see if course content addresses NYS Learning Standards, in the content area of the certificate.
	Department Review	Check syllabi to determine whether they meet UB Faculty Senate guidelines
	Certification Requirements	Check folder for evidence that all certification requirements have been met
4.3 Quality of Facilities, Equipment, and Supplies	Classrooms	Check for sufficient room capacity, conditions, and equipment
4.6 Admissions	GSE Admissions Guidelines	Check folder for evidence that all admissions requirements have been met and that any deficiencies have been noted and tracked
4.7 Student Complaints	Associate Director of TEI	Check folders to determine whether complaints were resolved appropriately
	Review by Assistant Dean	Check with Jenifer Lawrence, Ph.D., to see if formal complaints were resolved appropriately

Stage 2- Internal Audit by Associate Dean for Teacher Preparation and LAI Chair

In addition to the probes described above, the components of Element 4.0 listed in Table A-3 were reviewed by the Associate Dean for Teacher Preparation, Julius Gregg Adams, Ph.D., and the Chair of the Department of Learning and Instruction, Maria Runfola, Ph.D. The information needed for these checks was not readily accessible through student folders, and therefore required additional research.

Table A-3

Probes Linked to Information External to Student Folders

Component of Element 4.0	Target for Review	Faculty Probes
4.2 Faculty	Recruiting Processes	Examine recent hires to ensure affirmative action procedures followed
	Reappointments and annual reviews	Examine folders to ensure SUNY, UUP, and Faculty Senate guidelines followed
4.4 Fiscal and Administrative Capacity	Administrative and Teaching Loads, and Department Budgets	See Appendix B
4.5 Student Support Services	Exit Surveys	Poll graduating students on knowledge and use of student support services

Additional Audit Procedures

Since our teacher preparation program has undergone recent changes, we were very interested in maximizing the value of this audit to help identify any weaknesses or limitations in the program. Accordingly, we decided to extend our audit beyond the probes outlined in Tables A-2 and A-3, to include informal interviews with TEI and LAI staff, as well as staff from the Office of Admissions. Since these three groups interact throughout the admissions process, effective communication is crucial for both program effectiveness and student satisfaction. We also included questions about satisfaction with the program on the exit survey completed by all graduating students.

Findings

Internal Audit and Audit of External Information

The conclusions made by the faculty auditors, Associate Dean, and LAI Chair are summarized in Table A-4.

Table A-4

Findings for Each Component of Element 4.0

4.1 Curriculum	The Quality Control System (QCS) requires modification	Some syllabi were not comprehensive and clear, or did not follow Faculty Senate Guidelines. Unclear how exceptionality and diversity were covered in several courses. Inconsistencies between syllabi and catalog. Student folders were missing documentation and course substitutions were not properly documented.
4.2 Faculty	The QCS was operating as intended	The QCS was working as intended. Procedures in place and being followed.
4.3 Quality of Facilities, Equipment, and Supplies	The QCS was operating at a minimally acceptable level	Some classrooms lacked proximity and appropriate technology. Some classes were constrained by room capacity, fixed tables and chairs, and equipment.
4.4 Fiscal and Administrative Capacity	The QCS was operating as intended	The QCS was working as intended.
4.5 Student Support Services	The QCS was operating as intended	Students have access to a full range of services offered by the university. Survey data suggest that students most frequently utilize technology resources, and rarely use health related support services.
4.6 Admissions	The QCS was operating as intended, but needed tightening	Need consistency in interviews, exams. Need to make sure deficiencies are documented and tracked.
4.7 Complaints	The QCS was operating as intended	The QCS was working as intended.

Informal Interviews with TEI, LAI and Office of Admissions Staff and Exit Surveys

Informal interviews suggested that although there have been significant improvements to the admissions process, further refinements are needed, especially in the area of communication between LAI faculty and TEI staff. Interviews also revealed a need for more consistent administration and scoring of content exams for the various program areas.

Conclusions

Although our internal audit revealed that many aspects of our program are functioning effectively, there are several areas that require modifications. Accordingly, we propose the following changes:

1- **Admissions -** Various changes have been implemented over the last year to facilitate the admissions process. These include:

- The development of new policies by the Ad Hoc Committee on Admissions regarding follow-up communication for e-mail and telephone correspondences with applicants.

- The implementation of new policies regarding the scheduling of TEI and LAI interviews.

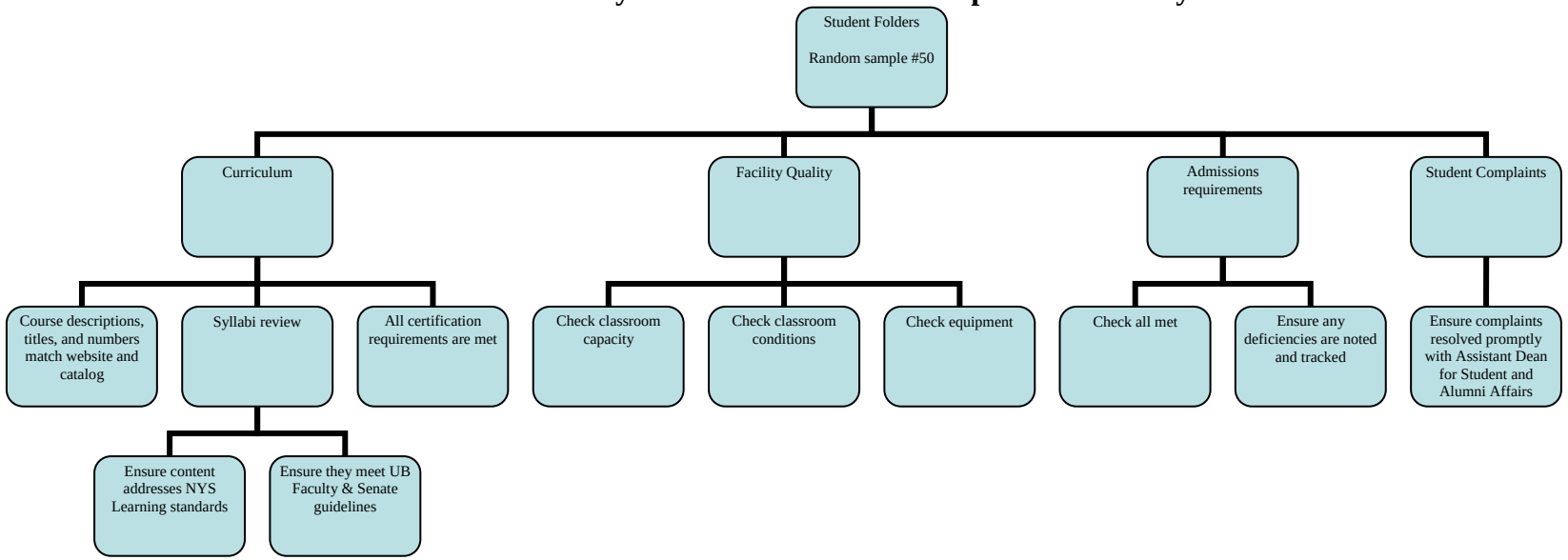
- The implementation of a new policy by TEI staff to develop separate TEI folders for the admissions process. TEI staff copy all relevant documents necessary to review candidates' credentials and prepare for TEI interviews. This allows them to return admissions folders in a more timely fashion, which in turn, facilitates the admissions process.

With these changes in mind, we are hopeful that communication between the various offices will continue to improve, and that the admissions process will run more smoothly. We will revisit this issue following the next round of admissions to reevaluate any changes that are still needed.

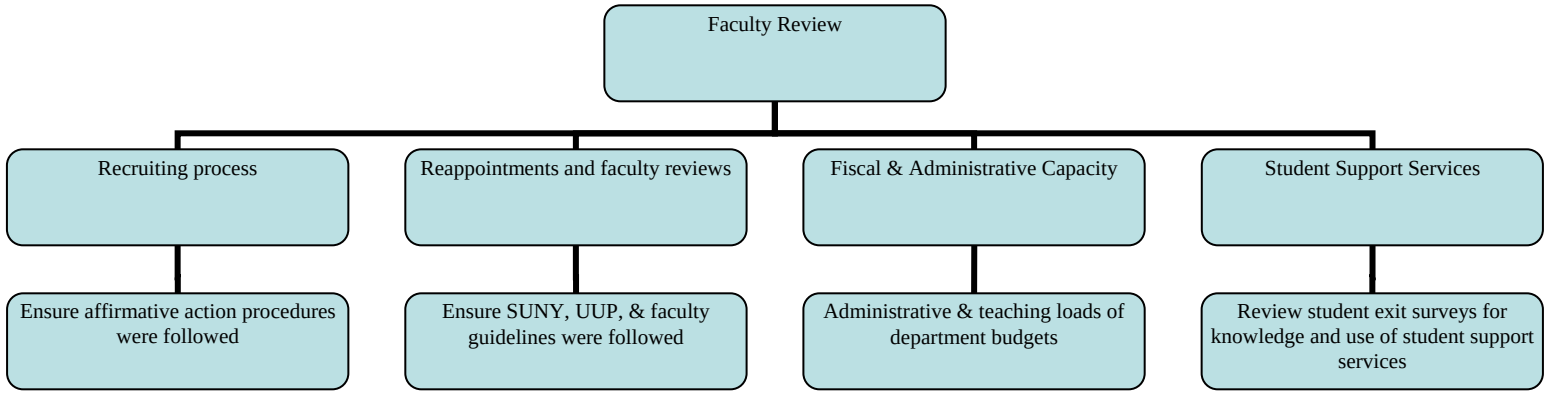
2- **Advisement -** Formal student advisement for all Ed.M. degree options in teacher education takes place in LAI. However, a great deal of informal advisement takes place in both LAI and TEI. A mechanism needs to be developed to allow better communication between the clerical staff in each office so that there is easier, yet confidential, access to student folders. This will not only enhance the advisement experience for students, but it will improve communications between the two offices.

3- **Curriculum** - Syllabi should be reviewed regularly to ensure appropriate coverage of course content and consistency with other literature distributed by GSE, concerning program curriculum.

Curriculum Review by Internal Audit Team comprised of Faculty Members



Faculty Review by Associate Dean for Teacher Education and Chair of the Department of Learning and Instruction



Appendix B

Institutional Capacity for Program Quality

We assert that the Graduate School of Education has the capacity to offer a quality teacher preparation program. We offer the following evidence for the components of TEAC element 4.0.

4.1 Curriculum

Our curriculum supports our claim that we offer a quality program. The evidence to support this claim consists of the following:

4.1.1 Our program reflects an appropriate number of credits for graduation and credit hour requirements for the subject areas in accordance with the components of Quality Principle I. The curriculum provides course work and fieldwork that cultivate skills and knowledge related to Quality Principle I. (For evidence related to claims, see Section 4 of the Inquiry Brief)

4.1.2 The curriculum standards established by the New York State Education Department are met through course requirements within our curriculum.

4.1.3 The curriculum standards established for the education programs meet those set for all programs at the University in terms of credits required for Certificates of Advance Study (CertAS) and Master's degrees, and exceed standards set for grade point average required for graduation, and practicum experience.

4.2. Capacity Dimensions for Program Quality: Faculty.

Our program faculty reflects the qualities associated with a quality program. The evidence to support this claim consists of the following:

4.2.1 Our faculty members accept the preparation of competent, caring, and qualified educators as their own goal for the program as noted in the Graduate School of Education Faculty meeting minutes, May 7, 2003. The faculty officially accepted the revised conceptual framework at this meeting.

4.2.2 Our faculty demonstrates an accurate and balanced understanding of the disciplines that are connected to the program (see Appendix C).

4.2.3 Our faculty members are qualified to teach the courses in the program to which they are assigned as evidenced by advanced degrees held, scholarship, advanced study, contributions to the field, and professional experience (see Appendix C).

4.2.4 Faculty qualifications are equal to or better than the statistics for the institution as a whole with regard to the attributes of the members of the faculty (see Table B-1 and Appendix C).

4.3 Capacity Dimensions for Program Quality: Facilities, Equipment, and Supplies.

Our program is provided with sufficient and adequate facilities, equipment and supplies to support a quality program.

Our program has adequate and appropriate budgetary and other resource allocations for space, equipment and supplies.

4.3.1 The facilities, equipment, and supplies allocated to the program by the university are at least proportionate to the overall institutional resources and are sufficient to support the operations of the program. Our students, faculty, and staff have at least equal and sufficient access to, and benefit from, the institution's facilities, equipment, and supplies.

4.3.2 The university has an adequate quality control system that monitors the suitability and appropriateness of program facilities, equipment, and supplies. The university has a system of checks and balances through regular communication among our Dean, the Provost, and the President for issues regarding facilities and equipment. Internally, GSE has an infrastructure in place to assist with strategic planning and resource allocation, and the implementation of our technology plan. This plan includes a continued investment in facilities, space allocation, and new personnel to meet GSE's educational technology needs. To support these efforts, new positions were created for an Assistant Dean for Educational Technology and an Educational Technologies Manager.

4.4 Capacity Dimensions for Program Quality: Administrative and Fiscal Capacity.

Our program has adequate and appropriate fiscal and administrative resources that are at least sufficient to support the mission of the program to achieve the goal of preparing competent, caring, and qualified educators. Budgetary information is available through Dr. Mary H. Gresham, Dean, Graduate School of Education and Vice President for Public Service and Urban Affairs, and Mr. Samuel Crisante, Associate Dean for Resource Management..

4.4.1 The financial condition of the university that supports the program is stable, and the university is financially viable.

"…The State University of New York completed the 2003-04 fiscal year in stable financial condition." Chancellor Robert King, Annual Financial Report, 2003, The State University of New York.

