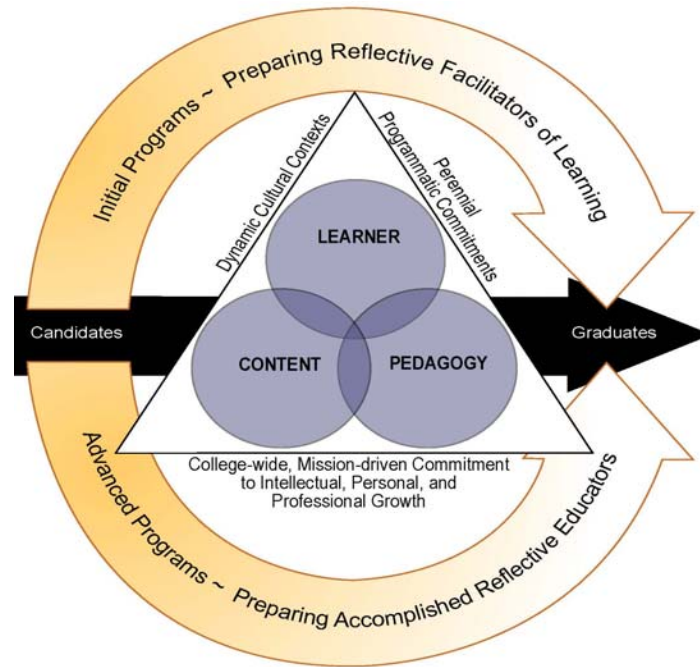


**Institutional Report  
for  
Continuing Accreditation  
by the  
National Council for the Accreditation of Teacher Education**

**April 12 – 16, 2008**



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This report has been prepared for the April, 2008 Continuing Accreditation Visit by the National Council for the Accreditation of Teacher Education (NCATE). The complete report can be read offline but the links to websites will not be available without connectivity. For privacy reasons, faculty vitae, syllabi, and budget files are being sent to BOE team members on a supplemental CD. The unit expresses heartfelt appreciation to all authors and resources contributing to this representation.

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## Overview

### The Institution

**Historical Context** [Buffalo State](#) was founded in 1871 as Buffalo Normal School – an institution dedicated solely to the preparation of teachers. Later renamed State University College at Buffalo (SUC-B), the institution most commonly uses Buffalo State as its current name. Its campus is located in the city of Buffalo, New York which is the second largest city in New York State. Buffalo State is the largest of the thirteen [State University of New York](#) (SUNY) comprehensive four year colleges and leads the SUNY colleges in external funding of research activities. Buffalo State was one of the first schools accredited by National Council of Teacher Education (NCATE) in NCATE’s founding year, 1954 and has maintained continuous accreditation since that time. Buffalo State’s [Academic Plan](#) adopted in December 2003 established the goal to “achieve 100 percent accreditation of eligible programs” at the institution.

**Institutional Mission** The [mission](#) of the SUNY system is supported by the mission statement of the institution: “Buffalo State is committed to the intellectual, personal, and professional growth of its students, faculty, and staff. The goal of the college is to inspire a lifelong passion for learning, and to empower a diverse population of students to succeed as citizens of a challenging world. Toward this goal, and in order to enhance the quality of life in Buffalo and the larger community, the college is dedicated to excellence in teaching and scholarship, cultural enrichment, and service.” The institution continues to [“achieve excellence from within”](#).

**Institutional Characteristics** Buffalo State defines itself as a comprehensive regional institution. Using the Carnegie Foundation (2005) definitions for Size, Setting, and Basic Classification, Buffalo State is a “medium-sized four year, primarily nonresidential, public” school. The approximate freshman acceptance rate for 2006 was 51.2 % indicating the second lowest acceptance rate among 8 peer institutions.

Located in Erie County, New York, Buffalo State commits to being a leading educational, economic, and cultural partner with the community. The [2006-2007 Affirmative Action report](#) reveals 1609 employees of which 1172 (72.8%) are full time and 437 (27.2%) are part time. The SUNY Chancellor’s 2007-2008 Budget cites that Buffalo State direct expenditures amounting to \$163.2 million with additional indirect expenditures amounting to \$232.8 million--equaling a total economic impact of \$396 million (based on U.S. Bureau of Economic Analysis methodology).

### The Unit

**Candidates Enrolled** As of September 2007, there were [10,933](#) full time enrolled students including 9,139 **undergraduates** and 1,854 graduates. The teacher education unit spanning 5 Schools on campus includes [3,448](#) active [full-time and part time](#) (total enrollment) education majors reflecting 2,217 **initial** program candidates and 1,231 **advanced** program candidates (Fall, 2007).

Buffalo State has evolved to offer 136 undergraduate programs including 11 honors options as well as 64 graduate programs including 18 post baccalaureate teacher certification programs. The Buffalo State teacher education unit offers [68 education programs](#) for both **initial** and **advanced** certification. Detailed descriptions of programs can be found in the [Undergraduate](#) and [Graduate](#) Unit Catalogs.

Buffalo State is organized into the [School of Education](#) (6 undergraduate and 18 graduate education programs), the [School of Arts and Humanities](#) (5 undergraduate and 6

graduate education programs), the [School of Natural and Social Sciences](#) (12 undergraduate and 17 graduate education programs), the [School of the Professions](#) (2 undergraduate and 4 graduate education programs), and [University College](#) representing liberal core courses. Additionally, the [Graduate School](#) supports post baccalaureate and *advanced* programs housed within the academic schools.

In its [2005-2010 Mission Review](#), Buffalo State reveals a student population that is, on average, 80% commuter, and indicates a significant number of students who study part-time (an average of 15% undergraduate, and 75% graduate).

***Faculty and Academic Rank***

**Table 1 The Teacher Education Unit**

Academic Rank	# of Faculty with Tenure	Non – Tenured Faculty	
		# on Tenure Track	# Not on Tenure Track
Professors	21		
Associate Professors	36	1	
Assistant Professors	2	33	
Lecturers			32
Graduate Teaching Assistants			2
Other (Adjuncts)		1	100
<b>TOTAL</b>	59	35	134

There are 94 full-time tenured, or tenure-track faculty in the unit as well as 32 full-time and 100 part-time faculty who are not on tenure track (Fall 2007). This indicates a ratio of 3 full-time tenured or tenure-track faculty for each full-time non-tenure track faculty. There are 126 full-time faculty (tenured, tenure-track or non-tenure track) compared to 100 part-time faculty members in the unit.

***Preparation of Other School Professionals*** There are 21 *advanced* programs admitting candidates who have initial certification (*advanced* programs). There are five *advanced* programs for Other School Professionals. The Educational Leadership and Facilitation (ELF) Program prepares school administrators; upon program completion, graduates of the ELF program are recommended for a Certificate of Advanced Study (C.A.S.) in Administration and Supervision. This post-master’s program with an emphasis in Creative Studies (focusing on problem solving and facilitation) leads to a Certificate of Advanced Study and New York State certification as a School Administrator and Supervisor and/or School District Administrator. Candidates in this program complete 39 credit hours, a field experience, and internship. The field experience and internship result in a total of 1500 hours of on-site experiences for candidates. In addition, candidates are required to complete an applied research project that is evaluated according to specific rubrics developed for the project. Candidate content knowledge is assessed in the field experience and in the applied research project. The Educational Leadership program was reviewed by the specialty program area Educational Leadership Constituent Council (ELCC). The Literacy Specialist program offered in the Department of Elementary Education and Reading leads to New York State certification in Literacy. Two tracks are offered: the Master’s of Professional Studies: Literacy Specialist degree (grades 5-12) and the Master’s of Science in Education Literacy Specialist degree (birth through grade 6). Both programs require 36 credit hours and include a 6 unit clinical practicum in a school facility. Content knowledge is assessed in the master’s degree thesis, project, or examination. The initial program in Speech-Language Pathology prepares undergraduates for graduate study because candidates need a master's degree from a CAA-accredited program to be eligible for ASHA certification. ASHA certification is necessary to work in most settings - schools and medical facilities. Advanced program candidates (not initial program candidates) in Speech-Language Pathology are prepared for NYS licensure and NYS teacher certification. The Speech-Language

Pathology *advanced* (Master’s of Science in Education) program [received accreditation](#) in September 2004 from the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). The [Special Education Doctoral program](#) is conducted jointly with University at Buffalo and hence has been subject to [Teacher Education Accreditation Council \(TEAC\) review](#).

**Table 2 SUMMARY Programs and their Review Status**

Number of Submissions	Program Level (ITP or ADV)*	CURRENT State Approval Status	National recognition Status by NCATE**	Most recent submission for SPA review
2 (Childhood BS & MITC)	<b>Initial</b>	Approved	Recognized	N/A
9	<b>Initial</b>	Approved	Recognized with Conditions	2/1/08 (some)
2 (English, Foreign Language)	<b>Initial</b>	Approved	Not recognized	2/1/08 (English) 2/1/07 (F.L.)
2 (Art, Speech)	<b>Initial</b>	Approved	Recognized by non-SPA accrediting body	N/A
2 (Music, CTE, Business)	<b>Initial</b>	Approved	Not submitted for SPA review	N/A
1 (EC Special Ed)	<i>Advanced</i>	Approved	Recognized	N/A
6	<i>Advanced</i>	Approved	Recognized with Conditions	2/1/08 (some)
1 (Ed Leadership)	<i>Advanced</i>	Approved	Not recognized	To be submitted 4/15/08
2 (Art, Speech)	<i>Advanced</i>	Approved	Recognized by other accrediting body	N/A
2 (Music, CTE)	<i>Advanced</i>	Approved	Not submitted for SPA review	N/A

[PLEASE LINK TO COMPLETE TABLE](#)

**Substantive Changes** Since the last Board of Examiner visit, several significant changes can be highlighted in approximate order of impact:

The organization of the Buffalo State Teacher Education unit changed from “Faculty of Applied Sciences and Education” to a more distributed [organizational model](#). The new organization contains the Schools of Education, Natural and Social Sciences, Professions, and Arts & Humanities as well as the University College whose focus is on the general core studies for each major. The Graduate School encompasses all *advanced* programs. Each school has its own dean and each includes faculty who teach and advise education majors. Teacher education faculty and programs work in collaboration with their respective schools but are united under the governance of the Associate Vice President for Teacher Education. [Dr. Ronald S. Rochon](#), new to the institution in fall 2005, acts as the Dean of the School of Education as well as the Associate Vice President for Teacher Education. The teacher education unit is further unified by the [Teacher Education Council](#) (TEC) which contains representatives from each education program and school. Full time faculty members in teacher education are voting members of the [TEC general assembly](#). [Active subcommittees](#) change annually but consistently address areas such as [assessment, policy, faculty development, and field experiences](#). The Teacher Education Council acts in advisory capacity to the Associate Vice President for Teacher Education and the Provost.

Buffalo State decided to abandon implementation of the targeted student service technology system (SABRE), and in fall of 2007 initiated [implementation of Banner](#) as the campus student service system. Detail of impact and planning on the unit are contained in the [unit technology plan](#). Faculty, community partners, and candidates have been involved in ongoing discussions anticipating and utilizing the institutional decision for change to optimize unit assessment system improvements.

Buffalo State was a participant in the federally-sponsored [Fund for the Improvement of Postsecondary Education \(FIPSE\)](#) grant supporting campus-level implementation of validated assessment and data management strategies by faculty and administrative assessment leaders. Through the three-year project that [ended during the summer of 2006](#), 16 colleges and

universities in the State University of New York (SUNY) system that new prepare teachers collaborated with SUNY System Institutional Research to develop, implement, and enhance their unit assessment systems to improve teacher education programs and beginning teacher competency. The project was guided by an innovative and robust model of program assessment goals that applies to the full range of teacher preparation institutions in SUNY and across the country. SUNY additionally encouraged revision and specialization of unit-wide assessment through an Education Benchmarking Inc. initiative. Instruments suggested and embraced by participating institutions include the [Educational Benchmarking Incorporated](#) (a third party) implementation of exit and alumni surveys for Buffalo State. The company uses standardized instruments and reports extensively on the results, which are used for decision-making by the teacher education unit. Consistency across campuses with defensible instruments facilitates the continuing dialogue of teacher education units across participating SUNY institutions.

A [Carnegie Master's I](#) institution, Buffalo State is one of 136 colleges and universities in the nation that are working together to enhance the practice and profession of teaching. Buffalo State is the [chair institution of the Policy, Assessment and Accountability group](#) in the [CASTL](#) community and works in collaboratively with other Strategic Planning institutions to provide guidance, leadership, and exemplary models for scholarly research in many areas including assessment.

Based on SUNY initiatives, Buffalo State mandates [assessment plans and continuing updates](#) (via annual program reports) for each department. Additionally, at the institutional level guides individual [Strategic Plan](#) specialization by each of the key schools. Strategic planning for the unit is initiated within the [School of Education](#) (SOE). SOE strategic plan [goals and initiatives](#) are still in a [process of development](#) but the format and processes for development are a template for consistency across the teacher education programs on campus. As the School of Education works on improved goals, assessments, and plans for monitoring, those guidelines will be discussed and potentially adapted/adopted by the unit in the future.

Buffalo State reorganized its general education liberal core to encompass a more specifically defined course of studies now entitled "[Intellectual Foundations](#)." The reorganization encompassed distribution requirements established by New York State Department of Education regulations for registration of teacher education programs. The institutional commitment to the new "Intellectual Foundations," which went into effect for students entering the institution fall of 2006, assures each student the opportunity to explore options and progress on the educational path best suited for that individual.

Federal, state, SUNY, institutional, and unit level change are dynamic forces on continuing improvement for the Buffalo State Teacher Education Unit. Through continuing initiatives and systematic consideration of candidate knowledge, skills, dispositions, and impact on P-12 learning, that momentum is used as the impetus for excellence in future elementary and secondary school teaching.

## CONCEPTUAL FRAMEWORK

*Unit Summary* The mission of the Buffalo State teacher education program is "to prepare knowledgeable and skilled educators who are committed to ensuring that all students achieve their greatest intellectual, emotional, and physical potential."

The following core values support the unit mission: "The teacher education faculty believe that the optimal environment for teacher preparation is one in which college-based and school-based teacher educators collaborate closely on mutually identified and mutually

beneficial outcomes designed to improve both the college and school settings. The teacher education faculty both recognize and celebrate the diversity, which characterizes American educational institutions; furthermore, the faculty are unequivocally committed to preparing educators whose attitudes and professional expertise advance diversity and the diversification of American democratic society. Teacher education faculty are committed to the following fundamental premises: (1) that all students can learn; (2) that all students have a right to learn to their greatest potential; and (3) that all students are entitled to an educational environment where teaching and learning are the most valued of all activities.”

Buffalo State builds upon its strength in teacher education and its location in the second largest city in the state to play a leadership role addressing issues relative to the delivery of quality education in urban settings. In support of this initiative, the college focuses on studying and assisting urban schools, seeks to recruit students with an interest in urban education, develops curricula to focus on training for service in inner city settings, has established collaborative programs with Buffalo, Rochester and New York City schools, has developed a capstone program in urban education open to educators across the state, and continues to provide continuing education and lifelong learning opportunities for all teachers in the region.

**Candidate Outcomes** The teacher education unit at Buffalo State adopted the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) as its [outcomes for teacher candidates at the undergraduate \(initial\) level](#). The National Board for Professional Teaching Standards (NBPTS) serve as a model for [outcomes developed for advanced level teacher candidates](#). Buffalo State also responds to mandates from the New York State Regents--the New York State Education Department defining acceptable program approval standards. These [New York state education standards](#) are organized around the curricular components of (a) general education core and liberal arts and sciences; (b) teaching content core; and (c) pedagogical core. These three sets of standards have been [aligned with](#) the unit conceptual framework. Full and complete state approval for each **initial** and **advanced** teacher education program at Buffalo State has been achieved during past years. Additionally, program curricula including outcomes have been aligned with standards of prospective professional associations to assure that all teacher candidates graduating from Buffalo State meet state, professional, and national standards. **Advanced** program unit goals been aligned with the National Board of Professional Teaching Standards and conceptual framework. [Assessment tools](#) used at the unit and institutional level (within the assessment system) have been [aligned with](#) the conceptual framework and New York State standards. The tentative new strategic plan has been [aligned with](#) the conceptual framework.

**Conceptual Framework Goals** Preparation of professional educators at Buffalo State has developed through an evolutionary process reflecting foundations established in the [Teacher Education Unit Conceptual Framework](#). Buffalo State is committed to the preparation of reflective facilitators of learning at the undergraduate level and reflective accomplished educators at the graduate level. Generally, there are three components of the model, three additional environmental factors, an encompassing theme integrating dispositions in each aspect, and similar yet distinct goals for **initial** and **advanced** learners.

Content, the first component of the model can be defined as the subject matter or content to be taught to the P-12 learners. Teacher candidates develop a thorough understanding of the content that they intend to teach. Teacher education programs require from 30 to 42 credit hours of content-related coursework providing teacher candidates with a strong background in their respective disciplines. In Art Education, Speech-Language Pathology, and secondary education

programs that prepare teacher candidates to teach or address content areas, teacher candidates acquire an in-depth knowledge of the content in their respective disciplines that is equivalent to subject majors. In Elementary Education and Exceptional Education, teacher candidates are required to complete an academic concentration consisting of 30 credit hours of coursework selected from one of the following academic disciplines: English, foreign language, mathematics, science, social studies, environmental studies or American studies. Teacher candidates obtain a strong knowledge base related to the content in their respective disciplines.

The second component of Buffalo State's conceptual model is the Learner. Considering the learner emphasizes development of teacher candidates' knowledge of P-12 learners' socialization, growth, and development; the learning process; reflection of teaching; and the establishment of a classroom climate that facilitates learning. General pedagogical knowledge; knowledge of learners and characteristics; knowledge of educational contexts and knowledge of educational ends, purposes and values are the knowledge base categories of this component.

The third component is pedagogy or the strategies that teachers use to teach all learners. Teacher candidates develop a breadth of pedagogical abilities for teaching content and skills, including the use of inquiry-based and problem solving strategies and critical thinking to enhance learning, within the elementary, secondary, and special education areas. A strong emphasis is placed on field-based experiences concurrent with coursework, enabling teacher candidates to demonstrate their ability to apply educational theory in sound practice. This component is a source of knowledge for continued scholarship in content disciplines, formal educational scholarship, and educational materials and structures. As reflection skills develop, teacher candidates acquire broadened perspectives and expanded views which help them devise new pedagogical instructional skills in the areas of classroom management, evaluation and planning, and knowledge and use of both culturally responsive pedagogy and educational technology to promote student learning.

The unit conceptual framework components occur within three important environmental contexts:

The first of these environmental contexts is technological development in academic institutions, schools, and all aspects of personal and professional living. At Buffalo State, technology is both one of the faculty's ongoing commitments and is a dynamic phenomenon. The faculty recognizes technology as a tool which facilitates and enhances learners' acquisition of information and recognizes the value of technology as an opportunity for individual skill practice/development, for its use in and application of higher order thinking skills, and for its utility in student collaboration.

The second environmental milieu in the Teacher Education Unit Conceptual Framework is the underlying premise of candidate reflection. Buffalo State is committed to the preparation of reflective facilitators of learning at the undergraduate level and reflective accomplished educators at the graduate level. The ability to reflect, to continuously assess one's own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention is considered one of the most vital qualities of effective teachers. The incorporation of the process of self-reflection into candidates' teaching repertoire at every level is a major focus of teacher education programs at Buffalo State.

The third environmental context of the conceptual framework is diversity. Knowledge of all learners and the cultures in which they and their families live is critical for developing an awareness of and sensitivity to ways in which learners differ and helps teacher candidates make appropriate instructional decisions that result in pedagogy that is culturally and socially



responsive. Teacher candidates must understand how their respective disciplines are influenced by and related to culture. They must also select appropriate subject matter content and instructional materials that reflect an appreciation for diversity and that are free from stereotyping and bias. Teacher candidates must use culturally and socially responsive pedagogy so that all learners have opportunities to learn and perform to the best of their abilities. They must strive to understand the cultural and socioeconomic context in which they teach and be vigilant to ensure that learners are not disadvantaged by specific practices in the areas of assessment and instruction.

The final encompassing factor affecting candidate preparation is close attention to dispositions related to P-12 learners. Effective teachers demonstrate respect for individual differences among learners, their families and communities. They are professionals who are fair, honest, and caring and who establish and maintain a safe and supportive environment for learning. Appropriate dispositions are a part of instruction within every element of the conceptual framework and are a pervasive part of the teacher education unit culture of instruction.

The development of the conceptual framework as well as the Buffalo State Education Assessment System and plan can be found in the Buffalo State Teacher [Foundations Handbook for Unit Operations](#) - a document created and used at the unit administration level in summary of current systems and ongoing activities. Details related to the conceptual framework also appear in many materials within individual programs.

**Unit Assessment System** The [Buffalo State Education Assessment System](#) (BSEAS) is based upon the need to relate candidate performances and relevant evaluative feedback to decision-making processes at all levels of the institution. The assessment plan is framed on the Buffalo State Teacher Education Unit Conceptual Framework and the underlying values as well as defined candidate outcomes for both **initial** and **advanced** program candidates. The **initial** and **advanced** program goals drive the systematic collection, aggregation, reporting, and consideration of information. Assessments are conducted by numerous groups in the institution and aggregated for interpretation by the unit for a variety of constituent groups. The system of collecting, compiling, summarizing, and regularly analyzing data has been in place for years, yet detail of system elements is dynamic, reflecting identified need for continuous scrutiny and change in order to best meet the needs of constituents. As data are summarized, adjustments are made in the relevant area of the system to ensure efficiency of regular, comprehensive collection and use of data to reflect candidate performance, program quality and unit effectiveness. The strength of the current assessment system is its clear definition, organization, and specifically delineated sequence of [collection and review activities](#). It is understood and used by unit constituents at all levels.

**Changes to the Conceptual Framework** Because the School of Education was newly constituted in 2005, the formulation of a specialized education Strategic Plan was the highest priority following its creation and the appointment of its dean. Associate Vice President for Teacher Education, and Dean of the School of Education, Ronald S. Rochon appointed a School of Education Strategic Planning Committee comprised of the chairs of the major departments, selected representative faculty from the SOE departments, the Woods-Beals Endowed Chair for Urban and Rural Education, the Director of the Center for Excellence in Urban and Rural Education (CEURE) and other administrators to develop a plan that would be presented to the school faculty and unit faculty at large. The plan for acceptance and subsequent implementation

will be presented to the SOE faculty and the Teacher Education Unit during the Spring 2008 semester.

In the meantime, incrementally, activities have encouraged update in some areas of the conceptual framework and its use and representation. Focus groups were conducted with both graduate and undergraduate students to get feedback on the facility of understanding and using the conceptual framework. Based on reported perceptions, clarifications were made in the definitions of terms encompassed in the conceptual framework as well as the description accompanying its theoretical basis. More recently, faculty were prompted for their impressions. The first response to feedback was to update the theoretical framework--a task undertaken by the Woods-Beals Endowed Chair for Urban and Rural Education. Changes were approved by the Teacher Education Council and adopted for use. In response to feedback that the graphic is not intuitive, proposals for graphic change will be solicited as the culmination strategic planning is reached and subsequently considered by faculty. It is expected that a new graphic that is metaphorical and hence more able to be interpreted without its written description would evolve and be accepted by the end of the 2008-2009 school year, in conjunction with clear characterization of key conceptual framework components reflecting new strategic plan goals. In the meantime, faculty and candidates continue to use the current, familiar representation of core beliefs in daily coursework, field experiences, and continuing learning environments. The conceptual framework is directly referenced in each education syllabus ([via template prescribed by the unit](#)) including assignments, rubrics and other assessments, and continuing coursework including field experiences. No additional changes in the conceptual framework or its content have occurred.