4.4.2 The financial and administrative resources allocated to the program are at least

proportionate to the overall allocation of financial resources to other programs at the university and are sufficient to support the operations of the program.

4.4.3 The program has a sufficient quality monitoring and control system to ensure that the program has adequate financial and administrative resources.

There is an appropriate level of institutional investment in and commitment to faculty development, research, and scholarship, and national and regional service. Faculty workload obligations are commensurate with institutional expectations for promotion, tenure, and program obligations. New faculty are provided with a great deal of information on how they may seek out GSE and campus-wide support for their research agendas (http://www.gse.buffalo.edu/new_faculty/index.htm)

4.5 Capacity Dimensions for Program Quality: Student Support Services.

Our program makes available to students sufficient student services such as counseling, career placement, advising, financial aid, health care, and media and technology support.

4.5.1 Student services available to our students are sufficient to support successful completion of the program and success in student learning. Our students have equal access to, and benefit from, student support services provided by the institution. Student records, registration and financial aid functions at UB are consolidated in the Student Response Center to provide a seamless experience for students. Information on the Center can be found at www.studentresponse.buffalo.edu.

4.5.2 Student support services available to our students are at least equal to the level of support services provided by the university as a whole and are sufficient to support the operations of the program. At the school level, student services are provided on multiple levels, including the Office of the Dean in the Graduate School of Education, Office of Graduate Admissions and Student Services (OGA), the Teacher Education Institute (TEI), and the Department of Learning and Instruction (LAI). OGA helps newly accepted students navigate the registration process, and educates them about the available student services on campus. TEI provides advisement related to teacher certification. LAI provides academic advisement and facilitates the paperwork related to graduation and certification. Professional extracurricular activities are available to students throughout their tenure at GSE. Such activities include professional lecture series and brown bag events. Specific conference related events targeting employment opportunities in the field of education are partly funded and supported by GSE's Alumni Association.

4.5.3 The program monitors the quality of the support services provided to students to ensure that student services contribute to student success in learning as required by Quality Principle 1. Student support services are equal to the level of support services provided by the institution as a whole, and are continuously enhanced to remain responsive to the ever-changing needs of students, as reported by Dr. Radhika Suresh, Director, GSE OGA.

4.6 Capacity Dimensions for Program Quality: Recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising.

The Graduate School of Education, in its efforts to distribute accurate information to students, including program descriptions, policies and procedures directly affecting admitted students in the program, grading polices and the academic credentials of faculty members and administrators, provides such information on GSE's website at www.gse.buffalo.edu Policies relating to charges and refunds can be found on the University's website at: http://studentresponse.buffalo.edu/studentaccount/index.shtml

4.6.1 GSE is committed to the recruitment of diverse and under-represented students and seeks to achieve this goal through many initiatives. GSE recruits at a large number of graduate fairs at universities and colleges, including New York, Pennsylvania, and Ontario, Canada to reach out to diverse students. The School also participates in the Ronald E. McNair Post-Baccalaureate Achievement Program organized by UB that is aimed at attracting diverse students who are interested in graduate education. Furthermore, the Office of International Admissions at UB focuses on bringing in diverse students from around the world by participating in global recruitment events to encourage students from diverse backgrounds to apply to GSE programs. In addition to these activities, GSE organizes and coordinates two recruitment events on an annual basis. GSE holds an annual Open House that is attended by over 200 prospective students from diverse backgrounds. Every summer for the past two years GSE has also organized a Career Perspectives event that is targeted at prospective applicants from the Western New York area.

In addition to these recruitment efforts, GSE also makes funding available to qualified minority graduate students through various opportunities. These include the Arthur A. Schomburg Graduate Fellowship, sponsored by the State University of New York, which is a highly competitive fellowship available to academically superior Hispanic-American, Native American, and African-American graduate students accepted as first-time, full-time students in a graduate program.

4.6.2 The program distributes an academic calendar to students. The official University calendar is printed in the class schedule issued by the Student Response Center. The official University calendar is also available on the UB website at http://studentresponse.buffalo.edu/calendars/index.shtml

4.6.3 Claims made by the program in its published materials are accurate and supported by evidence. Program descriptions for all GSE teacher education programs can be found at www.gse.buffalo.edu.

4.6.4 The Graduate School of Education has a fair and equitable published grading policy. Grading policies can be found in the GSE Policies and Procedures Manual, available online at: http://www.gse.buffalo.edu/Policy/policies-procedures.pdf.

4.7 Capacity Dimensions for Program Quality: Student Complaints.

The quality of GSE's teacher education program depends upon meeting the needs of its students. Throughout the program, students have opportunities to offer feedback and evaluate various programmatic aspects of their teacher education preparation, such as course content, instructor effectiveness, and student satisfaction. The expression of concerns, complaints, and grievances about the program are encouraged.

As reported by Dr. Jenifer Lawrence, Assistant Dean, it is an important objective of GSE to encourage, whenever possible, the prompt and informal resolution of grievances of graduate students as they arise and to provide recourse to orderly formal procedures for the satisfactory resolution of complaints which cannot be informally resolved.

GSE's grievance procedures (http://www.gse.buffalo.edu/Policy/policies-procedures.pdf) are designed to establish a well-defined, but flexible structure, including within its purview the issues unique to teacher education, as well as academic areas common to all faculty-student or administration-student relationships. The grievance procedures constitute a framework for the orderly and expeditious resolution of disputes. Effectiveness and efficiency, therefore, are key elements of such a framework.

4.7.1 Informal complaints and formal grievances are kept in a secure location on file in the Dean's office (371 Baldy Hall).

4.7.2 GSE takes student complaints very seriously and does its best to rectify students' issues in a timely and informal manner; therefore, the number of formal grievances is minimal.

Institutional Commitment
Table B-1

State University of New York, University at Buffalo
Evidence of Commitment for the Parity Sub-Components of Capacity (4.0)

<table>
<tr><td>Sub Component of 4.0 Capacity</td><td>Evidence of Commitment</td></tr>
<tr><td>4.1
Curriculum</td><td>Credits required for CAS and/or graduation: 33 - 69
Clinical practicum throughout the program
Preparation in New York State Learning Standards
Approval of curriculum by the NYS Education Department
http://www.gse.buffalo.edu/Policy/Pol_and_Pro.htm (GSE handbook)
http://www.grad.buffalo.edu/grad-docs/policies/index.htm (Graduate School Handbook)</td></tr>
<tr><td>4.2 Faculty</td><td>
<table>
<tr><td></td><td>LAI</td><td>GSE</td><td>UB</td></tr>
<tr><td>Asian/Pacific Islander</td><td>4%</td><td>5%</td><td>11%</td></tr>
<tr><td>Black</td><td>6%</td><td>4%</td><td>5%</td></tr>
<tr><td>Hispanic</td><td>1%</td><td>1%</td><td>2%</td></tr>
<tr><td>Other</td><td>1%</td><td>1%</td><td>1%</td></tr>
<tr><td>Unknown</td><td>0%</td><td>1%</td><td>1%</td></tr>
<tr><td>White</td><td>87%</td><td>88%</td><td>81%</td></tr>
<tr><td>Male</td><td>74%</td><td>63%</td><td>34%</td></tr>
<tr><td>Female</td><td>26%</td><td>37%</td><td>66%</td></tr>
<tr><td>Professor</td><td>$88,981</td><td>$98,671</td><td>$102935</td></tr>
<tr><td>Associate Professor</td><td>$70,599</td><td>$74,785</td><td>$73,071</td></tr>
<tr><td>Assistant Professor</td><td>$49,185</td><td>$51,640</td><td>$61,834</td></tr>
</table>
http://wings.buffalo.edu/faculty/governance/fac-sen/documents/resolutions.htm
IV. Faculty Promotions, Appointments, Reappointments and Development
A) Annual Meetings for PRB Chair and Department Chairs
B) Wider Dissemination of Information about the PRB
C) Evaluation Letters in Promotion and Tenure Cases
D) Faculty Development
E) Extension of the Tenure Clock
F) Junior Faculty Retention and Mentoring Initiative
G) Resolution from the Faculty Senate Standing Committee on Tenure and Privileges Regarding
Participation of ORU's, Centers and Institutes in the Promotion Process
H) http://www.gse.buffalo.edu/dl/facultyresources/
I) http://www.gse.buffalo.edu/new_faculty/index.htm</td></tr>
</table>

	V. Workload, Sabbaticals, and Teaching A) Consultation on Faculty Utilization B) Comparison with Leading Institutions C) Faculty Responsibility Policy D) Sabbatical Leaves E) Teaching F) Teaching Assessment and Improvement G) Faculty Roles in Advisement H) Assessment of Educational Programs I) Student Evaluations of Instruction
4.3 Facilities	Facilities, Equipment, and Physical Space dedicated to the program: ▪ Faculty offices: (full time offices with 120 sq. ft. each; one with 180 sq. ft.) ▪ Fisher-Price Early Childhood Research Center, Baldy Hall: (4242 sq. ft.) ▪ Storage for supplies and curriculum materials (200 sq. ft.) ▪ PC's or Macintosh computers, local or area networked printers and peripherals in all full-time faculty offices ▪ Private phones with voice mail capabilities in all offices ▪ Additional computers, data projectors, etc. Facilities, Equipment, and Physical Space readily available for use by this program: ▪ Classrooms as needed (centrally scheduled)-generally two large "smart" classrooms (50 cap.), one large multipurpose room (80 cap.) and eight small classrooms most with basic classroom technology (25 cap. each) ▪ Meeting rooms as needed (scheduled by units) ▪ Computer laboratories (20 cap., 30 cap., 50 cap.), with full-time consultation and help-desk services ▪ Curriculum library and classroom space in Lockwood Library (the principal graduate library on campus, and located adjacent to Baldy Hall, home of the GSE). ▪ Distance learning classroom in Baldy Hall (Room 202) ▪ In the year 2003, five 42" plasma screens were purchased for the seminar rooms within the school. This year, 2004, we will be purchasing 14 projectors to continue our seminar and classroom upgrades. The projectors will be placed on carts with a computer-enabling faculty to quickly check out a cart to use in their classroom. This will enable our faculty to integrate technology into their lesson plans knowing that the proper facilities are available to them. Library Resources and facilities ▪ University Libraries o Over 3 million volumes and electronic resources, including sound recordings and video tapes (5,000 in children's and young adult literature) o Nearly 4.5 million government/historical documents in microform

	○ Subscriptions to 23,000 journals and other periodicals, including 6,600 bound back issues and 22,000 monograph series ○ Cybraries, with 160 terminals and open data ports in various locations ○ In 2001, the University was ranked one of yahoo! Internet Life magazine's 10 most wired campuses in the country (http://www.buffalo.edu/news/fast-execute.cgi/article-page.html?article=53690009 ○ http://cit.buffalo.edu/sites/ ○ http://www.gse.buffalo.edu/dl/studentresources/ ▪ Technology Services ○ Free email accounts and web-site hosting ○ Data ports in all dormitory rooms, most classroom libraries ○ 24 hour help desk, and walk-up consultation services during extended business hours ▪ General ○ UB is a full-service research university of 25, 000 students and they have access o the wide range of educational, recreational and cultural resources typical of such institutions.
4.4 Fiscal & Administrative	▪ Teaching load for LAI faculty is equivalent to other UB faculty as determined in the UB Faculty Handbook http://wings.buffalo.edu/faculty/governance/fac-sen/documents/resolutions.htmhttp://www.suny.edu/templates/SUNY/SharedFiles/AnnualFinancialReport.pdf ▪ Replacement of retired faculty ▪ Development of new academic positions ▪ Availability of research funds sponsored by GSE and the university (see the following website for further information: http://www.gse.buffalo.edu/new_faculty/index.htm)
4.5 Student Support Services	Student Affairs services include: ▪ Student Wellness Team, which offers group and individual counseling, health center services, and wellness education (http://www.student-affairs.buffalo.edu/shs/). ▪ GSE's Office of Graduate Admissions and Student Services ▪ Individual advisement to students as needed ▪ A comprehensive Career Services center is directed by a GSE Alum, and among its career counselors are several GSE Graduates (http://www.student-affairs.buffalo.edu/career/) that are trained to work with teacher education students. ▪ Staff from Career Services are very involved with the annual Teacher Recruitment Days program (http://www.trd.org/) that is designed to help local teacher education students find teaching jobs nationwide. ▪ Students with disabilities can find support at the Disability Services Office (http://www.student-affairs.buffalo.edu/ods/) ▪ The Public Safety team offers both security and police functions as well as

	parking and transportation services on campus (http://www.student-affairs.buffalo.edu/dps/). ▪ UB has space for over 7000 students to live on campus. Among the offering are new townhouse apartments that are reserved for graduate student and students with families (http://www.student-affairs.buffalo.edu/housing/). ▪ The Student Affairs division oversees dining and retail services on campus (http://www.student-affairs.buffalo.edu/fsa/) and provides social and educational support programs through the Office of Student Life (http://www.student-affairs.buffalo.edu/studentlife/ ▪ www.studentresponse.buffalo.edu

Appendix C

Table C-1
2004 Full Time Faculty Data

Name	Rank	Earned Degree	Institution of Degree Conferral	Year Granted	Field	Journal and Book Publications	Years at UB	Number of Courses Taught in Teacher Preparation
Ageyev, Vladimir	Clinical Professor	Ph.D.	University of Moscow	1980	Psychology	60	10	1
Bartkowiak, Elaine	Instructor Asst Dir ECRC	Ph.D.	SUNY Buffalo	1996	Elementary Education, Early Childhood	2	12	4
Berry, Ruth	Assistant Professor	Ph.D.	Michigan State University	2001	Special Education	2	4	2
Boyd, Fenice	Assistant Professor	Ph.D.	Michigan State University	1996	Curriculum, Teaching Education Policy	12	3	3
Bromley, Hank	Associate Professor	Ph.D.	University of Wisconsin-Madison	1995	Educational Policy Studies	30	10	1
Cantaffa, David	Adjunct Instructor	Ed.M.	SUNY Buffalo	2001	Social Phil Foundations of Education	2	4	4
Clements, Douglas	Full Professor	Ph.D.	SUNY Buffalo	1983	Elementary Education	406	16	4
Collins, Jim	Professor	Ed.D.	University of Massachusetts	1979	English Education	80	25	1
Cornbleth, Catherine	Professor	Ph.D.	University of Texas at Austin	1974	Curriculum and Instruction	90	18	4
DeWitt, Scott	Research Assistant Professor	Ph.D.	University of Wisconsin-Madison	2004	Curriculum and Instruction	3	1	2
Dimitriadis, Greg	Associate Professor	Ph.D.	University of IllinoisUrbana, Champlain	1999	Speech Communication	46	5	1
Gentile, J.Ronald	Distinguished Professor (retired)	Ph.D.	Penn State University	1967	Educational Psychology	80	35	1
Gerber, Sue	Assistant Professor	Ph.D.	SUNY Buffalo	2000	Educational Psychology	7	3	2
Grant, S.G.	Associate Professor	Ph.D.	Michigan State University	1994	Curriculum, Teaching, and Policy	23	10	1
Hoot, James	Professor	Ph.D.	University of Illinois	1978	Early Childhood Education	150	18	4
Kibby, Michael	Professor	Ph.D.	U. of Chicago	1975	Language and Reading	40	33	4
Krist, Betty	Professor Emeritus	Ph.D.	SUNY Buffalo	1980	Mathematics Education	50	25	1

Table C-1 Continued

Name	Rank	Earned Degree	Institution of Degree Conferral	Year Granted	Field	Journal and Book Publications	Years at UB	Number of Courses Taught in Teacher Preparation
Lee, Jaekyung	Assistant Professor	Ph.D.	U. of Chicago	1997	Education	23	2	2
Li, Guofang	Assistant Professor	Ph.D.	University of Saskatchewan	2000	Sec Language and Literacy Education	8	3	4
Liu, Xiufeng	Associate Professor	Ph.D.	U. of British Columbia	1993	Science Education	28	2	4
Malave, Lilliam	Associate Professor	Ph.D.	SUNY Buffalo	1984	Administration	25	25	2
McVee, Mary	Assistant Professor	Ph.D.	Michigan State University	1999	Teacher Ed Literacy	13	4	3
Miller, Suzanne	Associate Professor	Ph.D.	University of Pittsburgh	1988	Instruction and Learning	25	10	5
Moore-Russo, Deborah	Clinical Associate	Ph.D.	University of Oklahoma	1995	Mathematics Education	15	1	5
Rascoe, Barbara	Assistant Professor	Ph.D.	University of Georgia	2001	Science Education	1	3	2
Rissel, Dorothy	Associate Professor	Ph.D.	SUNY Buffalo	1976	Hispanic Linguistics	35	15	4
Rozendal, Mary	Assistant Professor	Ph.D.	Michigan State	1997	Special Education	14	5	2
Runfola, Maria	Associate Professor	Ph.D.	SUNY Buffalo	1976	Music Education	21	33	9
Sarama, Julie	Associate Professor	Ph.D.	SUNY Buffalo	1995	Mathematics Education	98	4	3
Schroeder, Thomas	Associate Professor	Ph.D.	Indiana University	1983	Mathematics Education	30	11	4
Shanahan, Michele	Assistant Professor	Ph.D.	Cognitive Psychology	1998	Cognitive Psychology	2	1	1
Shuell, Thomas	Professor	Ph.D.	U of California, Berkley	1967	Educational Psychology	40	37	2
Weis, Lois	Professor	Ph.D.	University of Wisconsin-Madison	1978	Educational Policy Studies	100	25	1
Yang, Lynne	Assistant Professor	Ph.D.	University of Oregon	1993	Linguistics	4	10	6
Zigo, Diane	Assistant Professor	Ph.D.	SUNY Buffalo	1998	English Education	24	3	4

Table C-2

2004 Part Time Faculty Data

Name	Rank	Earned Degree	Institution of Degree Conferral	Year Granted	Field	Journal and Book Publications	Years at UB	Number of Courses Taught in Teacher Preparation
Alnakeeb, Zaynab	Adjunct Instructor	Ed.M	SUNY Buffalo	2004	Science Education	0	1	1
Bailey, Nancy	Presidential Fellow	Ms.Ed.	Nazareth College		Reading Education	2	3	2
Burgos, Maryanne	Adjunct Professor	Ph.D.	SUNY Buffalo	1993	Second/Foreign Language Education	0	3	2
Carlson, Dawn	Adjunct Instructor	Ed.M.	SUNY Buffalo		Secondary Language Ed	0	3	1
Chiodo, Patricia	Clinical Assistant Professor	Ph.D.	SUNY Buffalo	1997	Music Education	14	6	1
Cross, Marion	Clinical Assistant Professor	Ph.D.	SUNY Buffalo	1987	Elementary Education	13	4	2
Dechert, Deborah	Associate Director	Ph.D.	SUNY Buffalo	2004	Reading Education	1	9	1
Derrico, Regina	Adjunct Instructor	M.A.	Fairleigh Dickinson U	1975	English Education	4	4	1
Donovan, Lynda	Adjunct Instructor	M.S.	Buffalo State College	1995	Elementary Education	0	3	2
Dorsey, Joyce	Adjunct Instructor	Ed.M.	SUNY Buffalo	1978	Reading Specialist	0	2	4
Etopio, Elisabeth	Adjunct Instructor	Ed.M.	SUNY Buffalo	2000	General Education	0	4	2
Faber, Therese	Adjunct Instructor	Ed.M.	SUNY Buffalo	2003	Reading Teacher		1	1
Gervase, Annette	Adjunct Instructor	M.S.	SUNY Buffalo	1981	Elementary Education	0	8	1
Gradwell, Jill	Presidential Fellow	M.S.	SUNY Potsdam	1997	Social Studies Education	4	3	2
Hartzell, Betsy	Adjunct Instructor	Ph.D.	SUNY Buffalo		Secondary Language Ed	0	6	2
Helfman, Daryl	Adjunct Instructor	Ed.M	SUNY Buffalo	1990	Elementary Education	0	3	1
Hendra, Margie	Adjunct Instructor	M.S.	SUNY Buffalo	1971	Special Education	0	1	4
Jakiel, Marjorie	Clinical Faculty Instructor	M.S.	S.U.C.B.	1984	Special Education	0	1	1

Table C-2 Continued

Name	Rank	Earned Degree	Institution of Degree Conferral	Year Granted	Field	Journal and Book Publications	Years at UB	Number of Courses Taught in Teacher Preparation
Johnson, Ralph	Adjunct Instructor	M.S.	Buffalo State College	1969	Administration and Supervision	50	14	4
Kaderabek, Elizabeth	Adjunct Instructor	Ed.M., M.A.	SUNY Buffalo	1976	Curriculum and Development	0	1	4
Karmazin, Karen	Adunct Instrucor	Ph.D.	SUNY Buffalo	1996	Special Education	0	3	1
Kellick, Elaine	Adjunct Instructor Lecturer	Ed.M	SUNY College at Buffalo	1972	Elementary Education	0		4
Kindzierski, Corinne	Adjunct Instructor	Ph.D.	Buffalo State College	2005	Special Education	0	2	2
Koestler, Paul	Adjunct Instructor	B.A.	SUNY Buffalo	1986	Social Science Interdiscipl	0	2	1
Lopez-Kassem, Maeva	Adjunct Instructor	Ed.D.	Puerto Rico	2000	Special Education	0	1	1
Maloney-Berman, Colleen	Visiting Assistant Professor	Ph.D.	SUNY Buffalo	2004	Secondary Language Education	1	2	1
Marshall, Jill	Adjunct Instructor	M.S.	Canisius College	2004	Elementary Education	0	1	1
McGirr, Paula	Clinical Faculty Instructor	Ed.M	SUNY at Buffalo	1989	Elementary Education	3	8	1
Medina, Lucyleen	Adjunct Instructor	Ed.M.	SUNY Buffalo		Science Education	0	2	2
Mhamed, Ali Ait Si	Adjunct Instructor	M.Ed.	D'Youville College	2000	Secondary Education Linguistics	0	1	4
Mirando, Peter	Adjunct Instructor	Ph.D.	SUNY Buffalo	1995	Science Education	0	3	1
Mohammed, Eric	Adjunct Instructor	Ed.M.	SUNY Buffalo	2004	General Education1	0	1	1
Murphy, Linda	Adjunct Instructor	Ph.D.	SUNY Buffalo	1990	Elementary Education	0	3	1
O'Dell, Robin	Research Assistant	Ph.D.	SUNY Buffalo	2005	Math Education	0	2	1
Pietka, Elaine	Adjunct Instructor	M.S.	Buffalo State College	1983	Secondary Education	0	3	1

Table C-2 Continued

Name	Rank	Earned Degree	Institution of Degree Conferral	Year Granted	Field	Journal and Book Publications	Years at UB	Number of Courses Taught in Teacher Preparation
Scofield, Deborah	Clinical Instructor	Ed.M	SUNY Buffalo	2002	Reading Specialist	0	1	7
Silvestri, Linda	Adjunct Instructor	Ph.D.	SUNY Buffalo	1997	Spanish Lang and Literature	0	15	1
Story, Carolyn	Adjunct Instructor	M.S.	Buffalo State College	1973	Elementary Education	0	1	4
Sullivan, Arlene	Adjunct Instructor	Ph.D.	SUNY Buffalo	2002	Reading Education	0	10	1
Troy, Mary Beth	Adjunct Instructor	Ph.D.	SUNY Buffalo	1991	Math Education	0	10	1
Vehar, Robert	Adjunct Instructor	M.S.	Eastman School of Music	1959	Music Education	3	5	1
Wallace, Karen	Adjunct Assistant Professor	Ed.M.	SUNY Buffalo	1999	Science Education	0	6	1
Wallace, Nancy	Clinical Faculty Instructor	Ed.M	SUNY at Buffalo	1983	Foreign Language Institution	5	15	7
Wang, Xiahui Christine	Assistant Professor	Ph.D.	University of Illinois-Urbanaa,Cham	2003	Early Childhood Education	10	2	1
Wieland, Karen	Adjunct Instructor	Ed.M.	SUNY Buffalo	2003	Reading Education	0	3	1
Wolbers, Mark	Adjunct Instructor	DMA	University of Michigan	1990	Clarinet Performance	5	1	1
Wolck, Carolyn	Adjunct Instructor	M.S. Ed.	Buffalo State College	1984	Spanish and Secondary Ed	0	5	4
Zichittella, Robert	Adjunct Profesor	M.S.	Canisius College	1975	Education	0	1	3

Table C-3

2004 Teacher Preparation Faculty by Program Specialty Area

Specialty Area	**Part Time**	**Full Time**
Elementary/ EC/C Education	4	3
Math Education	1	4
Music Education	0	2
English Education	1	3
Science Education	2	2
Social Studies Education	2	3
TESOL/ESL	2	4
Special Education	0	1
Reading/Literacy Education	1	5
ELP	0	5
CEP	0	4
Total	13	36

Tables C-4 and C-5 detail the ethnicity and gender for GSE faculty by department that were on staff as of 2004.

Table C-4

Graduate School of Education Faculty Ethnicity by Department

	CSEP	**ELP**	**LAI**
Asian or Pacific Islander	10%	1%	10%
Black (non-Hispanic)	-	1%	6%
Native American	-	-	-
Hispanic	6%		3%
White (non-Hispanic)	84%	98%	81%

Table C-5

Gender Data for Graduate School of Education Faculty

	CSEP	**ELP**	**LAI**
Male	47%	54%	28%
Female	52%	46%	72%

Appendix D

Admission Requirements

General Admissions Procedure

Successful candidates to the Teacher Education Institute must possess a baccalaureate degree in an approved content area (or its equivalent) (see list below), a Liberal Arts and Sciences background comparable to SUNY UB general education requirements (see below), a second semester level of a foreign language other than English, and a minimum 3.0 grade point average in their content area as well as overall grade point average. Applicants are required to submit a writing sample, along with official transcripts from all undergraduate and graduate institutions, with their application (all applications submitted on-line). Once an applicant's credentials are deemed to be appropriate, they are invited to participate in interviews with Teacher Education Institute (TEI) staff and faculty from the Department of Learning and Instruction (LAI). For TEI interviews, candidates are instructed to bring a personal teaching rationale including responses to the following questions: 1)- Why do you want to become a teacher?; 2)- What are the primary challenges to being an effective teacher in today's classroom?; 3)- What do you see as the primary responsibilities of today's teachers?; 4)- Which of your strengths will help you to become an effective teacher?; and 5)- How do you see yourself working with a diverse group of students in your classroom? Interviews probe candidates' responses to these questions, and explore applicants' motivations for pursuing a career in teaching. Students pursuing an Ed.M. degree are also interviewed by LAI staff, and may be asked to take a content exam in the respective subject area that they are pursuing.