### [Conceptual Framework Strengths and Research](#)

## Standards

### STD 1: Candidate Knowledge, Skills and Dispositions

#### 1a. Content Knowledge for Teacher Candidates

##### SUMMARY of Candidate Evidence – Initial Programs - Content

Measure	Indicator	Scale	Mean	Std Dev
Alumnae Survey 06-07	<a href="#">Factor 12 Degree Enhanced Ability to Assess Learning (3 items)</a>	1 to 7 N=63	5.25	1.22
Advising Survey Fall 07	<a href="#">Average of Content (6 items)</a>	1 to 4 N=207	3.17	.72
Administrator's survey	Content (1 item) 04-05	0 to 5 N=127	3.90	n/a
LAST	State defined passing scores 06-07	N=509	99%	n/a
CST Non-SPA Art Non-SPA Music Non-SPA Bus and Mktg Non-SPA Career /Tech Ed	State defined passing scores 06-07		95% 100% 100% 100%	n/a
GPA	<a href="#">At Exit Spring 07</a>	0 to 4.0 N=223	3.35	n/a
Admissions Criteria	<a href="#">ACT Scores Spring 07</a> <a href="#">SAT Scores Spring 07</a> <a href="#">High School Average Spring 07</a>	N=40 N=249 N=282	20.7 956.7 86.3%	n/a

##### SUMMARY of Candidate Evidence – Advanced Programs - Content

Measure	Indicator	Scale	Mean
Undergraduate GPA	Minimum 2.5 baccalaureate required for admission		n/a
Audit of undergraduate coursework	Prerequisite content courses prescribed by department		n/a

Capstone Grades (Thesis, Action Research, Project)	<a href="#">Passing Grade Spring 07</a> Grade Continued Spring 07	114 21	n/a
CST Non-SPA Speech, Lang. Literacy	State defined passing scores 06-07	N=14 N=15	100% 100%
PRAXIS Speech 06-07	Content exams not used by NY state, used by programs to ensure content knowledge in subject area		100%

PLEASE CLICK ON INSTRUMENTS TO SEE FULL DATA TABLES

Data in this table represents the most recent scores available for unit decision-making. For **initial** programs, [exit score comparisons](#) of Buffalo State candidate to peer institutions (on each factor report) aid interpretation. Buffalo State candidates rated program satisfaction among their highest scores. Many item scores consistently placed Buffalo State second in ranking to 7 peer institutions. Passing rates on content exams that exceed state standards indicate not just acceptable rates of content knowledge but above the average of other New York state institutions in many instances. Buffalo State has a lower acceptance rate for applicants to undergraduate studies indicating high expectations for content achieved prior to and as a basis for undergraduate content coursework. For **advanced** programs, baccalaureate GPA and coursework is audited prior to admission as a foundation of prerequisite content coursework. Because initial teacher certification is required for admission to graduate studies, state minimums of content would have been achieved. As a candidate progresses, grades in required courses focused on both content and pedagogy are monitored (transition point 3) and reviewed by the candidate and advisor so that weaknesses in content can be detected. Prerequisite or repeat academic work is scheduled. **Advanced** candidates are not able to progress until adequate content and pedagogy is demonstrated within program required as well as elective courses. Examples of [program changes](#) during the past calendar year related to content indicate data driven decision-making.

The [New York State Teacher Certification Examinations](#) (NYSTCE) for New York State are developed and administered by National Evaluation Systems (NES). All candidates applying for initial certification in New York State must pass the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills –Written (ATS-W) of the NYSTCE. Additionally, most certifications additionally require passing scores on a related Content Specialty Exam (CST). All candidates applying for advanced (professional) certification will have passed the LAST and ATS-W for initial certification and must additionally pass the associated Content Special Test as well as meet any other further state certificate requirements. Advanced-level certificates for classroom teachers are issued in specific subject/grade titles and are continuously valid with completion of required professional development hours on a five-year professional development cycle.

Information on certification requirements is made available to candidates through the New York State Education Department (NYSED). The [TEACH on-line application](#) (subscription) system provided by NYSED requires certification applicants to apply online for certificates, check the status of applications, documents and test results received, and/or apply or check the status of fingerprint clearance. Additionally, the system allows public schools to obtain application status updates on current or potential employees, submit requests for fingerprint clearance for prospective employees, review or request New York State Colleges or Universities recommendations for certification program completers online and/or track the certification status of select candidates. At Buffalo State, the link to the TEACH system is presented on the teacher certification website and training on its use is provided by the Teacher Certification Officer. [Last year](#) the Buffalo State Teacher Certification Office recommended 583 candidates for [NYS teacher certification](#). Certification of program completion was forwarded for

111 out-of-state teacher education candidates. Eighty-five pre-service teacher candidates participated in the March 2007 Fingerprinting Day. The Office sponsored 12 pre-graduation and pre-student teaching seminars as well as processing student teaching supervisor travel reimbursements, cooperating teacher stipends, and cooperating teacher tuition waivers.

**Content Tests** The content knowledge tests used for the purpose of state licensure and/or program completion are the Liberal Arts and Sciences Test (LAST) and Content Specialty Tests (CST). The LAST assesses candidates’ knowledge of “scientific and mathematical processes, historical and social scientific awareness, artistic expression and the humanities, communication skills, and written analysis and expression.” In addition, candidates must demonstrate “conceptual and analytical skills, critical-thinking and awareness skills and multicultural awareness.” The CSTs regularly taken by Buffalo State teacher education candidates include Biology, Chemistry, Earth Science, English, French, Math, Multi-Subject, Music, Physics, Social Studies, Spanish, Visual Arts, Business and Marketing, and Technical Education. Candidates in Elementary Education (Early Childhood and Childhood Education) and in the “content” areas (i.e., Biology, Chemistry, Earth Science, English, Physics, Social Studies, and Mathematics) are required to take the CST for professional certification. The test consists of multiple-choice questions designed to assess content knowledge for each discipline. The CSTs for languages other than English require candidates to listen to audio taped listening/speaking components and to prepare written responses. The pass rates of Buffalo State candidates on the CST have been consistently acceptable and are reported regularly for Title II federal funding.

**Pass Rates** The NYSTCE program is responsive to and consistent with New York State regulations, New York State public school curriculum frameworks (including textbooks and instructional materials) and standards, and New York State educator preparation programs. The collaboration ensures demonstrable correlations among the regulations, standards, and programs and the NYSTCE tests. Pass rates on all NYSTCE exams for Buffalo State candidates have consistently been greater than 80%.

**Table 3: Pass Rates on Content Tests for Initial Teacher Preparation**

NYSTCE Exams Completers	Content Test	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Buffalo State Teacher Education Candidates	090/091 ATS – W	527	526	100%	99%
	001 LAST	509	503	99%	99%

**Initial Programs**

Program	Content Test	Number of Test Takers	Number Passed	% Passing at State Cut Score	% Overall NY Pass Rate
Art Education, B.S. & PTCP+	079 Visual Arts CST	37	35	95%	93%
English Education, B.S. & PTCP+	003 English	39	35	90%	94%
French Education, B.S. & PTCP+	012 French CST	1	0	0%	83%
Music Education, B.S.	075 Music CST	1	1	100%	95%
Spanish Education, B.S. & PTCP+	020 Spanish CST	4	3	75%	92%
Business & Marketing Education, B.S. & PTCP+	069 Business & Marketing CST	5	5	100%	95%
Career & Technical Education, B.S. & PTCP+	090/091 ATS - W	11	11	100%	
Childhood Education, B.S.	002 Multi – Subject	156	147	94%	95%
Early Childhood Education, B.S.		19	16	84%	
Childhood Education (MIITC), M.S. Ed	002 Multi - Subject	98	96	98%	-
Early Childhood Education (MIITC), M.S. Ed		6	6	100%	-
Exceptional Education, B.S.	002 Multi - Subject	56	52	93%	95%
	060 Student With Disabilities	54	49	91%	90%
Biology Education, B.S. & PTCP+	006 Biology	7	7	100%	99%
Chemistry Education, B.S. & PTCP+	007 Chemistry	1	1	100%	98%
Earth Science Education, B.S. & PTCP+	008 Earth Science	4	4	100%	97%
Physics Education, B.S.	009 Physics	1	1	100%	100%
Mathematics Education, B.S. & PTCP+	004 Math	13	9	98%	98%

Social Studies Education, B.S. & PTCP+	005 Social Studies	27	21	94%	92%
Technology Education, B.S. & PTCP+	077 Technology Education	20	18	90%	100%

**Advanced Programs**

Program	Content Test	Number of Test Takers	Number Passed	% Passing at State Cut Score
Special Education: Early Childhood, M.S. Ed	002 Multi - Subject	3	3	100%
	060 Students with Disabilities	1	1	100%
Special Education: Adolescence, M.S.	005 Social Studies	3	3	100%
	003 English Language Arts	2	2	100%
	060 Students with Disabilities	6	6	100%
Teaching Bilingual Exceptional Individuals, M.S. Ed	024 BEA LOTS	2	2	100%
Mathematics Education, M.S. Ed	004 Math	1	1	100%

[PLEASE CLICK HERE TO SEE HISTORICAL DATA](#) or [Title II data](#)

**Other key content assessments** The NYSED General Education requirement conforming to the guidelines established in the State University of New York Board of Trustees Resolution 98-241 mandates the establishment of a general education requirement for all baccalaureate degree candidates at SUNY institutions. Buffalo State establishes and maintains candidate performance by administering and monitoring performance in general education through the Intellectual Foundations General Education core coursework. All baccalaureate degree candidates complete a general education component of no fewer than 39 credits. The program structure requires candidate proficiency in several knowledge and competency areas including Foundations of Inquiry, Basic Writing, Mathematics/Quantitative Reasoning, Arts, Humanities, Natural Sciences, Social Sciences, Foundations of Civilizations: American History, Western History and Non-Western Civilizations, Technology and Society, Diversity, Basic Oral Communication, Writing Across the Curriculum, and Foreign Language. Data generated by these assessments are utilized as the teacher education unit examines candidate performance on content.

The New York State Education Department has determined that all undergraduate teacher education [programs at Buffalo State meet all state standards](#) (institution SUC-Buffalo). There are currently no programs that are not fully recognized.

Within each program of study at the **initial** level, there are generally 6-8 [key program-specific assessments](#) reflecting some content that are aligned with Special Program Area standards and required for candidate progression through transition points. For **advanced** programs, five transition points reflect assessment of acceptable candidate performance. Candidate scores on these key evaluations inform faculty of candidate competencies to as they monitor progress in their learning. Additionally, each program has assessments embedded in coursework to reflect the content of that individual course and supplementing key assessment foci. Using transition points and required assessments reflect candidate proficiency and content knowledge may additionally be reflected in written papers, exams, required activities, projects, etc. These other grades and course evaluations also reflect candidate knowledge related to specific performances (for example, a lesson plan in math for first graders). Grades on examinations, written assignments, master's degree projects, and master's theses document candidate content knowledge at the **advanced** level. In addition, candidate performance on the Content Specialty Test of the NYSTCE for some advanced programs provides further evidence that candidates possess in-depth knowledge of the content that they intend to teach.

For some programs on campus, Praxis II standardized exams as developed and administered by Educational Testing Services (ETS) provide additional supplemental validation of candidate content knowledge. The Praxis II exams, not required by New York State for teacher certification, are used to measure general and subject-specific knowledge and teaching

skills. PRAXIS testing is required by the state for *advanced* candidates seeking certification and licensing in Speech-Language Pathology.

Candidates pursuing degrees in Elementary Education and Exceptional Education are required to fulfill a 30 credit hour concentration in one of seven academic disciplines (English, French, Italian, Spanish, Mathematics, Science, Social Studies, Environmental Studies, or American Studies). In addition, they must complete a distribution requirement of 12 credit hours in English, Math, Social Studies and Science. Therefore, these candidates complete a total of 54 credit hours of “content” coursework in addition to courses they may complete in other “content” areas to meet the General Education requirement. Many teacher education candidates at Buffalo State complete 60 or more credit hours of coursework in content courses and 60 or more credit hours of coursework in their major resulting in strong knowledge and skills in content knowledge, content pedagogical knowledge, and professional pedagogical knowledge and skills

In *advanced* programs, there is reliance on credentials leading to initial certification for admittance and continuation in the program. Graduate candidates must have passed all content and skill requirements for initial certification and have completed an undergraduate degree program. Undergraduate GPA and current teaching certification is used as a basis for evaluating initial content knowledge. A graduate GPA of 3.0 is required for progression to candidacy. In some programs, an additional CST score is required for admission or candidacy.

Programs not reviewed by Specialty Program Areas may be addressed by other accrediting agencies: Art Education *initial* (Bachelor of Science and Post-Baccalaureate) and *advanced* (Master’s) programs [received accreditation](#) through the National Association of Schools of Arts and Designs (NASAD) in August of 2007. The Speech-Language Pathology received accreditation from the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). Music Education (Bachelor’s of Music) will undergo accreditation by National Association of Schools of Music during a March 2008 visit. Business and Marketing Education programs (bachelor and post baccalaureate [*initial*], and Master’s of Science in Education [*advanced*]) are a member of the Association to Advance Collegiate Schools of Business (AACSB) and have begun but not completed the process of becoming fully accredited by this international agency. Buffalo State also operates a joint Doctoral Program in Special Education operated in conjunction with the University at Buffalo (UB). The program is included under the TEAC accreditation review conducted at UB. The single *initial/advanced* program area not reviewed by Special Program Areas and not currently in preparation for accreditation by an additional agency is Career and Technical Education (Bachelor’s of Science, post baccalaureate, and Master’s).