Approved Majors

Anthropology	Art	Art History
Biochemistry	Biological Studies	Chemistry
Classics	Dance	Economics
English	French	Geography
Geological Sciences	German	History
Italian	Japanese	Mathematics
Music	Physics	Political Science
Russian	Spanish	Sociology
Theatre		

Linguistics (English to Speakers of other languages only)

Social Sciences Interdisciplinary Health & Human Services: Early Childhood Concentration

General Education Requirement

Number of Courses	Areas
1	Arts (dance, music, theater, visual arts, art history)
2	History/social sciences
1	Humanities (philosophy, English literature, classics)
2nd semester	Language other than English
2	Mathematics

3	Natural sciences
2nd semester	Writing (English composition)

*Students enrolled in Childhood or Early Childhood Education must also meet the following prerequisites

1	Career development/occupational studies
1	Family and consumer sciences
3 credits	Health/physical education
1	Information retrieval Library Skills Workbook

Additional prerequisites by curricular option

	Social Studies	Science	Math	English	Languages Other than English (LOTE)
Academic Degree	* B.A. in History, Political Science, Anthropology, Geography, Economics, Sociology * 21 Credits in History and/or Geography * Economics course * Political Science/ Government course	* B.A./B.S. in Earth Science, Biology, Chemistry, Physics or Biochemistry which includes at least 30 hours of coursework in the science you would like to teach	* B.A./B.S. in Mathematics which includes at least 30 hours of coursework in Mathematics	* B.A. in English which includes at least 30 hours of coursework in English	* B.A. in an approved Language other than English which includes at least 30 hours of coursework in one language (Classics, French, German, Italian, Japanese, Russian, Spanish)
Academic Distribution	I. -6 credits US History -6 credits US Civilization -6 credits Western Civilization -12 credits World Civilization	* 3 credits Earth Science * 3 credits Biology * 3 credits Chemistry * 3 credits Physics	* 2 courses in Algebra * 2 courses in Calculus * 1 course in Geometry * 1 course in Science		

	II. -2 courses in each of the three Social Sciences including or in addition to Political Science and Economics course. [Political Science, Geography, Economics, Sociology, Anthropology, Psychology or Philosophy] *There may be up to 12 credits that overlap between I and II.				
General Education Distribution (for ALL programs)	1 course Arts (dance/music/theater/visual arts) 2 courses History/Social Sciences 1 course Humanities (Philosophy/Eng. Literature/etc.) 2nd semester Language other than English 2 courses Mathematics 2 Natural Sciences 2nd semester Writing (English Composition) 1 course Communications (TEI Writing Sample and Interview) 1 course Information Retrieval (pass UB Library Skills Workbook online or a course in information sciences)				

	Educational Technology	Music	ESL
Academic Degree	B.A. in any of the following approved majors (see below)	B.A./B.F.A. in Music	B.A. in any of the following approved majors (see below)
Academic Distribution	To be determined	* 4 courses in Music Theory * 4 courses in Music History * 2 courses in conducting	* 12 credits of 1 language other than English (LOTE)

		* 4 courses in Primary Instrument (including Voice) * Keyboard Proficiency Exam, Secondary Instrument in Woodwinds, Brasses, Percussion, and Strings	
General Education Distribution (for ALL programs)	1 course Arts (dance/music/theater/visual arts) 2 courses History/Social Sciences 1 course Humanities (Philosophy/Eng. Literature/etc.) 2nd semester Language other than English 2 courses Mathematics 2 Natural Sciences 2nd semester Writing (English Composition) 1 course Communications (TEI Writing Sample and Interview) 1 course Information Retrieval (pass UB Library Skills Workbook online or a course in information sciences)		

Course Requirements and Standards

In addition to coursework students must:

- Complete two-hour seminar for mandated reporters of child abuse and neglect.
- Complete Schools Against Violence in Education (S.A.V.E.) training.
- Complete mandatory NYS fingerprinting.
- Complete application for certification to NYSED.
- Pass three (3) New York State Teacher Certification Exams (NYSTCE).
    1. Liberal Arts and Sciences Test (LAST)
    2. Content Specific Test (CST)
    3. Assessment of Teaching Skills/Written portion (ATS-W)

Courses Required

Childhood w/ Bilingual Extension – Grades 1- 6

I. Initial/Professional Certification/Ed.M.		**II. Professional Certification/Ed.M**	
MAJOR AREA REQUIREMENTS		**MAJOR AREA/BILINGUAL REQUIREMENTS**	
CEP 501 Psych. Foundations of Ed.	3	LAI 581 Ling. For L2 Ed. Teachers OR	
LAI 521 Improving Social Studies		SPA 502 Spanish Grammar for teachers	3
Instruction, Elementary	3	LAI 586 Research and Evaluation In	
LAI 530 Improving Elementary Science		Bilingual Education	3
Instruction	3	LAI 587 Methods in ESL Through	
LAI 540 Improving Elementary		Content Areas	3
Mathematics Instruction	3	LAI 588 Methods in Bilingual Ed.	3
LAI 551 Childhood Literacy Methods	3	LAI 592 Foundations of Bilingual Ed.	3
LAI 560 Language Arts Methods	3	LAI 690 Teaching Reading and	
LAI 574 Teaching Except. Learners	3	Spanish Language Arts	3

LAI 600 Elem. School Curriculum
the following:
Integration & Assessment 3
LAI 612 School, Comm. & Society 3

BI LINGUAL REQUIREMENTS
3
LAI 581 Ling. for L2 Ed. Teachers. OR
SPA 502 Spanish Grammar for Teachers 3
LAI 586 Research and Eval. In
Bilingual and L2 Education 3
LAI 587 Methods in ESL Through
Content Areas 3
LAI 588 Methods in Bilingual Ed. 3
LAI 592 Foundations of Bilingual Ed.
LAI 690 Teaching Reading and
Spanish Language Arts 3
ELECTIVE – Students select one of the following:
PRS 540 Hist. & Culture of Puerto Rico 3
LAI 681 Understanding/Teaching
Second Language Culture 3
LAI 686 Using Authentic Materials to
Teach Language and Culture 3

FIELD EXPERIENCES/STUDENT TEACHING
LAI 667 Field Experience 3
LAI 668 Supervised Teaching I 3
LAI 595 Supervised Teaching II 3
LAI 674 Seminar in Teaching 3

CAPSTONE EVENT – Comprehensive Examination (0 credits)
Total Credits 60

BILINGUAL ELECTIVES - Students select two of
PRS 540 Hist. & Culture of Puerto Rico 3
LAI 681 Understanding/Teaching
Second Language Culture 3
LAI 686 Using Authentic Materials to
Teach Language and Culture

CHILDHOOD ELECTIVES – Students select 12 credit hours of electives in LAI childhood education; advisor approval required.

CAPSTONE EVENT –
Comprehensive Examination (0 credits)
Total Credits 36

Childhood – Grades 1- 6

I. Initial/Professional Certification/Ed.M.

MAJOR AREA REQUIREMENTS
CEP 501 Psych. Foundations of Ed. 3
ELP 548 Foundations of Education 3
LAI 501 Instructional Practices in
Elementary Schools 3
LAI 521 Improving Social Studies
Instruction, Elementary 3
LAI 530 Improving Elementary
Science Instruction 3
LAI 540 Improving Elementary
Mathematics Instruction 3
LAI 550 Literacy Acquisition and
Instruction, Pre-K-Primary 3
LAI 551 Childhood Literacy Methods 3
LAI 560 Language Arts Methods 3
LAI 574 Teaching Except. Learners 3
LAI 600 Elem. School Curriculum
Integration & Assessment 3

II. Professional Certification/Ed.M.

MAJOR AREA REQUIREMENT
LAI 662 Research Seminar in
Elementary Education 3

EMPHASIS AREA*
(21 Credits for all emphasis areas EXCEPT reading, 18 Credits for those with Reading Emphasis)

OPTION #1
(Required if student's initial certificate is in early childhood, middle childhood or adolescence education.)
CEP 541 Psych. Dev. Of Child 3
LAI 574 Teaching Except. Learners 3
Elementary methods electives 6

In consultation with an advisor: select two elementary subject matter methods courses.

LAI 612 School, Comm. & Society 3

ELECTIVES (6-9 credits)
* Students 2-3 courses in consultation with their advisor.

FIELD EXPERIENCES/STUDENT TEACHING
LAI 667 Field Experience 3
LAI 668 Supervised Teaching I 6
LAI 595 Supervised Teaching II 3
LAI 674 Seminar in Teaching 3

CAPSTONE EVENT
LAI 700 OR LAI 701
Project, Portfolio, or Thesis 3
Total Credits 60-63

OPTION #2
(Required if student's initial certificate is in childhood education)
College of Arts and Science
Electives 12

In consultation with an advisor: select elective courses consistent with the undergraduate major.

CAPSTONE EVENT
LAI 700 OR LAI 701
Project or Thesis 3
Total Credits 36-39

Emphasis Area Addendum for Professional Certificate

In consultation with an advisor, students should select 21 credit hours of coursework in their emphasis area. *Those with an emphasis in reading need only take 18 credits.* (The courses listed under each emphasis area are for illustrative purposes only. They are not a complete list of options. ***Students should not*** take courses without the consultation of their assigned advisor.)
These courses are **one** part of the professional degree program.

Emphasis Areas and Examples of Electives

GENERAL ELEMENTARY EDUCATION EMPHASIS
Credits
LAI 521 Improving Soc. Studies Instruction, Elem. 3
LAI 530 Improving Elem. Science Instruction 3
LAI 540 Improving Elem. Math Instruction 3
LAI 551 Childhood Literacy Methods 3
LAI 560 Language Arts Methods 3
LAI 565 Lit. for Children & Young People 3
LAI 600 Elem. School Cur. Integration & Assessment 3

BILINGUAL EMPHASIS
LAI 581 Linguistics for L2 Educators 3
LAI 586 Research & Evaluation Bilingual & L2 Ed. 3
LAI 587 Methods in ESL Content Areas 3
LAI 588 Methods in Bilingual Education 3
LAI 592 Foundations in Bilingual Education 3
LAI 681 Understanding/Tchg. 2nd Lang. Culture 3
LAI 690 Teaching. Reading & Spanish Language Arts 3

SCIENCE EMPHASIS
LAI 530 Improving Elem. Science Instruction 3
LAI 531 Sci. Curric. & Current Approaches 3
LAI 533 Science Instruction Topics 3
LAI 534 Measurement & Eval. Of Science Instruction 3
LAI 540 Improving Elem. Math Instruction 3
LAI 550 or 551 Literacy Acquisition & Instruction, OR Childhood Literacy Methods 3
LAI 600 Elem. School Cur. Integration & Assessment. 3

READING EMPHASIS
Credits LAI 550, 551, OR 552
Literacy Acquisition & Instruction; Childhood Lit. Methods; OR Middle Childhood-Adolescent Lit. Methods. 6
(select two)
LAI 556 Classroom-Based Lit. Assessment 3
LAI 559 Classroom Practicum in Teaching Literature 3
LAI 560 Language Arts Methods 3
LAI 565 (or other rdg. course) Lit. for Children & Yng People(or other rdg. course) 3

MATHEMATICS EMPHASIS
LAI 529 Computers in Early and Primary Education 3
LAI 530 Improving Elem. Science Inst. 3
LAI 540 Improving Elem. Math. Instruction 3
LAI 542 Enrichment Topics in Elem. Math. 3

LAI 547 Assessing Mathematics 3
LAI 521, 530, 550, OR 551
Improv. Soc. Studies Instr. Elem., Improv. Elem. Science Instruction, Literacy Acq. & Instruction, OR Childhood Lit. Methods 3
(select one)
LAI 600 Elem. School Cur. Integration & Assessment 3
SOCIAL STUDIES EMPHASIS
LAI 520 or 521
Intro to Social Education OR
Elem. Soc. Studies Curriculum 3
LAI 523 Social Studies Curriculum 3
LAI 622 Social Studies Research 3
LAI 521, 530, 540, 550, or 551
Improving Soc. Studies Instruction; Imprv. Elem. Science; Imprv. Elem. Math; Literacy Acquisition & Instruction, OR Childhood Literacy Methods 9
(select three)
LAI 600 Elem. School Cur. Integration & Assessment 3

Early Childhood: Birth - Grade 2

I. Initial/Professional Certification/Ed.M.

MAJOR AREA REQUIREMENTS
CEP 501 Psych. Foundations of Ed. 3
CEP 541 Psych. Devel. of Child 3
LAI 501 Instructional Practices in Elementary Schools 3
LAI 504 Program Planning and Leadership in ECE 3
LAI 508 Parent Education in EC Ed. 3
LAI 509 Arts in ECE 3
LAI 511 Diversity in Early Childhood/ Childhood Ed. 3
LAI 521 Improving Social Studies Instruction, Elementary 3
LAI 527 Learning Mathematics in Early Childhood 3
LAI 530 Improving Elementary Science Instruction 3
LAI 550 Literacy Acquisition and Instruction, Pre-K-Primary 3
LAI 560 Language Arts Methods 3
LAI 574 Teaching Except. Learners 3
MAJOR AREA ELECTIVES (6 credits)

FIELD EXPERIENCES/STUDENT TEACHING
LAI 667 Field Experience 3
LAI 668 Supervised Teaching I 3
LAI 595 Supervised Teaching II 3
LAI 674 Seminar in Teaching 3
CAPSTONE EVENT
LAI 700 OR LAI 701
Project, Portfolio, or Thesis 3

Total Credits 63-72

II. Professional Certification/Ed.M.

MAJOR AREA REQUIREMENT
LAI 506 History of ECE Programs 3
LAI 509 Arts in ECE 3
LAI 526 Agencies & Services for Children 3
LAI 529 Computers in Early and Primary Education 3
EMPHASIS AREA* (9 or more credits)

OPTION #1 (12 credits)
(Required if student's initial certificate is in childhood, middle childhood or adolescence education)
CEP 541 Psych. Dev. Of Child 3
LAI 574 Teaching Except. Learners 3
Elementary methods electives 6
In consultation with an advisor: select two elementary subject matter methods courses.

OPTION #2 (12 credits)
(Required if student's initial certificate is in early childhood)
LAI 521 Improving Social Studies Instruction, Elementary 3
LAI 527 Learning Mathematics in Early Childhood 3
LAI 530 Improving Elementary Science Instruction 3
LAI 550 Literacy Acquisition and Instruction, Pre-K-Primary 3

CAPSTONE EVENT
LAI 700 OR LAI 701
Project, Portfolio, or Thesis 3
Total Credits 36-42

* Each student should select one area of emphasis from the following: ***Program Development, Diversity, or Literacy.*** Refer to the emphasis area addendum for appropriate courses within each area.

Emphasis Area Addendum for Professional Certificate

Early Childhood
Each student should select one area of emphasis from the following: ***Program Development, Diversity, or Literacy.***
In consultation with your advisor, select 9 or more credit hours of coursework in your emphasis area. (The courses listed under each emphasis area are for illustrative purposes only. They are not a complete list of options. ***Do not*** take courses without the consultation of your assigned advisor.)
These courses are **one** part of the professional degree program. Refer to the cumulative profile to view the early childhood professional program in its entirety.

Emphasis Areas and Examples of Electives
(Courses listed as XXX may have variable course numbers).

PROGRAM DEVELOPMENT EMPHASIS

Credits	
LAI 502 Infant and Toddler Education Programs	3
LAI 600 Elementary School Curriculum Integration & Assessment	3
GSE XXX GSE electives selected in conjunction with your advisor.	3

DIVERSITY EMPHASIS

LAI 511 Diversity in Early Childhood/Childhood Education	3
LAI 592 Foundations of Bilingual Education: Policies and Practices	3
LAI XXX Selected Topics: Culture in Education	3
LAI XXX Study Abroad	3 - 9

LITERACY EMPHASIS

LAI 550 Literacy Acquisition & Instruction Pre-K – Primary	3
LAI 551 Childhood Literacy Methods	3
LAI 556 Classroom-based Literacy Assessment	3
LAI 559 Classroom Practicum in Teaching Literacy	3
LAI 560 Language Arts Methods	3
LAI 565 Literature for Children & Young People	3

Early Childhood w/ Bilingual Extension – Birth to Grade 2

I. Initial/Professional Certification/Ed.M.	
MAJOR AREA REQUIREMENTS	
LAI 501 Inst. Practices in Elem. Schools	3
LAI 504 Program Planning and Leadership in ECE	3
LAI 526 Agencies & Services for Children	3
LAI 549 Early Child. Dev.& Learning	3
LAI 571 Issues in EC Special Ed.	3
BILINGUAL EDUCATION REQUIREMENTS	
LAI 581 Linguistics for L2 Educators	3
LAI 587 Methods in ESL Through Content Areas	3
LAI 588 Methods in Bilingual Ed.	3
LAI 592 Foundations of Bilingual Ed.	3
LAI 690 Teaching Reading and Spanish Language Arts	3
BILINGUAL ELECTIVES	
(Select 2 of following)	
PRS 540 Hist. & Culture of Puerto Rico	3
LAI 681 Understanding/Teaching Second Language Culture	3
LAI XXX elect with permission of advisor	3
EARLY CHILDHOOD EDUCATION REQUIREMENTS (SELECT 5)	
LAI 509 Arts in Early Childhood Ed.	3
LAI 521 Improving Social Studies Instruction, Elementary	3
LAI 527 Learning Mathematics: EC	3
LAI 530 Improving Elem. Science Inst.	3
LAI 550 Literacy Acquisition & Instruction, PreK-Primary	3
LAI 560 Language Arts Methods	3
FIELD EXPERIENCES/STUDENT TEACHING	
LAI 667 Field Experience	3
LAI 668 Supervised Teaching I	3
LAI 595 Supervised Teaching II	3

LAI 674 Seminar in Teaching	3
CAPSTONE EVENT – Comprehensive Examination (0 credits)	
Total Credits 63	
II. Professional Certification/Ed.M.	
MAJOR AREA REQUIREMENT	
LAI 581 Ling. for L2 Ed. Tchers. OR	
SPA 502 Spanish Grammar for Tchers	3
LAI 586 Research and Eval. In Bilingual and L2 Education	3
LAI 587 Methods in ESL Through Content Areas	3
LAI 588 Methods in Bilingual Ed.	3
LAI 592 Foundations of Bilingual Ed.	3
LAI 690 Teaching Reading and Spanish Language Arts	3
CAPSTONE EVENT - Comprehensive Examination (0 credits)	

Ed.M Childhood Education: *LITERACY EMPHASIS*

III. Professional Certification/ Ed.M. (Grades 1-6)

MAJOR AREA REQUIREMENTS	
CEP 541 Psychological Development of Child	3
LAI 574 Teaching Exceptional Learners in the Regular Education Classroom	3
LAI 662 Elementary Education Research	3
LAI 560 Improving Instruction in Elementary School Language Arts	3
Select Two of the Following	6
LAI 550 Literacy Acquisition & Instruction Pre-K/2	
LAI 551 Childhood Literacy Methods	
LAI 552 Middle Childhood/Adolescent Literacy Methods	
Complete the following in Sequence. ** Prerequisites Required	
LAI 556 Classroom Literacy Assessment & Instruction (Prereq: 550, 551, OR 552, preferably all)	3
LAI 559 Classroom Practicum in Teaching Literacy (Prereq: 556)(SUMMERS ONLY)	3
Reading Elective: Choose One Other Reading Elective	3
ELECTIVES – any 2 courses approved by advisor	6
CAPSTONE EVENT	
LAI 700/701 Individual Guidance Project OR Thesis	3
Total credits (minimum) **36**	

Ed.M. Literacy Specialist

III. Initial/Professional Certification/ Ed.M. (Dual 1-6/5-12)

MAJOR AREA REQUIREMENTS	
CEP 501 Psychological Foundations of Education	3
LAI 550 Literacy Acquisition & Instruction Pre-K/2	3
LAI 551 Childhood Literacy Methods	3
LAI 552 Middle Childhood/Adolescent Literacy Methods	3
LAI 560 Improving Inst. in Elem.School Language Arts OR Lit. Elective	
Pre-approved by advisor	3
LAI 563 Language, Literacy and Culture (Spring semesters only)	3
Complete the following in Sequence. **Prerequisites Required	
LAI 556 Classroom Literacy Assessment & Instruction (Prereq: 550 and 551 and preferably 552)	3
LAI 557 Clinical Literacy Assessment (Prereq: LAI 556 and its prerequisites)	3
LAI 558 Clinical Practicum in Teaching Literacy**	
(Prereq: LAI 557 and its prerequisites and PI) B-6 Experience 5-12 Experience	3
LAI 559 Classroom Practicum in Teaching Literacy** (Prereq: LAI 556 and its	
prerequisites and PI) (SUMMER ONLY) B-6 Experience 5-12 Experience	3
ELECTIVES – any 2 courses approved by advisor	6
CAPSTONE EVENT	
Comprehensive Exam	0
Total credits (minimum) **36**	

Languages Other Than English
(French, German, Italian, Japanese, Latin, Russian, or Spanish)

I. Initial Certification/Certificate of Advanced Study* (7-12)

LAI 514 Lang., Cogn., and Writing	3
LAI 552 Mid. Chldhd-Adol Literacy	3
CEP 501 Psych. Found. of Ed.	3
ELP 548 Foundations of Ed.	3
LAI 616 Teaching Foreign Lang. Gr. 7-12	3
LAI 667 Field Experience	3
LAI 698 Instr. Strat. in Sec. Schools	3
LAI 674 Seminar in Teaching	3
LAI 668 Supervised Teaching I	3
LAI 595 Supervised Teaching II	6

Total credits (Initial cert. only) **33**

II. Initial/Professional Certification/Ed.M (7-12) w/ 5-6 ext.
**Students must complete the 33 credits above, in addition to the following courses:

MAJOR AREA REQUIREMENTS	
LAI 582 Principles of Lang. Acquisition, 1st & 2nd	3
LAI 596 Adv. Meth. for Teaching LOTE	3
MAJOR AREA ELECTIVES	6
LANGUAGE CONCENTRATION	12

CAPSTONE EVENT - Comprehensive Exam (0 credits)
Total credits (Init/Prof) **57**

III. Professional Certification/ Ed.M. (7-12) with 5-6 Extension

MAJOR AREA REQUIREMENTS	
LAI 581 Linguistics for L2 Teachers	3
LAI 582 Principles of Lang. Acquisition, 1st & 2nd	3
LAI 593 Teaching For. Lang. at Elem.	*3*
LAI 596 Adv. Meth. for Teaching LOTE	3
MAJOR AREA ELECTIVES*†*	9
LANGUAGE CONCENTRATION	12

CAPSTONE EVENT 0-3
LAI 701 Project OR Comprehensive Examination
Total credits 33-36

Languages Other Than English
Language Concentration Addendum

In consultation with advisor, students are to select 12 credit hours of coursework in your language emphasis. Any part of this requirement may be met by a 3-12 sem. hr. graduate-level study abroad program where each student's respective language concentration is an official language. (Latin is the obvious exception.)

These courses are **one** part of the Ed.M. programs. Refer to the cumulative profile to view the LOTE Ed.M. programs in their entirety.

Language Concentration
Courses are recommended for **Professional Certification only, not Initial-Professional Certification.

FRENCH, ITALIAN, LATIN, RUSSIAN AND SPANISH
Credits 12
*Students choose at least 12 hours of courses in the Department of Modern Languages corresponding to their language concentration. (Latin students should register for courses in the Department of Classics rather than the Department of Modern Languages.)
*One course must include the structure of the students' respective language concentration.

GERMAN
LAI 681 Understanding and Teaching in a Second Language Culture** 3
GER 515 History of the German Language 3
GER 608 The Structure of Modern German 3
GER 600 Independent Study 3

JAPANESE
LAI 681 Understanding and Teaching in a Second Language Culture** 3
LAI 586 Teaching Japanese as a Foreign Language 3
JPN 511 Introduction to Japanese Linguistics 3
JPN 620 Graduate Research 3
One elective with the advisor's approval. 3

English for Speakers of Other Languages – All Grades

I. Initial/Professional Certification

MAJOR AREA REQUIREMENTS
CEP 501 Psych. Found. of Ed. 3
LAI 550 Lang. Acq. & Instr., PreK-Prim. 3
LAI 579 ESL Literacy/Focus Reading 3
LAI 581 (or equivalent) Linguistics for L2 Educators 3
LAI 582 Principles of Lang. Acquisition, 1st & 2nd 3
LAI 585 L2 Literacy/Focus Writing 3
LAI 587 Methods in ESL through Content Areas 3
LAI 592 Foundations of Bilingual Ed: Policies and Practices 3
LAI 594 Pedagogical Grammar – Eng. 3
LAI 681 Understanding/Teaching Second Language Culture 3
LAI 682 – Assessing Second Language Proficiency 3
LAI 694 – Teaching Strategies for All-Grades Teachers 3
FIELD EXPERIENCES/STUDENT TEACHING
LAI 667 Field Experience 3
LAI 674 Seminar in Teaching 3
LAI 668 Supervised Teaching I 3
LAI 595 Supervised Teaching II 6
TECHNOLOGY ELECTIVE! 3
CAPSTONE EVENT 0-3
LAI 700 Project OR Comprehensive Examination
Total credits 54-57

III. Professional Certification/ Ed.M.

MAJOR AREA REQUIREMENTS

LAI 550 Lang. Acq. & Instruction, PreK-Prim.	3
LAI 579 ESL Literacy/Focus Reading	3
LAI 582 Principles of Lang. Acquisition, 1st & 2nd	3
LAI 585 L2 Literacy/Focus Writing	3
LAI 587 Methods in ESL through Content Areas	3
LAI 594 Pedagogical Grammar – Eng.	3
LAI 681 Understanding/Teaching Second Language Culture	3
LAI 682 – Assessing Second Language Proficiency	3
TECHNOLOGY ELECTIVE!	3
GRADUATE ELECTIVE	3

Students select a graduate level elective in conjunction with their advisor.