## 1b. Pedagogical Content Knowledge for Teachers

SUMMARY of Candidate Evidence – Initial Programs – Pedagogical Content

Measure	Indicator	Scale	Mean	Std Dev
Alumnae Survey 06-07	<a href="#">Factor 1 Satisfaction with Quality of School Activities (4 items)</a>	1 to 7	4.82	1.21
	<a href="#">Factor 14 – Overall Program Effectiveness (5 items)</a>	N=65	4.62	1.33
Exit Survey 06-07	<a href="#">Factor 2 – Learning Theories, Teaching Pedagogy/Techniques (5 items)</a>	1 to 7	5.18	.88
	<a href="#">Factor 3 – Research methods, Professional Development , Societal Implications (6 items)</a>	N=345	4.79	1.09
	<a href="#">Factor 12 – Student Teaching Experience (6 items)</a>		5.74	.99
	<a href="#">Factor 14 – Overall Program Effectiveness (3 items)</a>		4.89	1.27
Student Teaching evaluation, Fall 07	<a href="#">Average of Knowledge Items (10 items)</a>	1 to 5 N=288	4.05	.822
Advising Survey, Fall 07	<a href="#">Average of Pedagogy/Content (16 items)</a>	1 to 4 N=207	3.25	.66
Administrators Survey	Preparation (1 item) 04-05	0 to 5	3.85	n/a

		N=127		
ATS-W	State defined passing scores 06-07	N=527	100%	n/a

**SUMMARY of Candidate Evidence – *Advanced* Programs – Pedagogical Content**

Measure	Indicator	Scale	Mean
Initial Certification	Required for Admission to <i>Advanced</i> Program		n/a
<a href="#">GPA at transition points</a>	Candidates with fewer than 9 credits Spring 07 Candidates with > 6 but < 30 credits Spring 07 Candidates with > 30 credits completed Spring 07 Program Completers Spring 07	N=955 N= 115 N= 551 N= 146 N= 143	3.44 3.79 3.81 3.81
<a href="#">Grades in Required program coursework including methods</a>	Passing Grades, Fall 07 Non-passing or extended, Fall 07	N=538 485 53	n/a
ATS-W	State defined passing scores 06-07	N=527	100%
Non-SPA Speech		N=14	100%

PLEASE CLICK ON INSTRUMENTS TO SEE FULL DATA TABLES

Data in this table represents the most recent scores available for unit decision-making. For **initial** programs, alumnae scores on pedagogy/content items place Buffalo State in positions 4, 5, and 6 among the 6 comparison institutions on some items cited as evidence, above. Exiting candidate scores are consistently higher and Buffalo State ranking is much more acceptable and even strong. This disparity in scores from different populations may indicate that programs have been strengthened in recent years as a reflection of specialty program area standards and program review/feedback. It may also reflect more systematized assessment through the course of study so that corrections are made continuously in response to feedback within programs. Scores of exiting candidates indicate consistent above-average scores reflecting overall satisfaction with preparation. Attention to ongoing integration of classroom and actual field experience anticipates opportunities to continuing improving scores on content/pedagogy items in future assessment. For admission to *advanced* programs, **initial** teacher certification is required which indicates a strong basis of study and practice forming the foundation for graduate studies. Continuing coursework supplements that framework in order to prepare accomplished, reflective educators” (the unit conceptual framework goal for *advanced* programs). Candidate performance in this pedagogically-focused coursework is tracked via grades for individual candidates on required and elective courses. A unit-wide review of required course grades indicates a number of candidates receiving scores of C or lower in their coursework. These candidates have been identified by faculty as not performing appropriately on pedagogical content, and in some instances, field experience requirements. Consistent identification is the first step in correcting deficiencies. Using grades, faculty are able to identify candidates who are not learning or performing in the classroom so that their progress to subsequent stages of the program is delayed. Candidates, faculty, and/or advisors review the grades and determine a course of action that helps the candidate realize what needs to be strengthened in order to meet expectations for pedagogical content knowledge in the *advanced* program. Examples of [program changes](#) during the past calendar year related to content indicate data driven decision-making.

**Key assessments** The ATS-W assesses candidates’ pedagogical content knowledge and professional and pedagogical knowledge. The ATS-W of the NYTSCE is offered in two versions, elementary and secondary, that address “knowledge of the learner, instructional planning and assessment, instructional delivery, and the professional environment”--essential elements of professional and pedagogical knowledge and skills for teacher candidates. All **initial** teacher certifications require passing scores on the ATS-W.

Through a FIPSE (Fund for the Improve of Postsecondary Education) grant to SUNY institutions, Buffalo State was able to participate in a SUNY-wide initiative to collect and aggregate teacher education unit information. While a number of favorable outcomes resulted, one powerful and continuing system developed and to be perpetuated is that of the Teacher Certification Exam Database (TCED) which supports individual campuses by centralizing and facilitating use of Teacher Education Certification Examination scores for candidates and across sub-areas of exams. This statistical database contains aggregated score reports from the National Evaluation System's (NES) New York State Teacher Certification Examination (NYSTCE) database. Data can be disaggregated by program, program completers (undergraduate and/or graduate), candidate GPA, candidate admission information, test repeaters, and NYSTCE exam. Buffalo State College data can also be compared to other SUNY institutions of higher education and New York State trends. Teacher certification exam scores for participating SUNY institutions are aggregated into an Access database at SUNY Main Administration and subsequently distributed to those institutions for reporting efficiency. Candidate proficiency can now be examined more readily and in greater detail by program advisors for each candidate.

At Buffalo State, all **initial** preparation programs including those currently accredited register assessment plans with the Office of Academic Information and Assessment following established guidelines: "Departments are mandated to share with the academic administration of the campus their ongoing process of assessment and a summary of the results in aggregate form, which may also complement requests for needed resources. A common reporting format is used for [programs' basic assessment plans](#). Further, departments and campus administration share assessment reports with appropriate groups, including accrediting agencies and system administration." Assessment in major programs is guided by each program's assessment plan. Assessment plans/activities are submitted to the academic Dean to ensure compliance. Reports detailing assessment activities/results/responses are included in department annual reports. All assessment plans are directed to include the following: a) clear delineation of programs goals and objectives, b) activities/courses in program that relate to and result in achievement of goals and objectives, c) measures and criteria utilized in determining the degree to which students are achieving goals/objectives, d) a realistic timetable, and e) process/procedures for making changes if suggested by assessment results. Plans identifying key assessments across transition points for candidates including detail on required field experiences, ensure that candidate skills are adequate to progress successfully through the academic program. Those assessments directly linked to field experiences are especially helpful for understanding pedagogical content knowledge. Detailed assessment plans can be found in the Exhibit Room, Standard 2, under Policies and Procedures.

At the **advanced** level, candidates are expected to demonstrate content pedagogical knowledge and skills at a level more **advanced** than that for candidates at the **initial** level. Assessment plans may, in some ways, parallel the **initial** program plan. Buffalo State does not require assessment plans for **Advanced** Programs but instead has the Graduate School. Parameters established by the Graduate School ensure minimum requirements at each transition point as clearly defined for all. Additional requirements for each program are added by the program (published in the graduate catalog). Assessment of competence at the **advanced** level is based upon grades in courses, written projects, work completed in field-based/clinical experiences, master's projects, and master's theses, and/or comprehensive examinations. Several **advanced** programs require graduate internships/practica in which candidates must demonstrate their ability to teach.



In the [Institutional Strategic Plan](#) (2003-2008), Goal 3 identifies the following candidate outcome “To ensure that students graduate with the knowledge, skills and dispositions required to be effective teachers and educational leaders.” Support for this goal, including its measures, guides professional development activities, requests for funding and support from campus technology services, and continuing exploration of relevant technologies to best prepare candidates to teach.

***Integration of Technology*** Computers and other instructional technologies have the potential to contribute significantly to candidates’ content knowledge and professional and pedagogical knowledge. Technology is identified as a key component within the teacher education unit conceptual framework. As such, faculty and candidates alike are asked to focus on ways that technology can be used in concert to support the key components of the framework: P-12 learner, content, and pedagogy. Knowledge of the developmental levels and interests of the learner informs candidate decisions related to the appropriate use of technology in the classroom. Knowledge of content allows technology to be used as a vehicle for promoting understanding among learners. Knowledge of pedagogy allows candidates to realize that technology is a means rather than an end in itself and to effectively use it as a vehicle to impact P-12 learners

The Buffalo State Teacher Education Unit has a unique entity called the [Center for Excellence in Urban and Rural Education](#) (CEURE) whose goal is to approach education unit improvement efforts by integrating activities within existing departments and professional programs on campus. CEURE was established to proactively meet the needs of disadvantaged students and their schools in urban and impacted rural areas. CEURE's mission is to close the student achievement gap, revitalize impacted schools to facilitate teacher retention, and provide qualified, effective teachers for every classroom that needs one. To this end, CEURE has initiated ongoing efforts to shape culturally responsive education strategies that benefit students in Western New York's urban and rural schools.

The work of CEURE may be best understood by considering its projects: [Tutoring initiatives](#) at local schools: [AmeriCorps’ ABLÉ Program](#); [Buffalo Science Teachers Network](#); Curriculum Task Force; [Faculty Research Initiative](#); General Motors Mathematic Partnership with Community School #53; [High School Future Teachers Club](#); [I2T2 Mathematics Inquiry-based Activities Using Technology](#); [Improving Mathematics Achievement in Rural Schools \(IMARS\)](#); [Lackawanna 21st Century Grant: Youth Town](#); [Learning Community](#); [Math Science Partnership](#); [Pathways to Teaching Physics: Alternative Certification](#); [Professional Development Schools Consortium](#); [Rural Task Force](#); [Student Teaching Cohort](#); [Summer in the City](#); [Teacher Opportunity Corps](#); [Tutoring Research Initiative](#); [Urban Teacher Education Labs](#); [Urban Teacher Academy](#); [Urban Teacher Consortium](#); and [Westminster After-School Program](#). Additionally, CEURE has conducted [internal and external evaluations for major federal grants](#), including the Preparing Tomorrow's Teachers to Use Technology grant, OERI Native American literacy grant, Title IId Technology Literacy grant, plus state and congressional grants and contracts.

Several current projects coordinated through CEURE have an educational technology focus. The Buffalo Science Teachers’ Network is a New York State Education Department, [Teacher Leadership/Quality Partnership](#) (TLQP) funded project. The purpose of this 12-month teacher preparation and professional development project is to prepare and support educators to help all students achieve. The I<sup>2</sup>T<sup>2</sup> project establishes a network of teachers in the public schools of Buffalo and Niagara Falls who are knowledgeable in teaching mathematics in a constructive mode that utilizes graphing calculators, data collection devices, computers, and manipulatives. These teachers serve as role models for pre-service teacher education majors in

the Buffalo State Mathematics programs. The Urban Teacher Education Learning Laboratories represent extensive, mutually beneficial partnerships with urban schools in need of reform. Partner schools work closely with CEURE liaisons to make sure every student achieves state learning standards across core areas (reading, math, science, social studies). CEURE provides additional instructional/mentoring opportunities for pupils vis-à-vis pre-service teachers, technology support, and teacher professional development and retraining. The [Reflective Mediation Through the Use of Technology](#) (2001-2004) project was a three-year grant funded by the US Department of Education dedicated to helping pre-service teachers recognize and use the power of technology for access and digital equity in urban schools. The project impacts over 300 pre-service teachers and their school mentors across four Buffalo State Departments: mathematics, social studies, elementary education, and art education. The [John R. Oishei Foundation](#) awarded the Center \$1 million over three years (2002-2004) to further advance CEURE's vision of “providing qualified, effective teachers for every classroom that needs one, revitalize impacted schools to facilitate teacher retention, and close the gap on student achievement.”

Every syllabus of each education course gives details how technology is integrated into the course. This sometimes requires students’ use of technology in their teaching. The prompt of information to be encompassed in each education syllabus is as follows: “Technology: Provide two statements [1] a description of the instructional technologies that are employed in the instruction of this course--as models of good instructional practice; and [2] a description of the skills that are developed in students regarding uses of instructional technology.”. A [summary table](#) of information extracted directly from education syllabi reveals ways faculty integrate technology into coursework as encompassed by the Conceptual Framework.

Technology is highly valued and supported at the institutional, unit, and program level. An [institutional policy statement](#) directs the role of computing in Academic Departments. There is a campus-wide [Faculty Guide to Campus Technology](#) and a variety of training from both internal and external sources. The E.H. Butler Library houses an extensive [Curriculum Materials Library](#) that has, as one charge, the responsibility to aid education students in their use of relevant educational databases and communications in a technological network of resources.

There is a technology course requirement in the general education core required for all **initial** programs. Candidates must demonstrate the following: understanding of what is meant by “technology” within the context of the course; understanding of current or past societal challenges that crucially involve scientific and/or technological issues; understanding of the interaction between social, cultural, ethical, political and/or economic considerations and the development and adaptation of technologies; ability to evaluate the intended and unintended consequences of the use of science and/or technology. Seven identified courses fulfill the technology requirement of the general education core. Academic performance in these courses can be tracked. Academic programs each establish their own [additional technology requirements](#).