CAPSTONE EVENT	0-3

LAI 700 Project OR Comprehensive Examination

Total credits 33-36

English Education

I. Initial Certification/Certificate of Advanced Study* (7-12)

LAI 514 Lang., Cognition, and Writing	3
LAI 552 Mid. Chldhd-Adol Literacy	3
CEP 501 Psych. Foundations of Ed.	3
ELP 548 Foundations of Education	3
LAI 617 Meth of Teaching Eng Gr. 5-12	3
LAI 667 Field Experience	3
LAI 698 Instr. Strat. in Sec. Schools	3
LAI 674 Seminar in Teaching	3
LAI 668 Supervised Teaching I	3
LAI 595 Supervised Teaching II	6

Total credits (Initial cert. only) **33**

II. Initial/Professional Certification/Ed.M. (5-12)
Students must complete the 33 credits above, in addition to the following courses:

MAJOR AREA REQUIREMENTS

LAI 512 Readings in Multicultural Lit.	3
LAI 513 Teaching of Literature	3
LAI 536 Computers in Lit. Instruction	3
LAI 537 Lang., Diversity, and Literacy	3

MAJOR AREA ELECTIVES (select 12 credits from the following)

LAI 515 Research on Literature	3
LAI 516 Selected Topics in English Ed.	3
LAI 517 Adv. Methods of Teaching Eng.	3
LAI 518 Adv. Composition Workshop	3
LAI 519 Research in Writing	3
LAI 563 Language, Literacy, and Culture	3
LAI 580 Literature for Young Adults	3

CAPSTONE EVENT

Comprehensive Exam (0 credits) OR LAI 700 Project OR LAI 701 Thesis (3-6 cr.)	0-6

Total credits (Init/Prof) **57**

III. Professional Certification/ Ed.M. (5-12 or 7-12)

MAJOR AREA REQUIREMENTS	
LAI 513 Teaching of Literature (J)	3
LAI 517 Adv. Methods of Teaching Eng. (J)	3
LAI 518 Adv. Composition Workshop	3
LAI 536 Computers in Writing Instruct. (J)	3
LAI 537 Language, Diversity, and Literacy	3
ELECTIVES - Choose Option 1, Option 2, or Option 3 below	9-15
CAPSTONE EVENT	
Comprehensive Exam (0 credits) OR LAI 700 Project OR LAI 701 Thesis (3-6 credits)	0-6
Total credits (minimum) **33**	

OPTION 1: Student selects 12-18 credits of English Education electives from the following:

LAI 512 Readings in Multicultural Lit.	3
LAI 515 Research on Literature	3
LAI 516 Selected Topics in English Ed.	3
LAI 519 Research in Writing	3
LAI 563 Language, Literacy, and Culture	3
LAI 576 Literacy and Technology	3
Other electives with advisor approval	3

OPTION 2: Middle Childhood Extension (grades 5-6): Students select 12 credits from the following:

LAI 552 Mid. Chldhd-Adol Literacy (R)	3
LAI 580 Literature for Young Adults(R)	3
LAI 603 Devl. Curric. for Emerg Adoles (R)	3
One Middle Childhood elective with advisor approval** (R)	3

** CEP course in the psychology of middle childhood OR LAI course in mid grades education; approval of advisor required.

OPTION 3: Content Concentration: Student selects 12 credits from the following:

ENG 500 Amer. Classics and Culture (J)	3
ENG 501or 502 Introduction to Scholarship (J)	3
ENG 516 Teaching of Shakespeare (J)	3
ENG 599 Practicum in Teaching Writing (J)	3
LAI 514 Language, Cognition, & Writing(J)	3

Math Education

I. Initial Certification/Certificate of Advanced Study* (7-12)

LAI 514 Lang., Cognition, and Writing #	3
LAI 552 Middle Childhood-Adol Literacy #	3
CEP 400/501 Psych. Foundations of Ed.	3
ELP 405/548 Foundations of Education	3
LAI 433/618 Teaching Math. Gr. 5-12	3
LAI 667 Field Experience	3

LAI 418/698 Instructional Strategies in Secondary Schools 3
LAI 674 Seminar in Teaching 3
LAI 668 Supervised Teaching I 3
LAI 595 Supervised Teaching II 6
Total credits (Initial cert. only) **33**

II. Initial/Professional Certification/Ed.M# (5-12)
**Students must complete the 33 credits above, in addition to the following courses: A total of 24 credits in mathematics or math education must be taken to satisfy the requirements for professional certification.
MATHEMATICS ELECTIVES (6-9 credits)
** Select 2-3 graduate courses in the mathematics department; approval of advisor is required.
MATH EDUCATION ELECTIVES (9 credits)
ELECTIVES (6-9 credits)
CAPSTONE EVENT - Comprehensive Examination (0 credits)
Total credits (Init/Prof) **57**

III. Professional Certification/ Ed.M.# (7-12 or 5-12)

MAJOR AREA REQUIREMENTS (6 credits)
LAI 514 Lang., Cognition and Writing 3
LAI 552 Middle Childhood-Adol Literacy 3
If the literacy courses above are waived, students select two courses in GSE in conjunction with their advisor & certification is then only 7-12.
MATHEMATICS ELECTIVES (12 credits)
** Select 4 graduate courses in the mathematics department; approval of advisor is required.

CAPSTONE EVENT - Comprehensive Examination (0 credits)
Total credits 30

Science Education
(Biology, Chemistry, Earth Science, or Physics)

I. Initial Certification/Certificate of Advanced Study*(7-12)

LAI 514 Lang., Cogn., and Writing 3
LAI 552 Mid. Chldhd-Adol Literacy 3
CEP 400/501 Psych. Found. of Ed. 3
ELP 405/548 Foundations of Ed. 3
LAI 434/619 Teaching Science Gr. 5-12 3
LAI 418/698 Instr. Strat. in Sec. Schools 3
LAI 667 Field Experience 3
LAI 674 Seminar in Teaching 3
LAI 668 Supervised Teaching I 3
LAI 595 Supervised Teaching II 6
Total credits (Initial cert. only) **33**

II. Initial/Professional Certification/Ed.M (5-12)
**Students must complete the 33 credits above, in addition to the following courses:

MAJOR AREA REQUIREMENTS
LAI 531 Science curr.: current approaches 3
LAI 533 Science instruction: topics 3
LAI 534 Measurement & Evaluation In Science Instruction 3

LAI 574 Teaching the Exceptional Learner 3
LAI 599 Tech. & curriculum integration **OR**
GSE 500 Intro. to Instr. Tech. 3
CAPSTONE EVENT - Comprehensive Exam (0 credits)
Total credits (Init/Prof) **60**

III. Professional Certification/ Ed.M. (5-12 or 7-12)

MAJOR AREA REQUIREMENTS
LAI 531 Science curr: current approaches 3
LAI 533 Science instruction: Topics 3
LAI 534 Measurement & Evaluation In Science Instruction 3
MAJOR AREA ELECTIVES ! (12 credits)

OPTION 1 Middle Childhood Extension (12 credits)
** Student selects 12 credits from the options below with advisor approval of advisor required.
LAI 574 Teaching the Except. Learner 3
LAI 603 Devl. Curric. for Emerging Adol. 3
LAI XXX Technology and curr. integration 3
LAI 619 Teaching Science Grades 5-12
OR LAI elective in middle childhood 3
Elective 3
** CEP course in the psychology of middle childhood OR LAI course in middle grades education; approval of advisor required.

OPTION 2 Content Concentration (12 credits)
** Student selects 12 credit hours of CAS graduate electives in your respective concentration: biology, chemistry, earth science or physics. Approval of advisor required.
CAPSTONE EVENT - Comprehensive Exam (0 credits)
Total credits 33

Social Studies Education – Grades 5-12

I. Initial Certification/Certificate of Advanced Study*

****MAJOR AREA REQUIREMENTS**
LAI 514 Language, Cognition, and Writing Sum 3
LAI 552 Middle Childhood-Adolescent Literacy Sum 3
CEP 501 Psychological Foundations of Education Fall 3
ELP 548 Foundations of Education Fall 3
LAI 620 Teaching Social Studies Grades 5-12 Fall 3
LAI 667 Field Experience Fall 3
LAI 698 Instructional Strategies in Secondary Schools Fall 3
LAI 674 Seminar in Teaching Spring 3
LAI 668 Supervised Teaching I Spring 3
LAI 595 Supervised Teaching II Spring 6
Total credits 33
**recommended sequence of enrollment

II. Professional Certification/ Ed.M.

PROFESSIONAL STUDIES (18 credit minimum)
LAI 520 Introduction to Social Studies Education 3

LAI 522 or LAI __ Seminar in the Teaching of Social Studies OR an equivalent	3
LAI ____ *Select from:* a reading, writing, or computer use in a subject area, OR a Special Education course	3
LAI 523 Social Studies Curriculum	3
LAI 622 Research in Social Education	3
LAI 700 Portfolio OR LAI 701 Thesis	3
HISTORY OR SOCIAL SCIENCE	(12 credit minimum)
* Coursework to be jointly determined by the student and advisor.	
ELECTIVES	(6 credits)
***** Coursework to be jointly determined by the student and advisor.	
Total credits 36	

• For students pursuing **Initial Certification**, follow Column I.
• For students pursuing **Professional Certification**, follow Column II.

Music Education – All Grades

I. Initial Certification/Certificate of Advanced Study*

CEP 501 Psych. Foundations of Ed.	3
ELP 548 Foundations of Education	3
LAI 514 Lang., Cognition, and Writing	3
LAI 552 Mid. Childhd-Adol. Lit. Methods	3
LAI 583 Classroom Music Methods	3
LAI 584 Performance Music Methods	3
LAI 694 Instr. Strategies for All Grades	3
LAI 667 Field Experience	3
LAI 674 Seminar in Teaching	3
LAI 668 Supervised Teaching I	3
LAI 595 Supervised Teaching II	6
Total credits (Initial cert. only) **36**	

II. Initial/Professional Certification/Ed.M
**Students must complete the all of the credits above EXCEPT LAI 514 and LAI 552. In addition, students must complete the following courses.

MAJOR AREA REQUIREMENTS	
CEP 502 Interpretation of Ed. Tests	3
LAI 574 Teaching Exceptional Learners	3
LAI 554 Measurement & Evaluation In Music Ed.	3
LAI 569 Intro. to Research in Music Ed.	3
LAI 606 Foundations of Music Ed	3
MAJOR AREA ELECTIVES	(9 credits)
MINOR AREA ELECTIVES	(6 credits)

**Students select 6 semester hours of electives in the Graduate School of Education or College of Arts and Science; approval of advisor required.

CAPSTONE EVENT	
LAI 700 Project OR LAI 701 Thesis	3
Total credits (Init/Prof) **63**	

III. Professional Certification/ Ed.M.

MAJOR AREA REQUIREMENTS	
LAI 554 Measurement & Evaluation In Music Ed.	3
LAI 569 Intro. to Research in Music Ed.	3

LAI 606 Foundations of Music Ed.	3
CEP 501 Psych. Foundations of Ed.	3
MAJOR AREA ELECTIVES	(6 credits)
MUSIC ELECTIVES	(12 credits)
*Student selects 12 credit hours of graduate courses in the dept. of music.	
CAPSTONE EVENT	
LAI 700 Project OR LAI 701 Thesis	3
Total credits 33	

Educational Technology Specialist – All Grades

I. Initial/Professional Certification/ Ed.M.

MAJOR AREA REQUIREMENTS	
CEP 555 Intro to Learn., Teach., and Tech.	3
CEP 556 Evaluation of Learning and Tech.	3
CEP 557 Role of Ed. Tech. Specialist	3
ELP 548 Foundations of Education	3
LAI 599 Tech. and Curriculum Integration	3
CEP 506 Intro. to Educational Technology	3
CEP 508 Educ. Uses of the Internet	3
LAI 574 Teaching Exceptional Learners	3
LAI 694 Instructional Strategies for All-Grades Teachers	3
TECHNOLOGY ELECTIVES	(12-14 credits)
Students select four courses from the following, with at least one each of literacy and mathematics.	
FIELD EXPERIENCES/STUDENT TEACHING	
LAI 667 Field Experience	3
LAI 668 Supervised Teaching I	3
LAI 595 Supervised Teaching II	6
LAI 674 Seminar in Teaching	3
CAPSTONE EVENT	
Comprehensive Exam	(0 credits)
OR CEP 700 Project OR CEP 701 Thesis (3 credits)	0-3
Total Credits 54-59	

II. Professional Certification/ Ed.M.

REQUIRED COURSE	
ELP 621 Action Research	3
TECHNOLOGY IN CONTENT AREAS	(15 credits)
SOCIAL AND PSYCHOLOGICAL ASPECTS OF ED. TECH.	(9 credits)
DESIGN AND DEVEL. OF COMPUTER-BASED MATERIALS	(9-12 credits)
CAPSTONE EVENT	
Comprehensive Exam	(0 credits)
OR CEP 700 Project OR CEP 701 Thesis	0-3
Total credits 36-42	

Requirements and Standards for Continuing in the Program

The academic record of each student in the Teacher Education program is reviewed at the conclusion of each semester. Students are required to maintain a 3.0 grade point average in teacher education courses in order to continue in the program. No single grade may fall below a "C". All teacher education coursework must be successfully completed prior to student teaching. In addition, students must provide TEI with transcripts reflecting all courses taken. Students are also required to complete 100 classroom contact hours in the first year of the program and 100 classroom hours in the second year of the program for early childhood/childhood certification. TEI selects the schools that students are assigned to each year.

Cooperating Teachers and TEA's evaluate students regularly throughout their student teaching placements. The Associate Director of the Teacher Education Institute, Barbara Blood, Ph.D., immediately investigates any concerns regarding their conduct or behavior. Students' enrollment in the program may be terminated if their behavior is deemed unacceptable.

Graduation Requirements

The Graduate School requires a minimum of 32 credit hours. Some GSE programs may have a higher credit hour requirement for degree completion. Undergraduate courses cannot be included in a master's degree program.

A maximum of six hours of transfer credit may be included in an Ed.M. degree program if approved by the department. Only those graduate courses completed with grades of "B" or better are eligible for consideration as transfer credit. If an Ed.M. program requires more than the minimum 32 credit hours, additional transfer credit may be petitioned. Official transcripts for transfer credit must be on file with the department.

The following requirements must be completed for initial certification:

Complete two-hour seminar for mandated reporters of child abuse and neglect.
Complete Schools Against Violence in Education (S.A.V.E.) training.
Complete mandatory NYS fingerprinting.
Complete application for certification to NYSED.
Pass three (3) New York State Teacher Certification Exams (NYSTCE).
Liberal Arts and Sciences Test (LAST)
Content Specific Test (CST)
Assessment of Teaching Skills/Written portion (ATS-W)
*These tests are administered three times a year. Details about dates and fees are available from the Teacher Education Institute Office. (Baldy 375)
***Students pursuing Initial OR Initial/Professional certification must meet academic distribution requirements. Please transfer any needed courses from the Science distribution sheet and the TEI general education distribution sheet to the table below. **The student is responsible for sending TEI a transcript with grade report as evidence of completion.**

ALL students must fulfill these two requirements in order to graduate:

Upon completion of 12 credit hours in the EdM program, submit a completed **Application to Candidacy** to the Department. Forms are available in 505 Baldy Hall or on line at www.gse.buffalo.edu
In the semester prior to degree conferral, file an **Application for Degree** in the Student Response Center.
Deadline dates: Feb 1 for June conferral
July 1 for September conferral
Oct 1 for February conferral
Students who successfully complete the program will be recommended for NYS Initial Teacher Certification and will be awarded a Certificate of Advanced Study The Certificate of Advanced Study can be combined with an Ed.M. degree in the Graduate School of Education (e.g. Ed.M. in Chemistry Education) or a master's degree in the College of Arts and Sciences (e.g. M.A. in Chemistry). An appropriate master's degree and three years full time teaching experience with 1st year mentored is required in order to qualify for NYS Professional Teacher Certification.
Certification Requirements
Initial Certification is valid for 3 years from issuance upon completion of the certification sequence as registered with the State Education Department in Albany. The student is recommended by the University to the Certification Bureau in Albany for Initial Certification to teach in the Public Schools of New York State.
Professional Certification is renewable every 5 years with completion of 175 hours of professional development.
Completion of (1) a Master's degree and (2) three years full time teaching experience with 1st year mentored.

Requirements and Standards for the State's Professional License*

Who Must Hold a Certificate:

In order to be employed in the State's public schools, teachers must hold a New York State teaching certificate. For purposes of certification, "teacher" means all classroom teachers, administrative and supervisory personnel, and pupil personnel service professionals.

Types of Certificates

There are two entry-level teaching certificates in New York State:

- *The Initial certificate for classroom teaching titles*. The Initial Certificate leads to the Professional certificate. This certificate structure is new as of February 2, 2004.
- *The Provisional certificate for supervisory and administrative titles*; and for *pupil personnel service titles*. The Provisional certificate leads to Permanent certification.

Pathways to Certification

A certificate may be obtained through a variety of pathways, including:

- Completion of a registered teacher education program at a New York State college or university, which will provide all application materials

- Application to the Office of Teaching Initiatives (OTI) for individual evaluation of a candidate's credentials. Applications may be submitted directly to OTI or through one of the Regional Certification Offices located at the Regional Boards of Cooperative Educational Services (BOCES).

General Requirements for Certification

Certificates issued by the Office of Teaching Initiatives assure that the holder has met requirements in the following categories:

Academic preparation-degree/coursework, student teaching
Assessment-selected tests in New York State Teacher Certification Examination program series
Experience- teaching/other work experience
Additional requirements-Child Abuse Identification workshop, School Violence Prevention and Intervention (SAVE) workshop
Moral character requirement
FBI fingerprinting

*Information gathered from New York State Department of Education
http://www.nysed.gov

Surveys

Student Exit Survey

Teacher Education Institute
Graduate School of Education
University at Buffalo

Anticipated graduation date: _____

Anticipated Degree: _____ M.A. _____Certification only

Content Area: _____

How often did you utilize the following services available to you through the Graduate School of Education and UB:

- Use of and access to software programs (i.e. MS Office Suite)

1	2	3	4
Never	Rarely	Sometimes	Often

- Career Services (i.e. Placement File)?

1	2	3	4
Never	Rarely	Sometimes	Often

- Counseling Services?

1	2	3	4
Never	Rarely	Sometimes	Often

- Wellness Center Services

1	2	3	4
Never	Rarely	Sometimes	Often

- Health Services

1	2	3	4
Never	Rarely	Sometimes	Often

- Use of technology services (i.e. cybraries, internet access)?

1	2	3	4
Never	Rarely	Sometimes	Often

How do you feel TEI (including your LAI coursework) is preparing you to:

- Use basic knowledge in your content area

  1 2 3 4
  Not at all Somewhat Well Very well
- Assess student learning/growth

  1 2 3 4
  Not at all Somewhat Well Very well
- Work with students with special needs

  1 2 3 4
  Not at all Somewhat Well Very well
- Work with students from diverse backgrounds

  1 2 3 4
  Not at all Somewhat Well Very well
- Present lessons

  1 2 3 4
  Not at all Somewhat Well Very well
- Understand how to work with parents/community members

  1 2 3 4
  Not at all Somewhat Well Very well
- Use a variety of teaching resources

  1 2 3 4
  Not at all Somewhat Well Very well
- Incorporate technology in your classroom

  1 2 3 4
  Not at all Somewhat Well Very well
- Meet state standards of learning

  1 2 3 4
  Not at all Somewhat Well Very well
- Create a safe, equitable and engaging learning environment

  1 2 3 4
  Not at all Somewhat Well Very well

1. Have you received any awards or recognition for academic performance while attending UB? If yes, please explain.

2. How satisfied are you with your overall TEI experience?

3. Please include any comments/recommendations for improving the TEI Teacher Prep Program.

Administrator and Liaison Evaluation of Program Completers

Please base your answers on your experience working with pre-service teachers from the Teacher Education Institute at the University at Buffalo.

1. Lesson presentation abilities

1	2	3	4	
Needs improvement	Average		Above average	Superior

2. Classroom management

1	2	3	4	
Needs improvement	Average		Above average	Superior

3. Demonstration of content knowledge

1	2	3	4	
Needs improvement	Average		Above average	Superior

4. Display a caring attitude

1	2	3	4	
Needs improvement	Average		Above average	Superior

5. Display professional teaching skills

1	2	3	4	
Needs improvement	Average		Above average	Superior

6. Utilize technology in the classroom

1	2	3	4	
Needs improvement	Average		Above average	Superior

7. Rapport with students

1	2	3	4	
Needs improvement	Average		Above average	Superior

Please include any comments/recommendations in regard to the effectiveness of the teacher preparation program provided by the Teacher Education Institute and UB.

Alumni Survey

Teacher Education Institute
Graduate School of Education
University at Buffalo

Year of graduation: _____

Degree conferred: _____ M.A. _____Certification only

Content Area: _____

Employment Information:

Current employer: _____

Position held: _____

Are you currently working in your chosen field? _____ Length of employment: _____
How long did it take you to find employment? _____

How many applications did you send? _____ 1-5 _____6-10 _____more than 10

How many interviews did you get? _____

While you were attending UB how often did you utilize the following services available to you through the Graduate School of Education and UB:

- Use of and access to software programs (i.e. MS Office Suite)

1	2	3	4
Never	Rarely	Sometimes	Often

- Career Services (i.e. Placement File)?

1	2	3	4
Never	Rarely	Sometimes	Often

- Counseling Services?

1	2	3	4
Never	Rarely	Sometimes	Often

- Wellness Center Services

1	2	3	4
Never	Rarely	Sometimes	Often

- Health Services

1	2	3	4

Never Rarely Sometimes Often

- Use of technology services (i.e. cybraries, internet access)?

1 2 3 4

Never Rarely Sometimes Often

How do you feel TEI (including your LAI coursework) prepared you to:

- Use basic knowledge in your content area

1	2	3	4
Not at all	Somewhat	Well	Very well

- Assess student learning/growth

1	2	3	4
Not at all	Somewhat	Well	Very well

- Work with students with special needs

1	2	3	4
Not at all	Somewhat	Well	Very well

- Work with students from diverse backgrounds

1	2	3	4
Not at all	Somewhat	Well	Very well

- Present lessons

1	2	3	4
Not at all	Somewhat	Well	Very well

- Understand how to work with parents/community members

1	2	3	4
Not at all	Somewhat	Well	Very well

- Use a variety of teaching resources

1	2	3	4
Not at all	Somewhat	Well	Very well

- Incorporate technology in your classroom

1	2	3	4
Not at all	Somewhat	Well	Very well

- Meet state standards of learning

1	2	3	4
Not at all	Somewhat	Well	Very well

- Create a safe, equitable and engaging learning environment

1	2	3	4
Not at all	Somewhat	Well	Very well

How involved are you in the following areas:

- Professional Advanced Study (additional course work/training)

1	2	3	4
Not at all	Somewhat	Involved	Very involved

- Professional Service Activities

1	2	3	4
Not at all	Somewhat	Involved	Very involved

- Authoring/Publishing Articles or Textbooks

1	2	3	4
Not at all	Somewhat	Involved	Very involved

- Professional Development

1	2	3	4
Not at all	Somewhat	Involved	Very involved

- Extracurricular Activities at the school (coaching, advising)

1	2	3	4
Not at all	Somewhat	Involved	Very involved

---

1. Have you received any awards or recognition for job performance since graduating from UB? If yes, please explain.

2. How satisfied are you with your overall TEI experience, including your LAI coursework?

3. Please include any comments/recommendations for improving the TEI Teacher Prep Program.

Program Changes as of February 2004

Secondary (old program) compared to Adolescence (new program)

	Secondary Certification (until 2004)	**Adolescence Certification (after 2004)**
Program Credit Hours	Certification Only: 34 credit hours Provisional/Permanent Certification: 52 credit hours	Certification Only: 33 credit hours Provisional/Permanent Certification: 57 credit hours
Undergraduate Content Hours	36 credit hours	30 credit hours
Field Experience	4 credit hours	3 credit hours
Student Teaching		Application now required for placement at a school
Literacy Component		Additional courses LAI 514 and LAI 552
Reflective Inquiry Project	same	Same
Canadian Certification		No longer offered

Elementary (old program) compared to Early Childhood/Childhood (new program)

	Elementary Certification (until 2004)	**Early Childhood/Childhood Certification (after 2004)**
Program Credit Hours	same	Same
Undergraduate Content Hours	36 credit hours	30 credit hours
Field Experience	4 credit hours	3 credit hours
Student Teaching		Application now required for placement at a school
Literacy Component	same	Same
Reflective Inquiry Project	same	same
Canadian Certification		No longer offered

Appendix E

Inventory of Evidence for ***Quality Principle 1***

Inventory: status of evidence from measures and indicators for TEAC *Quality Principle I*

Evidence	Included in the Brief	Not Available
1. Student grades and grade point averages	See p.40 Table 4.1, p.42 Table 4.4, p.44 Table 4.6	
2. Ratings of portfolios of academic accomplishments		Not compiled
3. Student scores on standardized license or board examinations	See p.40 Table 4.4	
4. Student scores on admission tests of subject matter knowledge for graduate study		Not all content areas require a subject matter exam. If an exam is required students must pass in order to be accepted into the program.
5. Job placement rates for graduates		Not compiled.
6. Career retention rates for graduates		Not compiled.
7. Program and course completion rates		Not compiled.
8. Evaluations by employers of graduates	See p.40 Table 4.1, p.42 Table 4.4, p.44 Table 4.6	
9. Evaluations by trained raters of the program's students	See p.40 Table 4.1, p.42Table 4.4, p.44 Table 4.6	
10. Evaluations of graduates by their own students		Not compiled
11. Alumni self-assessment of their accomplishments	See p.40 Table 4.1, p.42 Table 4.4, p.44 Table 4.6	
12. Professional recognition of graduates	See p.11 Table 2.4	
13. Rates of graduates' professional advanced study	See p.11 Table 2.4	

14. Rates of graduates' leadership roles	See p.11 Table 2.4	
15. Rates of graduates' professional service activities	See p.11 Table 2.4	
16. Authoring textbooks & curriculum materials	See p.11 Table 2.4	
17. In-service, clinical, PDS teaching		Not compiled
18. Standardized scores and gains of the program graduates own students		Not compiled
19. Case studies of learning and accomplishment		Not compiled
20. Work samples from practice teachers' teaching rated by cooperating teacher and college/university supervisors		

Appendix F

Evaluations

Cooperating Teacher Evaluation Report of Student Teacher

_X__Interim Evaluation
_____Final Evaluation

STATE UNIVERSITY OF NEW YORK AT BUFFALO
Teacher Education Institute (TEI)
375 Baldy Hall, Buffalo, NY 14260
645-2461

This form is to be used as both an interim and a final report for student teaching. The items on the form should be discussed by the student, the cooperating teacher, and the teacher education associate (TEA). At the end of the student teaching period, the TEA should file this report in the TEI office. It will not be a part of the student's permanent placement folder.

To the Cooperating Teacher:

Please check the rating that best indicates the degree to which the student teacher has demonstrated the identified capacity. Please feel free to add specific comments in the space provided. If *improvement needed* or *unsatisfactory* is checked, please state explicitly what the student needs to do to be satisfactory in the particular area. Then summarize or present additional comments on the last page, and make a recommendation concerning the overall assessment of the student. This form should be discussed with the student teachers at interim and final points in the period scheduled for student teaching.

Signatures:
Cooperating Teacher: _____ Date: _____

STUDENT TEACHER PRINT NAME: _____

Student teacher (sign): _____ Date: _____

Teacher Education Associate: _____ Date: _____

Definitions of Rating Terms

SUPERIOR:	The teacher's performance is clearly exceptional for a beginning teacher. Performance consistently exceeds expectations.
ABOVE AVERAGE:	The teacher always meets and frequently exceeds performance expectations.
SATISFACTORY:	The teacher generally meets performance expectations and performs in a good, competent manner. This is the expected and usual level of performance.
IMPROVEMENT NEEDED:	The teacher meets performance expectations at a minimally acceptable level. Some factors may require extra direction by a supervisor.
UNSATISFACTORY:	The teacher clearly does not meet performance expectations for one or more evaluated factors, not even at a minimally acceptable level. The teacher requires significant extra direction and there is a need for immediate and significant improvement in performance.

Instructional Capability
KNOWLEDEGE OF SUBJECT MATTER
Demonstrates depth and breadth of content knowledge

Comments:

ABILITY TO PLAN
Plans lessons that are thorough, well organized, and include well-defined objectives.