At the *advanced* program level, some programs mandate coursework in educational technology while others allow candidates to elect the supplement they need. [Graduate education courses focused on technology](#) ensure that advanced program candidates are current with effective classroom technologies.

## 1c. Professional and pedagogical knowledge and skills for teachers

### Key assessments

SUMMARY of Candidate Evidence – Initial Programs – Pedagogy

Measure	Indicator	Scale	Mean	Std Dev
Alumnae Survey 06-07	<a href="#">Factor 4 – Degree Enhanced Abilities to Foster Student Development ( 9 items)</a>	1 to 7 N=63	5.15	1.22
	<a href="#">Factor 6 – Degree Enhanced Ability to Develop Curricula (2 items)</a>		5.24	1.50
	<a href="#">Factor 8 – Degree Enhanced Classroom Equity and Diversity (3 items)</a>		5.16	1.39
	<a href="#">Factor 10 – Degree Enhanced Ability to Manage Constituencies (4 items)</a>		4.30	1.61
Exit Survey 06-07	<a href="#">Factor 5 – Classroom Equity and Diversity (3 items)</a>	1 to 7 N=345	5.32	1.12
	<a href="#">Factor 6 – Management of Education Constituencies (4 items)</a>		4.45	1.33
Student Teaching evaluation, Fall 07	<a href="#">Average of Performance Items (10 items)</a>	1 to 5 N=288	4.15	.84
Advising Survey (pilot) Fall, 07	<a href="#">Average of Pedagogy (13 items)</a>	1 to 4 N=207	3.31	.65
LAST 06-07	State defined passing scores	N=509	99%	
Administrator’s survey 04-05	<a href="#">Pedagogy (3 items)</a>	0 to 5 N=127	3.57	n/a
<a href="#">Grades in Field Experiences</a> (table contains advanced and initial course grades)	Passing Grade Spring 07 Grade below C or Withdrawal Spring 07 Incomplete Grade Spring 07	N=1594	1510 57 21	

SUMMARY of Candidate Evidence – Advanced Programs - Pedagogy

Measure	Indicator	Scale	Mean
Initial Certification	Required for Admission to <i>Advanced</i> Program		
<a href="#">Grades in Field Placements</a> (table contains advanced and initial course grades)	Passing Grade Spring 07	N=347	332
	Failing Grade or Withdrawal Spring 07		9
	Incomplete Grade Spring 07		6

PLEASE CLICK ON INSTRUMENTS TO SEE FULL DATA TABLES

Data in this table represents the most recent scores available for unit decision-making. For **initial** programs, data from several sources indicates slightly higher scores than received for either content or pedagogical content items. This indicates that not only are Buffalo State candidates prepared for and able to deliver appropriate classroom instruction, candidates report a level of confidence in their abilities based on experiences and foundation preparation. In the future, additional early field experiences permitted by the Professional Development School model will continue to be expanded for additional programs so that all candidates in the unit will have maximum opportunities to learn from both on-campus and at-school studies. For **advanced** programs, initial certification is required for admission to graduate programs indicating prior knowledge and experiences as a basis for continuing professional growth. The goal of **advanced** programs is to strengthen candidate knowledge, skills, and dispositions by teaching content, and additional pedagogical strategies with a focus on P-12 student impact. **Advanced** candidate grades in field experiences reveal that most are adequately prepared to succeed in the classroom and in their course evaluations. Those who do not perform adequately (approximately 3% per semester) are identified through their course grade and advised of the need for improvement to acceptable levels of pedagogical practice. Examples of [program changes](#) during the past calendar year related to content indicate data driven decision-making.

## 1d. Student learning for teacher candidates

SUMMARY Initial & Advanced Impact on P-12 Students

Measure	Indicator	Scale	Mean	St Dev
Alumni Assessment (initial) 06-07	<a href="#">Factor 4 - Degree Enhanced Abilities to Foster Student Development (9 items)</a>	1 to 7 N=63	5.15	1.22
	<a href="#">Factor 8 – Degree Enhanced Classroom Equity and Diversity (3 items)</a>		5.16	1.39
	<a href="#">Factor 10 – Degree Enhanced Ability to Manage Constituencies</a>		4.30	1.61
Exit Assessment	<a href="#">Factor 4 – Aspects of Student Development (11 items)</a>	1 to 7	5.28	.96

(initial) 06-07	<a href="#">Factor 5 – Classroom Equity and Diversity (3 items)</a> <a href="#">Factor 6 – Management of Education Constituencies (4 items)</a> <a href="#">Factor 7 – Assessment of Student Learning</a>	N=351	5.32 4.45 5.37	1.02 1.33 1.18
Student Teaching Evaluation, Fall 07 (initial)	<a href="#">Performance (10 items)</a> <a href="#">Dispositions (11 items)</a>	1 to 5 N=288	4.15 4.25	.84 .82
Advising Survey (initial), Fall 07	<a href="#">Pedagogy (13 items)</a>	1 to 4 N=207	3.31	.65
Administrator's Survey 04-05 (initial & advanced)	Content Knowledge (1 item) Preparation (1 item) Instruction Delivery (1 item) Student Development (1 item) Student Assessment (1 item) Collaboration (1 item)	0 to 5 N=127	3.9 3.85 3.85 3.70 3.70 4.07	n/a
<a href="#">Grades in Field Placements</a> (table contains advanced and initial course grades)	Passing Grade Spring 07 Failing Grade or Withdrawal Spring 07 Incomplete Grade Spring 07	N=347	332 9 6	
Capstone Grades (advanced)	<a href="#">Passing Grades Spring 07</a> Needs Improvement Grades Spring 07		114 21	
<a href="#">Final GPA</a> (Advanced and Initial programs)	Initial Programs, overall GPA, Spring, 07 Advanced Programs, overall GPA	223 143	3.35 3.81	
Other instruments used at the program level: Unit P-12 Impact Instrument, PDS Member Survey on Student Impact, field-experience observation forms, candidate self-reflection on lesson or unit plans, student artifacts, assignments with evaluative rubrics that focus on impact, focused Master's projects, Student Teacher Evaluation Form, Cooperating Teacher survey, Lesson Plan rubric, pre/post test student self assessment, "exit-slip", student development of impact measurement within unit plans and subsequent report, reflective essays, action-based research, candidate interview, student behavior management plan/FBA's with all elements for understanding/controlling student learning and behaviors, etc.				

Data in this table represents the most recent scores available for unit decision-making. For **initial** programs, there appears to be consistency in the favorable report on items from exiting candidates, alumnae, student teacher supervisors and administrators. Candidates and those who observe and report on their behaviors indicate a confidence in the ability of those candidates to impact P-12 student learning. The nature of the current administrator's survey does not allow differentiation in evaluation of **initial** or **advanced** program completers which has encouraged the unit to target development of a more specifically defined instrument. For **advanced** programs, candidate performance in all courses is evaluated and monitored. In instances where candidates are not successful, candidates and advisors determine if the coursework was field-based and whether or not increased effectiveness in impact on candidates could be achieved with supplemental strategies, instruction, content knowledge, etc. The culminating course of each graduate program is focused on action research and has a direct impact on P-12 candidates by the nature of its goal – to represent skills impacting P-12 students gained during the **Advanced** program learning experience. Performance in the capstone course reflects a culmination of ability to impact P-12 students. Examples of program changes during the past calendar year related to content indicate data driven decision-making.

### 1e. Professional Knowledge and skills for other school professionals

Buffalo State has five programs for other school professionals: [Educational Leadership C.A.S.](#), [Speech-Language Pathology M.S. Ed.](#), and [Literacy Specialist Birth-6 M.S. Ed.](#), [Literacy Specialist Grades 5-12 Masters of Professional Studies](#), and a joint doctoral program in Special Education (with the University of Buffalo). Each program has received recognition/accreditation by their respective professional association.

**Table 4: Pass Rates on Content Tests for Other School Professionals**

Program	# of Test Takers	% Passing at State Cut Score	Overall Pass Rate for All Institutions in the State
Literacy 5-12 (M.Ed)	3	100	98
Literacy (birth-6) (M.PS)	12	100	98
Speech-Language Pathology (M.Ed.)			
LAST	14	100	99
ATS-W	14	100	99

**1f. Student learning for other school professionals**

[Public information](#) on school performance is available for districts and individual schools where Buffalo State Teacher candidates serve. New York State has reporting mandates for No Child Left Behind legislation that monitor and reflects P-12 student performances in detail. Additional project descriptions involving candidates at individual schools are available in publicly available Comprehensive School Education Planning (CSEP) reports. Some unit faculty at Buffalo State additionally serve on the [Buffalo Teacher Resource Center](#) Policy board which helps provide support services for teacher goals to improve student learning. Buffalo State Continuing Education programs provide [courses and seminars to additionally aid school faculty](#) impact on P-12 student learning.

In a Master of Science project entitled, *The Impact of Buffalo State’s School of Education’s Professional Development Schools Consortium on Student Achievement* (Golias, 2005), a comparison was made between the achievement of students in PDS schools (long standing BSC partners) and non-PDS (matched) schools on the 4th grade ELA and Math NYS exams over a seven year period (1999-2005). Results showed significant gains in the number of students who passed the 4th grade tests as compared with their non-PDS

**1g. Professional dispositions**

**SUMMARY of Candidate Evidence – Initial Programs – Dispositions**

Measure	Indicator	Scale	Mean	Std Dev
Alumnae Survey 06-07	<a href="#">Factor 3 – Importance of abilities to foster student development (9 items)</a>	1 to 7 N=63	6.47	.64
	<a href="#">Factor 5 – Importance of ability to develop curricula (2 items)</a>		6.52	.85
	<a href="#">Factor 7 - Importance of Classroom Equity and Diversity (3 items)</a>		6.54	.60
	<a href="#">Factor 9 – Importance of Ability to Manage Constituencies (4 items)</a>		6.28	.88
	<a href="#">Factor 11 – Importance of ability to assess learning (3 items)</a>		6.54	.52
Exit Survey 06-07	<a href="#">Factor 4 – Aspects of Student Development (11 items)</a>	1 to 7 N=346	5.28	.96
	<a href="#">Factor 11 – Fellow Students in Program (4 items)</a>		5.49	1.02
Student Teaching evaluation, Fall 07	<a href="#">Average of Dispositions (11 items)</a>	1 to 5 N=288	4.24	.821
Advising Survey (pilot) Fall 07	<a href="#">Average of Dispositions (10 items)</a>	1 to 4 N=207	3.30	.67
Administrators survey 04-05	Collaboration (1 item)	0 to 5 N=127	4.07	n/a
National Survey of Student Engagement 06-07	<a href="#">Ratings of Knowledge, Skills, and Personal Development 07</a>	1 to 4 N=244	2.75	.91
<a href="#">Probation Reports</a>	GPA and advisor identified areas Spring 07	N=52	1.52	

**SUMMARY of Candidate Evidence – Advanced Programs**

Measure	Indicator	Scale	Mean
NBPTS <a href="#">Scorecard</a> (pilot Fall 07)	Each standard assessed by candidate, each course Assessed by advisor > three times (candidacy, proposal, exit) 3 rubric values – entry, developing, accomplished	<a href="#">Candidate self-scoring</a>	
<a href="#">Probation Reports</a>	GPA and advisor identified areas Spring 07	N=18	2.52 GPA

PLEASE CLICK ON INSTRUMENTS TO SEE FULL DATA TABLES

Data in this table represents the most recent scores available for unit decision-making. For **initial** programs, alumnae, exiting candidates, and student teaching supervisors indicate consistently acceptable scores on items related to candidate dispositions. These evaluations

aggregated by the unit represent culminating events or seeks self report from candidates who have graduated and their employers. Individual programs are responsible for early assessment of dispositions and advising candidates if those early indicators reflect an inability to improve what could be considered unacceptable or unsuccessful ideas of teaching and the work ethic of the profession. In the Buffalo State Teacher Education Assessment System plan, the unit has targeted implementing unit level collection and aggregation of dispositions at earlier points so that comparison of candidates at various levels of learning across the unit as well as advising strategies can be shared among Buffalo State education programs. For *advanced* programs, probation reports indicate candidates who are not meeting program standards. Additionally, the Scorecard system requiring candidate self report on achievement of National Board of Professional Teaching standards has been piloted. Results indicate key areas that may be improved within specific courses of the pilot program. The unit is currently considering whether the piloted system can effectively aid all *advanced* programs as well as their candidates to monitor professional growth including dispositions. Examples of [program changes](#) during the past calendar year related to content indicate data driven decision-making.