Comments:

PRESENTATION OF LESSON
Presentation matches objectives: adjustments made when necessary.

Comments:

USE OF VARIETY OF METHODS
Employs different teaching methods congruent with student's abilities and interests

Comments:

APPROPRIATE USE OF EDUCATIONAL MATERIALS
Identifies, secures, and uses a range of print materials, teaching aids and community sources.

Comments:

INITIATIVE
Willingness to take risks: solves problems and seeks innovative strategies with minimal guidance.

Comments:

EVALUTING STUDENT PERFORMANCE
Uses a variety of authentic and alternative assessment techniques. e.g. tests, observations, checklists, portfolios, etc.

Comments:

RELATIONSHIPS WITH STUDENTS
Respects students' cultural background; deals fairly and consistently with them; develops rapport; shows concern for students' progress in all areas.

Comments:

CLASSROOM MANAGEMENT
Establishes routines; minimizes discipline problems; uses time efficiently

Comments:

Personality and Capability
PROFESSIONAL RELATIONSHIPS
Collaborates with staff and cooperating teachers; accepts professional feedback and modifies practices; communicates with all members of the school community.

Comments:

PROFESSIONAL DEVELOPMENT
Demonstrates knowledge of current educational issues and policies

Comments:

RESPONSIBILITY
Exhibits dependable and reliable professional behavior attends everyday for teaching placement prepares every assignment; is punctual; completes classroom administrative tasks.

Comments:

FLEXIBILITY
Copes with interruptions and schedule changes; responds to students' questions and concerns.

Comments:

REFLECTION
Reflects on practice that is informed, ethical, and collegial.

Comments:

SPEECH AND VOICE
Models correct English; avoids slang and trite expressions; able t be heard and understood.

Comments:

APPEARANCE
Dresses in a professional manner appropriate to the teaching assignment.

Comments:

SUMMARY

Please add a few statements that summarize your perception of the student teacher. You may wish to comment on specific experiences he/she had that show growth during the period of student teaching, evidence of reflective practices, or the person's potential for a teaching career.

OVERALL INTERIM EVALUATION

How do you rate this student teacher?

_____Strong _____Satisfactory _____Needs Improvement _____Unsatisfactory

Cooperating Teacher Evaluation Report of Student Teacher

_____Interim Evaluation
__X__ Final Evaluation

STATE UNIVERSITY OF NEW YORK AT BUFFALO
Teacher Education Institute (TEI)
375 Baldy Hall, Buffalo, NY 14260
645-2461

This form is to be used as both an interim and a final report for student teaching. The items on the form should be discussed by the student, the cooperating teacher, and the teacher education associate (TEA). At the end of the student teaching period, the TEA should file this report in the TEI office. It will not be a part of the student's permanent placement folder.

To the Cooperating Teacher:

Please check the rating that best indicates the degree to which the student teacher has demonstrated the identified capacity. Please feel free to add specific comments in the space provided. If *improvement needed* or *unsatisfactory* is checked, please state explicitly what the student needs to do to be satisfactory in the particular area. Then summarize or present additional comments on the last page, and make a recommendation concerning the overall assessment of the student. This form should be discussed with the student teachers at interim and final points in the period scheduled for student teaching.

Signatures:

Cooperating Teacher: _____ Date: _____

STUDENT TEACHER PRINT NAME: _____

Student teacher (sign): _____ Date: _____

Teacher Education Associate: _____ Date: _____

Definitions of Rating Terms

SUPERIOR:	The teacher's performance is clearly exceptional for a beginning teacher. Performance consistently exceeds expectations.
ABOVE AVERAGE:	The teacher always meets and frequently exceeds performance expectations.
SATISFACTORY:	The teacher generally meets performance expectations and performs in a good, competent manner. This is the expected and usual level of performance.
IMPROVEMENT NEEDED:	The teacher meets performance expectations at a minimally acceptable level. Some factors may require extra direction by a supervisor.
UNSATISFACTORY:	The teacher clearly does not meet performance expectations for one or more evaluated factors, not even at a minimally acceptable level. The teacher requires significant extra direction and there is a need for immediate and significant improvement in performance.

Instructional Capability
KNOWLEDEGE OF SUBJECT MATTER
Demonstrates depth and breadth of content knowledge

Comments:

ABILITY TO PLAN
Plans lessons that are thorough, well organized, and include well-defined objectives.

Comments:

PRESENTATION OF LESSON
Presentation matches objectives: adjustments made when necessary.

Comments:

USE OF VARIETY OF METHODS
Employs different teaching methods congruent with student's abilities and interests

Comments:

APPROPRIATE USE OF EDUCATIONAL MATERIALS
Identifies, secures, and uses a range of print materials, teaching aids and community sources.

Comments:

INITIATIVE
Willingness to take risks: solves problems and seeks innovative strategies with minimal guidance.

Comments:

EVALUTING STUDENT PERFORMANCE
Uses a variety of authentic and alternative assessment techniques. e.g. tests, observations, checklists, portfolios, etc.

Comments:

RELATIONSHIPS WITH STUDENTS
Respects students' cultural background; deals fairly and consistently with them; develops rapport; shows concern for students' progress in all areas.

Comments:

CLASSROOM MANAGEMENT
Establishes routines; minimizes discipline problems; uses time efficiently

Comments:

Personality and Capability
PROFESSIONAL RELATIONSHIPS
Collaborates with staff and cooperating teachers; accepts professional feedback and modifies practices; communicates with all members of the school community.

Comments:

PROFESSIONAL DEVELOPMENT
Demonstrates knowledge of current educational issues and policies

Comments:

RESPONSIBILITY
Exhibits dependable and reliable professional behavior attends everyday for teaching placement prepares every assignment; is punctual; completes classroom administrative tasks.

Comments:

FLEXIBILITY
Copes with interruptions and schedule changes; responds to students' questions and concerns.

Comments:

REFLECTION
Reflects on practice that is informed, ethical, and collegial.

Comments:

SPEECH AND VOICE
Models correct English; avoids slang and trite expressions; able t be heard and understood.

Comments:

APPEARANCE
Dresses in a professional manner appropriate to the teaching assignment.

Comments:

SUMMARY

Please add a few statements that summarize your perception of the student teacher. You may wish to comment on specific experiences he/she had that show growth during the period of student teaching, evidence of reflective practices, or the person's potential for a teaching career.

OVERALL FINAL EVALUATION

How do you rate this student teacher?

_____Strong _____Satisfactory _____Needs Improvement _____Unsatisfactory

(for final evaluation, strong and satisfactory will indicate a passing grade, while unsatisfactory will indicate a failing grade)

TEA Evaluation of Student Teacher Form (OLD)

TEACHER EDUCATION INSTITUTE (TEI)
375 Baldy Hall
645-2461
OBSERVATION RECORD

Pre-service Teacher _____
Cooperating Teacher _____
Teacher Education Association _____
Phase _____
Subject/Grade _____
Date _____

Current Strengths	Goals for Improvement

COMMENTS:

Signatures _____ _____
Preservice Teacher Teacher Education Associate

_____
Cooperating Teacher

Student Teacher Assessment Record
(TEA Evaluation of Student Teacher New Form)

Instructional Skills				
Knowledge of subject matter Demonstrates depth and breadth of content knowledge				
Ability to plan Lesson plans are thorough, well-organized, with well-defined objectives				
Presentation of lesson Instruction matches objectives Paces instruction appropriately Adjusts lesson plan when necessary				
Use of a variety of methods Employs multiple teaching methods Modifies teaching method to accommodate student learning styles				
Appropriate use of educational materials Uses a variety of print materials, teaching aids, technology and community resources				
Assessment of student performance Uses a variety of assessment tools Maintains written records				
Classroom management Establishes routines Employs positive reinforcement				
Uses time efficiently				
Personal Qualities				
Professional relationships Collaborates with cooperating teacher and other staff members Communicates with all members of the school community Accepts professional feedback and modifies practices				
Professional development Demonstrates knowledge of current educational issues and policies				
Relationships with students Deals fairly and consistently with students Respects students' cultural backgrounds Establishes rapport with students				
Flexibility Copes with interruptions and schedule changes Responds to students' questions and concerns				
Requirements				
From Requirements Checklist				
Goals for Improvement				
From previous observation				

	5 Distinguished	4 Proficient	3 Competent	2 Developing	1 Beginning
Requirements	All requirements are met	Most requirements are met.	Some requirements are met.	Few requirements are met.	One requirement is met.
Instructional Skills	The student teacher's instructional skill consistently exceeds expectations for a beginning teacher.	The student teacher's instructional skill always meets and frequently exceeds expectations for a beginning teacher.	The student teacher demonstrates an acceptable level of performance in the instructional skill,	The student teacher demonstrates significant growth in the instructional skill but still requires support and direction.	The student teacher's instructional skill is at a very basic, beginning level. The student teacher requires significant extra support and direction.
Personal Qualities	The student teacher exhibits the personal quality of a fine teacher.	The student teacher always demonstrates and often exceeds the expectations for this personal quality.	The student teacher demonstrates the personal quality to a satisfactory degree.	The student teacher demonstrates significant growth but still requires support and direction.	The student teacher requires significant extra support and direction.
Goals for Improvement	The student teacher responded fully and completely to the goals for improvement identified in the previous observation.	The student teacher demonstrated good progress toward the goals for improvement identified in the previous observation.	The student teacher demonstrated satisfactory progress toward the goals for improvement identified in the previous observation.	The student teacher demonstrated some progress toward the goals for improvement identified in the previous observation.	The student teacher made little or no effort to respond to the goals for improvement identified in the previous observation.

Rubric: Student Teacher Performance

Requirements Checklist:
- ❑ Provides observer with a written lesson plan.
- ❑ Uses voice appropriately with good volume and diction.
- ❑ Models correct English; avoids slang expressions.
- ❑ Dresses in a professional manner.
- ❑ Makes eye contact with students.
- ❑ Completes classroom administrative tasks

Date of Observation			
Totals			

RIP: Reflective Inquiry Project Evaluation Guidelines

Your RIP should include the following components:

1. *Guiding question and Rationale* – clear, credible/convincing;
2. *Literature Review* (including basis for search and selection) – clear, relevant, integrated, comprehensive with respect to types and range of sources;
3. *Investigation Procedures* – clear, directly related to Guiding Question, Rationale, and Literature Review;
4. *Fieldwork* (observations and analyses, including site(s) and "findings") –i clear, directly related to Guiding Question, Rationale, Literature Review, and Investigation Procedures;
5. *Concluding Commentary* (including implications and possible questions for future inquiry) – clear, connecting library and fieldwork in relation to Guiding Question.

In addition, outstanding RIPs have the following characteristics:

- overall coherence
- attention to diversity (e.g., differences among students, alternative interpretations)
- evidence of critical reflection (about what you did and why, what you considered along the way, not an impersonal report)

In sum, your RIP should be a thoughtful effort; the number of pages is less important that what you do with those pages.

Grading:

C – range: one or two (more than two = below C-range) components are incomplete or missing or are not reasonably clear or paper displays more than a few grammatical, spelling, or format errors

B – range: all five components are present and reasonably clear with very few if any grammatical, spelling, or format errors

A – range: all five components are present and reasonably clear, error free, and evidence of coherence, diversity, reflection characteristics

CC and colleagues, 10/03

Addendum A

The following email was sent to the GSE faculty in order to provide them with the opportunity to make comments about and changes to our inquiry brief. The second email was sent to the GSE faculty following submission of the draft of our inquiry brief and provides evidence of faculty approval.

-----Original Message-----
From: Julius Gregg Adams [jgadams2@buffalo.edu]
Sent: Friday, June 25, 2004 3:05 PM
To: gse-list@listserv.buffalo.edu
Subject: Inquiry Brief
Importance: High

Dear Faculty:

Pursuant to our discussion at the last faculty meeting of the academic year, please find attached a draft copy of our Inquiry Brief. In compliance with the Regents regulations, the Inquiry Brief must be submitted to TEAC and the New York State Education Department by July 1st. We are in the process of formatting the document, and its accompanying tables and appendices. At this time I am asking for your comments on the content of this draft, not the format. Please make any corrective suggestions directly on the document using the track changes function on Microsoft Word and renaming the document with your name before resending (e.g., inquirybriefadams.doc). All changes must be received by 9:00 am on Tuesday, June 29th. TEAC will consider our submission to be an initial draft for their review and comment. I will keep you apprised of TEAC's comments and subsequent review leading up to our scheduled visit November 2 - 4, 2005. Please keep in mind that this is the first step in the accreditation process. If you have any questions please contact me via e-mail.

Julius

-----Original Message-----
From: Julius Gregg Adams [jgadams2@buffalo.edu]
Sent: Thursday, July 01, 2004 11:22 AM
To: gse-list@listserv.buffalo.edu
Subject: Inquiry Brief

You will be happy to know that we submitted our Inquiry Brief electronically to TEAC yesterday!! TEAC will read and critique this draft and contact us for follow-up modifications. I was impressed and pleased by the level of faculty commitment to this part of the process. Many of you not only read the Inquiry Brief, but you made incredibly constructive and insightful comments on the document. I heard from faculty from each

department in GSE, allowing for multiple perspectives on the Brief.

I wish I could tell you that we're done, however, this is just the first step (albeit a rather large one) in the process. We must now begin preparation for the site visit and make sure that we have the evidence for all of the claims we made in our Inquiry Brief. Because I can't think about accreditation anymore today, I just want to Thank you again for your time, energy, tolerance and patience.

I especially want to thank Mara for her tireless work in writing this "dissertation."

Julius

---------- End Forwarded Message ----------