**Content tests** *Initial* and *advanced* candidates and candidates preparing for other education-related professional roles at Buffalo State should exhibit dispositions identified by the unit that are consistent with the profession's mission, values, ethical principles, and ethical standards including the [New York State Code of Ethics](#). Education-related professionals act honestly and responsibly and promote ethical practices in the schools, educational settings, and communities in which they work. Buffalo State's conceptual framework reflects the unit's commitment to preparing candidates who exhibit favorable dispositions. Candidates must model appropriate professional behavior and demonstrate values, beliefs, and commitments that characterize effective teachers. Buffalo State seeks to prepare candidates who embrace diversity, establish a climate of acceptance and trust in the classroom, and foster healthy emotional development of their students. Further, the unit is committed to ensure that all candidates establish and maintain positive relationships with others, especially with students in P-12 schools. The Teacher Education Council has addressed the assessment and monitoring in focused work sessions including overview of a model program, the preliminary instrument to be adopted, the history of past work, and how assessment of dispositions should be integrated into the Buffalo State Education Assessment System at the unit level, with data collection by programs. Appropriate assessment of dispositions is an ongoing project. A rubric for assessing the dispositions of candidates has been designed and accepted by the Teacher Education Council for use at multiple points throughout individual programs. Its use is mandated at the student teaching level as a culminating unit-wide assessment.

Candidates at Buffalo State learn to assess student learning in P-12 schools, collect data, analyze difficulties that students are experiencing, adjust instruction when appropriate, and design and implement strategies to address learning problems. The ability to reflect, to continuously assess one's own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention may be one of the most vital dispositions of effective teachers.

### **[Standard 1 Strengths and Research](#)**

## STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION

### 2a. Assessment System

**How and Who** The unit assessment system has been developed by all constituents of the system over time and is evaluated and refined by the Teacher Education Council (TEC) unit assessment subcommittee. Suggested changes and updates are taken to the full meetings for faculty vote. The Associate Vice President of Teacher Education is an ex-officio member of the TEC Executive Committee and governs the unit – making final decisions reflecting faculty advice yet maximizing impact/utility to all members of the unit. Buffalo State endorses the American Association of Higher Education’s “[Nine Principles of Good Practice for Assessing Student Learning](#)” and use the principles to constitute the institutional philosophy of assessment as well as to subsequently guide academic assessment plans. A recommended template, as well as actual plans registered through this system, are available for **initial** teacher education programs. **Advanced** programs follow the unit assessment system but establish and monitor candidate transition points through the formal process established by the Graduate School--an entity supported by the other schools but existing and funded in and of itself. The unit relies on the Graduate School to supplement the teacher education unit assessment system with its defined principles.

***Ensuring Collection*** In the past, the assessment system for the teacher education unit has been the responsibility of the [Associate Dean](#) who worked in collaboration with individual programs and their Specialty Program Area standards to clearly define program level assessment. Unit assessment became more intricate based on several separate, significant events--first, the [reorganization](#) of teacher education faculty into four separate Schools on campus (fall 2005); second, the [hiring of the current dean](#) for the School of Education who also acts as the Associate Vice President for Teacher Education (fall 2005); third, Buffalo State teacher education unit [participation in the FIPSE grant](#) focused on unit assessment (2005-2007); fourth, the [retirement](#) of the School of Education Associate Dean (also the NCATE Coordinator) in May, 2007; fifth, the [hiring of a new Associate Dean](#) (June, 2007); sixth, the [hiring of an accreditation coordinator](#) (July, 2007); and finally, the campus decision to [discard the SABRE student service system](#) (product) and instead use Banner across campus (Banner implementation initiated Fall 2007).

The current assessment system allows data to be aggregated for each candidate within each program and also allows other key assessments to be performed or gathered at the unit level. The system is active and has been in use consistently. Based on changes and as part of the dynamic process of campus activity, the assessment plan is continuously revised to target areas where performance may be improved. The unit has determined summaries of the campus student profile data useful to distinguish individual candidate performance, individual faculty effectiveness, and program strengths and weakness to be addressed in future plans, departmental evaluation of program performance for the university, state reports, Middle States Accreditation review, NCATE accreditation review, feedback and ongoing reports to partner P-12 school administrators and teachers, and information to be shared with the general community. For accreditation materials, the reporting format is tailored to need with a focus on graphic representations of aggregated data.

Responsibility for data collection falls to Associate Dean, department chairs, and faculty. Program level assessments are coordinated at the program levels. Unit level assessments are coordinated by the Associate Dean for the School of Education who also acts as the NCATE Coordinator. Data collection at the institutional level is conducted through two primary offices--

Institutional Research and the office of the Vice President of Curriculum and Assessment. Program. [Unit-level assessments are aligned with the unit conceptual framework, state standards, and professional standards.](#) Institutional level assessments use standard formats or forms and are retrofit to meet the data needs of the unit - breaking aggregations down by the education major or even by individual program.

**Key assessments** [Key assessments at the program level](#) can be best understood by reviewing program Specialty Program Area reports. Buffalo State submitted 19 program reports for review during the past calendar year. Each program report identified 6-8 key assessments as well as the points at which they are administered. Individual program assessment plans reflect major transition points as well as the guidelines used to evaluate candidates at these times. Each individual candidate is monitored by his/her advisor. If adequate benchmarks are not met, the candidate is advised of steps necessary to correct or remedy the deficiency. If changes are not made, the candidate is advised out of an education major. For each transition period, there is a series of guidelines. Candidacy cannot progress until minimum appropriate performance, scores, or qualifications are met on each item.

[Key assessments at the unit level](#) are administered across the unit and aggregated for all programs. Those assessments are administered on a [calendar schedule](#) to identified populations (rather than at certain points within programs).

**Major Transition points, assmts used, candidate performance**

**Table 5 Unit Assessment System: General Unit Transition Point Assessments**

**SUMMARY Minimum Initial Program Transition Points**

Admission	Entry to clinical practice	Exit from clinical practice	Program completion	After program completion
<p>Overall decision based on:</p> <ul style="list-style-type: none"> <li>* high school grades</li> <li>* completion of English and math requirements</li> <li>* statement of intent ( to assess candidates' dispositions)</li> <li>* academic track (prerequisite number of units in academic areas)</li> <li>* evidence of life and work experiences</li> <li>* class rank</li> <li>* standardized test scores,</li> <li>* letters of recommendation</li> </ul> <p>Some education programs have "pre-majors" where candidates are admitted to the College but do not enter the program until additional gateway items are completed</p>	<ul style="list-style-type: none"> <li>* Completion of 30 hours of general education</li> <li>* All courses grade of "C" or better</li> <li>* Cumulative GPA greater than 2.0</li> <li>* Acceptable score on disposition rating scale candidate and ed faculty (planned)</li> <li>* Application to clinical experience</li> <li>* Registration for certification exams</li> <li>* Child Abuse seminar and Fingerprinting</li> <li>* Clearances</li> <li>* Audit of academic record/history</li> </ul> <p>Other criteria relate to specific program – related papers and/or projects, dispositions, knowledge of content, and/or successful completion of required fieldwork.</p>	<p>All candidates must complete 75 days of teaching experience with a qualified cooperating teacher in an approved P-12 setting. Candidates must demonstrate identified outcomes, provide evidence of their impact on P-12 student learning, and demonstrate dispositions that characterize effective teachers.</p> <p>*Audit of academic record/history</p> <p>* Evaluations of field experiences</p>	<p>Completion of all requirements for the college and for the major including fulfillment of the competency requirements in writing and mathematics, a 6 credit hour writing across the curriculum requirement and a 3 credit hour diversity requirement. Other criteria may include completion of all requirements for a portfolio, and/or successful completion of a capstone experience.</p> <ul style="list-style-type: none"> <li>* Application</li> <li>* Registration for certification</li> <li>*Exit survey</li> <li>*Student Teaching Evaluation (including Dispositions)</li> <li>* Assessment with a score of at least basic on all appropriate criteria</li> <li>*Audit of academic record/history criteria – completion of all curricular requirements</li> <li>*Minimum overall 2.0 GPA and major</li> <li>* Official transcripts for transfer credits</li> <li>* Removal of all deficiencies and incomplete grades</li> <li>* Financial obligations to the college met, college property returned</li> <li>* Completion of a minimum of 45 credit hours of 3-400 level work</li> <li>* Minimum 32 credits including the last 16 must be completed at Buffalo State</li> <li>* Completion of 120 academic credit hours minimum</li> </ul>	<p>Alumnae survey</p> <p>Employer survey</p> <p>The SUNY system will fund, during the candidate's first two years of teaching, further education if needed.</p>

**SUMMARY Minimum Advanced Program Transition Points**

Admission	Candidacy	Prior to Entering Advanced Coursework / Culminating Experience	Prior to Exiting Advanced Coursework / Culminating Experience	Upon Program Completion
Candidates must provide:	Students may apply for candidacy:	Candidates must meet	All candidates must meet	Candidates must fulfill all



<p>* evidence of having completed requirements for a teaching certificate  * final undergraduate GPA of 2.5 in the baccalaureate program.</p> <p>Some programs require:  * prior work experience  * a statement of intent,  * letters of reference  * personal interview and/or  * identified minimum score on the Graduate Record Examination</p>	<p>* after completion of 6 credits, but prior to completion of 12 credits of at the graduate level  * preparation and approval of a written document that identifies the courses candidate must complete  * course of study must be approved by faculty advisor, department chair, and respective dean.</p> <p>Additional Criteria may include:  * minimum GPA of 3.0  * demonstration of appropriate dispositions  * successful completion of entry level coursework.</p> <p>Failure to develop an approved program and be admitted to candidacy may restrict the candidate's further registration.</p>	<p>identified criteria in order to enroll in <i>advanced</i> coursework, and/or culminating mater's project or master's thesis.</p> <p>These requirements may include a specified number of credit hours completed in the graduate program and/or successful completion of prerequisite courses (e.g. research seminar) and/or field work, papers, projects, or examinations.</p>	<p>the identified criteria established by their program for completion of the culminating graduate experience. Other graduate programs require candidates to successfully complete either a comprehensive examination or a student teaching/clinical field work experience.</p>	<p>requirements for their major, complete at least 15 credit hours of coursework at the 600 level or above with a minimum of 30 credit hours with no less than a 3.0 GPA. All coursework must be completed within a six-year time frame. Program-specific products, papers, internships and/or projects may be required.</p>
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PLEASE LINK TO COMPLETE TABLES [INITIAL](#) or [ADVANCED](#)

**Process** The Buffalo State Teacher Education Unit has taken steps to eliminate sources of bias in performance assessments and effectively address issues of fairness, accuracy, and consistency during the span of assessment procedures. The program assessment subcommittee of the Teacher Education Council has as its goal to explore instruments and methods to gather and report candidate performance evidence. Topics of discussion include consistency across programs, relationships of instruments to unit guidelines such as the conceptual framework or School of Education strategic plan (due to be presented to faculty during Spring 2008), links to specialty program standards, and faculty strategies for using data to make program-level decisions. The focus is to ensure program content maximizes teacher candidate proficiencies.

Fairness reflects assessment of what has been taught. [Syllabi](#) for each education course specify at the beginning of the semester the course objectives, how coursework relates to the unit's conceptual framework, and how knowledge, skills, and dispositions instructed will be assessed. Complete syllabi for the unit can be viewed on the CD that supplements this report. Evaluation formats and the schedule for assessment are presented in writing to students so that they are consistently shared clearly and openly with all members of the course. As appropriate, rubrics including assessed expectations for student products are shared at the beginning of the course so that candidates have a clear understanding of what they will learn and how that will be assessed. Most programs have instituted curriculum mapping to align program content to the Specialty Program Area standards. As assessment plans including transition points, key assessments, and field experience opportunities were developed by every program in the unit, a first step at aligning curriculum was effectively taken. Across 69 separate programs, this process was facilitated by support from the office of the Vice President of Curriculum and Assessment as well as Academic Affairs. These offices in conjunction provided templates to programs, supported development of appropriate products, and collected the plans to put on public record (in 2004). Programs were encouraged to review their curricula and ensure that planning was both adequate and efficient. In most instances, key assessment instruments had to be piloted or revised, field experiences were revamped to ensure effective measure of performance that was to be evaluated, and candidates were advised along the process of making program progression reflect the template for evaluation. As programs began curriculum mapping in response to SPA content standards, the next step to ensure fairness occurred. As future development occurs, the unit may be able to supplement or strengthen consistency of fair treatment by mandating

additional developments, such as curriculum maps according to an institutionally approved and supported template.

Accuracy means that assessments actually do measure what faculty have designed them to measure. At the **initial** program level, outcomes reflect spell out INTASC standards. At the graduate level, outcomes reflect National Board of Professional Teaching Standards (NBPTS). All assessments are aligned to Buffalo State outcomes so that there is consistency in the content addressed. Additionally, program assessments are aligned with SPA content standards so that within each program, consistent categories of content are also reflected in assessments. Each program is required to have an active assessment committee which meets on a regular basis and maintains minutes of activities. A major expectation is checking the alignment of key assessments with appropriate standards, outcomes, and the conceptual framework. Accompanying this expectation is also a less formally stated goal to check candidate progress at key transition points. Program faculty also review candidate progress through transition points. If larger than acceptable numbers of candidates are held up at one or more transition points, the degree of difficulty for key assessments and other requirements is assessed. Teacher education unit faculty are encouraged to challenge their students to their greatest capacity, requiring significant effort and commitment to demonstrate that all types of assessment are met. While accuracy is consistently considered and reviewed, there are often few changes to the degree of difficulty established by the program and unit assessment systems. A regular cycle of assessment review is maintained by individual programs and faculty are expected to work collectively to ensure accuracy.

Consistency means that measurement is dependable with little significant fluctuation in performance scores among candidates. Consistency does not reflect candidate performance itself but rather addresses the way that more than one rater would score the same candidate performance in the same way. For those programs currently using TaskStream, common rubrics are used across the program and are used by multiple faculty in varied instances. Training is provided for those using the instruments and candidate scores in different sections of similar courses or for candidates at the same developmental level can be compared at any time. For those programs not using TaskStream but using common assessment instruments, consistency relies on discussion and comparison among faculty using a common instrument. Programs with the smallest amount of faculty often rely on a single faculty member to score particular assessments. In this instance, consistency in candidate performance from semester to semester is considered although inter-rater reliability can not be as strongly described. As a second measure of consistency, comparison of candidate performance is done for key assessments and across transition points between individual candidates and their advisors. If significant variation in performance is seen, faculty and candidates can work together to explore why that inconsistency occurred, determining if issues arose with the candidate or if the evaluation of performance may somehow have been flawed. While there is no current documentation that these instances have occurred, the opportunity to consider inconsistency is provided at every candidate/advisor meeting.

Elimination of bias means considering what factors could distract from candidate performance on an assessment that reflects his/her true knowledge, skills, and dispositions. Because of the large size of so many programs at Buffalo State, most key assessments are shared among faculty for development, alignment with standards, and common scoring guidelines. Experts in teaching, double checking one another's work is the clearest way to ensure that instructions, questions, and materials are clear and appropriate. Faculty have a multitude of

opportunities to receive training and support in understanding issues of diversity and appropriateness of terminology, allusions, teaching examples, etc. Faculty are encouraged to avoid bias when developing instruments. In instances where faculty have not been sensitive to student needs, there is a formal complaint process whereby students can file a complaint or even a grievance against a faculty member in order to bring attention to issues of inappropriate content, delivery, structure, or other bias. These complaints follow a formal process of resolution and judgments of correction are made by unit leaders. The unit timeline and calendar for collecting key assessment data related to candidates meeting standards and unit operations are represented in the Buffalo State Education Assessment System description. The tables indicate for each assessment who is responsible for collecting the data, who summarizes and analyzes the data, and the format used for summary and analysis. The calendar indicates the time guidelines that ensure consistency in data use.

***Management and Improvement*** The technologies used to summarize and analyze the data vary. At the program level, programs in Elementary Education and Exceptional Education use TaskStream to assist data collection and reporting. Other programs use Access, Excel, or SPSS. Supplemental support for program and unit analysis is provided by the Research Center on campus. Bubble sheets used to collect data are scanned by Computing Services using appropriate scanning software and subsequently placed in SPSS files for analysis.

Unit faculty have been involved in an in-depth and detailed exploration of options since learning that the new student service system, Banner, would not be an effective instrument to facilitate collection of necessary data. The current system is clearly defined and based on the efficiency of program data collection, the collaboration with institutional research, independent data collection and aggregation services hired or performed by the office of the Vice President for Curriculum and Assessment, and collaboration with SUNY systems through the FIPSE unit assessment grant activities. The unit is able to receive reports that are shared with relevant constituencies to aid decision-making. However, now that key institutional level changes have occurred, it seems an opportune time for the unit to take greater ownership of data aggregation through the effective use of an education-friendly technology application. Because use of TaskStream at the program level has an established history of acceptance and efficient use at the program level, [a plan](#) has been developed to expand TaskStream use to all programs as well as using it for a unit and school faculty development and/or evaluation system. Development of the [plan](#) as well as its implementation has been occurring during the Fall 2007-2008 school year.

## **2b. Data collection, analysis, and evaluation**

***Timeline/standards and unit operations*** – The [Foundations Handbook](#) is a document that aggregates historical data regarding the development and refinement of the unit conceptual framework as well as the historical evolution and continuing processes of the unit assessment system. Unit operations encompassed include assessment instruments (measures), procedures, and products for which the unit is responsible. Instruments, themselves, while facilitating the collection of data, were not sufficient to monitor and assure appropriate distribution and use of information to achieve effective unit operations. The system developed over time and continues to change, in response to needs. The unit system identifies components of program assessment plans but the unit does not assume responsibility for individual program assessment systems until they are subsumed by the unit assessment needs.

***Process and timeline*** Unit processes including [timeline](#) are part of the detailed [assessment system](#). While some courses, including field experiences, are conducted off campus,

there are not programs conducted at off-campus sites and no programs conducted solely through distance learning. Plans, however, are underway for the establishment of two off-campus sites at which the two master's programs in Literacy will be offered to candidates from rural areas of Western New York State. Additional detail is contained in the Foundation Handbook.

***Complaints and Resolutions*** The unit maintains records of formal candidate complaints and their resolutions using an Excel spreadsheet maintained by the Assistant to the Dean for the School of Education who is responsible for entry and maintenance of those complaints and resolutions. Her activities are shared with the Dean and Associate Dean who aid in plans for resolution. Those activities are guided by policy established by the Office of Academic Affairs. Procedures are defined related to Discrimination, Nonacademic Issues, and Academic Issues. [Student Academic Grievance procedures](#) dictate first an informal and then a formal process for most issues excepting those based on sexual harassment or discrimination which are handled through the Equity and Campus Diversity Office. Complaints that deal with other nonacademic issues may be administered by the Dean of Students Office. Otherwise, complaints would be handled by the dean of the school in which the candidate's major is associated. In the instance of complaints by education majors outside the School of Education, the complaint is handled in collaboration between the dean of the relevant school and the Associate Vice President for Teacher Education if the complaint is education specific. If resolution of the complaint is not satisfactory to the candidate, he/she is directed to complete a Postsecondary Complaint Registry complaint form and send it to the State Education Department. These policies are available for public viewing on the Buffalo State website as well as within the Undergraduate and Graduate Catalogs and the Student Rights Handbook.

## **2c. Use of data for program improvement**

***Candidate performance*** – Assessment data collected at the unit level indicate acceptable scores on items the unit considers priority focus – content, pedagogical content, pedagogy, and dispositions. Lowest scores consistently reflect characteristics of the institution including advising support. However generalized statements are not effective in providing the feedback necessary for interpretation and subsequent decision-making. Areas of weakness are addressed within programs and via the unit assessment plan.

### ***Use of data for performance improvement***

Data used most directly for candidates is feedback received on performance within individual courses--in the form of evaluations of assignments and subsequent grades. Depending on course or instructor policies, reevaluation may be possible but in any instance, specific feedback is provided so that subsequent performances can be improved. Candidates also receive feedback through the advising process as progress on candidacy and progression through the program is monitored. In the instance of some data, results can also be viewed and used by candidates regarding institutional assessments--as these results are posted on the Buffalo State open website. In the instance of data from the office of the Vice President of Curriculum and Instruction, data is password protected so that only Buffalo State candidates and faculty can review and use the results of several vendor-administered instruments addressing a variety of areas.

Data is used most directly by faculty to make course-based changes in instructional strategies and/or content-based candidate feedback and performance. Additionally, all department chairs are charged to work with program faculty to align curriculum and ensure that program content is efficient and effective to prepare highly knowledgeable and skilled teacher

candidates. Faculty also use unit level data to identify possible areas of weakness for correction, to understand demographics of their candidate population, to strengthen assessment plans and overall systems as possible, to evaluate their own and peer teaching effectiveness, to reflect on outcomes of candidate field experiences, to better understand unit needs and standards in collaboration with other program faculty, to achieve unity in understanding to guide discourse among unit faculty, to support unit leadership, etc. In instances of optional individual annual faculty reports, documentation is needed to support claims of teaching, service, and scholarly activities which subsequently affects evaluation, contract renewal and eventual promotion including tenure. Faculty rely upon and value both program and unit level data aggregations in order to best represent their own knowledge, skills and dispositions.

**Data initiating changes** [Items of interest](#) were generated for unit instruments following each administration. Responses and dialogues were possible within programs and within the unit for many issues. Other items will be addressed via institutional consideration and continuing consideration without immediate resolutions.

**Data driven changes**

SUMMARY 2007 and Ongoing Unit and Program Changes

Level	# Unit, Program or Course Change	Personnel Changes	Other Changes
<a href="#">Unit</a>	6	6	3
<a href="#">Program</a>	49	10	3

PLEASE CLICK ON INSTRUMENTS TO SEE FULL TABLES

Data are used to evaluate needed changes on a regular basis as reflected in the planned calendar for review. As many constituencies are involved in both the collection and subsequent use of data, detailed planning facilitate that each party understands collection and reporting responsibilities.

**Methods for sharing** Assessment data are shared with candidates, faculty and other stakeholders at several levels: during each class, within each course, during program progression (through advising), within program level faculty meetings and departmental work, at formal and informal meetings with community partners, at professional forums both on campus and through external resources, in unit level meetings including Dean’s Council meetings and Teacher Education Council full and sub-committee meetings, with administration through forums such as the Academic Council, the Vice President’s Council, the College Senate, in collaboration with Institutional Research, and planning and work with the Vice President of Curriculum and Assessment who similarly collaborates with the Office of Academic Affairs.

**[Standard 2 Strengths and Research](#)**

**STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE**

**3a. Collaboration between unit and school partners**

**Unit partners** Teacher education unit community partners, who assist in the design, delivery, and evaluation of the unit's field and clinical experiences, are extensive--with over 1300 field placements within 45 [partnership schools](#) providing over 90,000 contact hours with children within the School of Education programs alone, last academic school year. Continuing collaboration with school districts in both immediate and outlying areas is integral in nurturing and supporting teacher education candidates and ensuring maximum impact on P-12 students. The foundation for continuing successful and productive relationships is heavily dependent on a clearly established organizational system which articulates clear communication of expectations and responsibilities in partnerships, training for professional support personnel, evaluation and

monitoring of candidate performance including impact on P-12 students, and respectful, trusting personal relationships with educators at every level. Additional school and districts may be involved at other times dependent on the needs of candidates.

The [Buffalo State Professional Development School \(PDS\) Consortium](#) (including unit partners as integral members) received a Bronze Community Service award from the City of Buffalo in 2005, was designated a Distinguished Program by the New York State Association of Colleges for Teacher Education (NYSATE/NYACTE), and received national recognition via the Distinguished Program in Teacher Education award from the Association of Teacher Educators (ATE) in 2005. In 2005, Buffalo State became a Gold Benefactor (Founding Member) of the National Association for Professional Development Schools (NAPDS). The current focus is a consideration of membership in the National Network for Education Renewal (NNER) in order to provide the Professional Development School partners with a national forum for information exchange and political action. Each year, education faculty present at and attend the National Association of Professional Development Schools (NPDS) annual conference. Secondary school partners are involved in a number of CEURE-sponsored projects including grants with specialized focus. Action research mini grant opportunities are available to school personnel through CEURE and the PDS Consortium.

***How partners contribute*** The Buffalo State Professional Development School (PDS) Consortium, founded in 1991 by the Department of Elementary Education and Reading (EER), is a network of [many partnerships](#). The alliance of partners is dedicated to college faculty, school administrators, and practicing teachers exploring effective practices to (1) cooperatively supervise pre-service teachers and provide closer connections to classroom practice; (2) promote professional development for in-service teachers; (3) improve student learning; and (4) research the problems of educational practice. As part of the PDS relationship, Buffalo State faculty provide professional development services to faculty in P-12 schools. PDS schools offer field-based experiences for candidates at the **initial** and **advanced** levels. PDS schools that are at or above level 2 of the Buffalo State PDS model have school liaisons (principal and classroom teacher) who serve on the PDS Advisory Council with Buffalo State professional education faculty. The Advisory Council serves as a vital resource for teacher education curriculum revisions and planning. These schools host sections of Introduction to Elementary Education, Introduction to Literacy, ELA Methods, Math and Science Methods, Early Childhood Methods, ELA Graduate Methods, Graduate Math, Science, and Social Studies Methods, and student teaching cohorts, and literacy specialist program practica. School districts serving in the PDS Consortium also sponsor secondary education student teaching and candidate field placements in conjunction with **initial** and **advanced** program needs. Candidates in **advanced** programs are often concurrently employed by local school districts who additionally serve **initial** candidates.

Community educators as well as candidates have been active partners in the design, delivery, and evaluation of the unit's field and clinical experiences, particularly through the college's Professional Development School model. The PDS Consortium is a group of designated representatives (liaisons) from several PDS schools that meet at regularly scheduled times to discuss issues related to the PDS program, establish policy, foster specific PDS initiatives, provide an essential communication link with Buffalo State and jointly registered colleges, and raise and/or allocate available funds for various initiatives. Members of the Consortium include (1) the Principal, (2) the Liaison Committee, and (3) the BSC college faculty member. Further, all Buffalo State faculty including student teacher supervisors, adjuncts, student members, and jointly registered faculty from other colleges are also welcome participants

of the PDS Consortium. PDS Advisory Council is the working group of partners from BSC and the PDS schools. The Advisory Council plans the yearly retreat and makes recommendations to the consortium as a whole. At present, 8 BSC faculty members, 8 PDS School members, 3 BSC students, and a representative from the jointly registered college comprise the Advisory Council.

The BSC faculty members are nominated and voted into their position by their professional education colleagues. The PDS School members are nominated and voted into position by the PDS Consortium constituents. The BSC students are nominated and voted in their position by the PDS Consortium. Interested students are given an application and must participate in an interview prior to the vote. The interview takes place with the Advisory Council. There are by-laws governing procedures and term of appointment.

The Liaison Committee is a group of designated representatives from a PDS whose purpose is to assist in the coordination of activities relative to teacher education and school renewal. The liaison committee is assigned responsibility for disseminating the concerns, decisions, and /or actions of the Advisory Council and of their specific PDS staff within their own school; assists in the identification of teacher education resource person in the school or district; participates in scheduling teacher education candidates in the school; and contributes to the development of PDS goals. A Liaison Committee consists of the Principal (or designee), the Liaison Committee Coordinator, additional cooperating teachers as determined by the school, and the college faculty member(s) involved with the school.

The present governance system for PDS includes representatives from all constituents in the PDS Consortium, including *advanced* and *initial* program teacher education candidates. Collaboratively developed PDS By-Laws provide a set of procedures for the Consortium's activities, and the NCATE Standards for Professional Development Schools guide self-assessment and development of the partnerships. Evidence, such as [minutes](#) of meetings, [surveys](#) of partners, [feedback from partners](#), [reports](#), [consultant assessment](#), and other multiple [sources of data](#) from [programs](#), demonstrate a strong sense of accountability. Members of the Consortium [participate in local, state, and national conferences](#), creating a reputation of excellence for using best practices in school-university partnerships.

**Placements** To support the efforts of the Professional Development School Consortium and the on-campus clinical/field placement programs, every teacher education program at the college has a student teaching coordinator who is responsible for candidate placement. [Policies and procedures](#) are in place to monitor these placements at the unit level. Placements are jointly determined by identified coordinators within schools and/or districts and are based upon a number of [criteria](#) including, minimally, the potential cooperating teacher's area of certification, years of experience, the recommendation of both the school administrator and college faculty, and an expressed willingness of the cooperating teacher. Policies differ by school district with some offering extensive guidance while others are more flexible in the assignments of cooperating teachers.

**Sharing expertise** The [level of involvement](#) of individual schools ranges from providing site-based instruction for teacher education pre-methods and methods courses (level 1) to implementing school reform teacher action research (level 4). Each level is [supported financially](#). The Mathematics education program faculty have recently established a [similar relationship](#) with Lafayette High School in the city of Buffalo. PDS partners also include colleges which are jointly registered with Buffalo State—currently only Niagara County Community College. The Consortium also teams with several organizations both within Buffalo

State and across Western New York that promote excellence in education, as well as the Center for Excellence in Urban and Rural Education (CEURE), and Project FLIGHT.

The [Center for Excellence in Urban and Rural Education](#) (CEURE) plays a major role in evaluating settings that provide candidates with opportunities to demonstrate the knowledge, skills, and dispositions necessary to help all students learn. CEURE coordinates a plethora of [collaborative ventures](#) between the college and P-12 schools.

In addition to off-campus field placements, the Buffalo State [Literacy Center](#) provides programs for K-12 students throughout the year, offering diagnosis and tutoring for K-12 students who need help with literacy skills. In addition, a four-week summer reading program is offered at an area school as part of the literacy specialists programs' practicum. Teachers in the program are graduate students completing their Literacy Specialist certification and master's degree in education and/or professional studies, and work under the guidance of experts in the reading field. Last year, the Literacy Center sponsored a [Family Literacy Day](#). The Center (graduate candidates who are taking course in the three-semester clinical practicum sequence) also presents an annual in-service workshop for Speech-Language Pathology graduate students, in addition to presenting literacy workshops open to school teachers and parents.

[Project FLIGHT](#) is a not-for-profit organization devoted to promoting literacy in children and caregivers, through school and family literacy initiatives. It works collaboratively with practitioners, schools, community organizations and businesses locally, statewide, nationally, and internationally, to achieve its objectives. The initiative has been recognized locally, regionally, nationally, and internationally. Teacher education candidates are afforded paid tutoring experiences through Project FLIGHT by working in urban schools with students not achieving benchmark proficiencies in literacy. Program staff provide candidates with training workshops prior to receipt of tutoring assignments.

### 3b. Design, Implementation, and evaluation of field experiences and clinical practice

Table 6 Field Experiences and Clinical Practices Unit minimum requirements

Program Level	MINIMUM Field Experiences (Observation and/or Practicum)	MINIMUM Clinical Practice (Student Teaching or Internship)	Total Number of Hours
<b>Initial</b>	** Minimum 220 hours of field experience for every candidate (total) * Experienced clinical faculty will supervise all field experiences.	* Minimum 75 days of student teaching in classrooms in schools in two separate experiences * At least one placement in a high needs school (one urban and/or one rural placement)	340 – 360
<b>Advanced</b>	* Coursework credited toward the Master's degree will sustain balance among study in the subject matter to be taught, discipline-specific pedagogy, and clinical experience.	* Approved Action Research project * Programs leading to an additional certification	50

- Speech-Language Pathology is excepted from these minimums. Requirements are established by the program.

[PLEASE LINK TO COMPLETE TABLE](#)

**Required fieldwork** The foundation of fieldwork expectations for **initial** programs can be found in the NYSED Commissioner's regulations regarding teacher education programs, which state that each program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica, and include at least two college-supervised student-teaching experiences of at least 20 school days each. The foundation for fieldwork expectations for **advanced** programs is more flexible and attempts to take advantage of current candidate employment, connections, or placements. Required fieldwork is defined for every individual major.

**Experiences help candidates demonstrate proficiencies** During clinical/field experiences, candidates must demonstrate outcomes described in Standard 1, including content



knowledge, content pedagogical knowledge, professional and pedagogical knowledge, and dispositions that characterize effective teachers. Also expected of candidates is the commitment and ability to use instructional technology, as well as the commitment and ability to work effectively with all students including diverse students and students with disabilities. Programs have established rigorous prerequisites for entering this critical phase of candidates' professional development. Practica experiences are designed to enable candidates to explore a variety of teaching experiences and engage in activities that will enhance their professional development and expand their teaching repertoire. Candidate proficiencies are reflected in institutional, unit, and program level assessments.

**Candidates use Technology** Undergraduate programs in early childhood education, childhood education, and special education include a course on instructional technology to better prepare candidates to use technology and information literacy in the classroom and in their professional work. Greater attention to using technology effectively to promote learning is currently being given in secondary education programs as well. Technology use in field placements that include direct instruction of candidates is detailed in syllabi. Additionally, syllabi of education courses specify ways in which both the professor and candidates will use technology in those courses. A consistent goal of the unit is that individuals responsible for making student teacher and other practica placements situate candidates in at least one setting that provides candidates with sufficient technology resources to use skills acquired in coursework. New instructional technology including electronic whiteboards have been installed for education faculty use on campus for this current school year.

**Criteria for selection** Buffalo State unit criteria for selection of school faculty include New York state certification in the area of the candidates' major and at least one year of teaching experience at the current school. Individual school districts often additionally require at least 3 years of teaching experience and/or tenure of their school faculty. Cooperating teachers and clinical faculty are considered master teachers who exemplify accomplished school professionals - who are knowledgeable and experienced, and preferably have documented success in mentoring candidates. Schools/districts participating in the PDS model sign an agreement with a variety of stipulations including a willingness to attend regular PDS Consortium meetings, a yearly retreat, and explore action research of best practices. For those schools not participating in the PDS model, Buffalo State placement personnel work with school administration to identify appropriate school based faculty. For **advanced** program candidates, those currently working in schools secure permission as appropriate for research or activities related to coursework, from school personnel. Those candidates not currently working in a school or unable to secure permission to conduct course activities on their site are placed by their advisor, into an appropriate school setting reflecting needs of individual **advanced** programs. In some instances, action research projects can be coordinated with current school faculty and in others, the candidate works independently in a school setting.

**School-based faculty training** School based faculty are trained by programs and following parameters established by independent school districts. Support materials including a cooperating teacher handbook are provided by Buffalo State. The School of Education has developed optional [Mentor teacher supplemental training workshops](#) to be implemented in the summer of 2008 with the goal of increasing consistency in training.

**Support** The unit maintains a Teacher Certification Office, coordinated by the college's Teacher Certification Officer. The Teacher Certification Officer is responsible for establishing the student teaching calendar every year, for advising candidates regarding application for

certification, and for disseminating information related to the New York State Teacher Certification Examination. The Teacher Certification Officer also coordinates the payments and central record-keeping for student teaching placements and is responsible for facilitating the work of departmentally-based student teaching coordinators. The Teacher Certification Office at the college is responsible for maintaining data on assignments every quarter and for facilitating the applications for certification of Buffalo State candidates.

The continuing [professional studies office](#) offers mandated seminars for certification as well as preparation courses for certification exams.

The Buffalo State PDS Advisory Council and Consortium recommended as one of its established goals for 2005-2008 that an external evaluation be conducted in order to find ways for connecting the PDS program to a wider constituency and for obtaining the resources necessary for such a change. In fall 2006, the Dean of the School of Education and Associate Vice President for Teacher Education at Buffalo State employed an external evaluator to conduct a study that would look for indicators of benefits of the PDS as well as any areas of concerns. The final report highlighted two conclusions: 1) the identified strength of the current system lies in the quality of its management and accountability mechanisms and 2) the system should include a full-time Director of the PDS and appropriate support staff. Subsequently, a new position was created, support for the initiative was sought through the Teacher Education Council and Buffalo State Administration, and funding for a 3-year professional position was granted to the unit in November of 2007. The following responsibilities will be encompassed: “The Director of Clinical/Field Placement will report directly to the Dean of the School of Education and Vice President of Teacher Education and will be charged with overseeing the planning, coordination and implementation of all aspects of required field placements (e.g., methods, student teaching, clinical practicum) for candidates seeking **initial** and **advanced** teacher certification through the professional education programs at Buffalo State. The Director will oversee the preparation of clinical/field experience handbooks; maintain a database for all field placements to ensure compliance with state requirements; assist in the processing of student teaching applications; and arrange orientations for students. The Director will also assume a leadership role in the continuing professional development of Professional Development School (PDS) faculty and school partners and the inquiry into teaching and learning in collaboration with professional education program coordinators and Pre K – 12 schools through research-based teaching and learning.” The proposal is currently under review by the field/clinical experience subcommittee of the TEC.

***Sharing expertise*** College faculty and P-12 school faculty collaborate in their assessment of candidate student teaching/clinical fieldwork experiences. Most college supervisors arrange conferences following their observations of candidates so that the cooperating teacher, the college supervisor and the candidate can collectively reflect on lessons taught and identify areas in need of strengthening. When assigning final grades for the practica experience, the cooperating teacher’s assessment of the student teacher/intern is taken into consideration. The ultimate responsibility for determining the final grade lies with the college supervisor.

Teacher Education Council (TEC) subcommittees are charged with reviewing and making recommendations regarding different aspects of candidate clinical/field placements. The TEC Unit Assessment Subcommittee works to identify and expand unit measures across multiple domains to reflect consistency, fairness, and accuracy as well as provide relevant, appropriate information to guide teacher education unit level decision-making. The committee examines and discusses types of instruments, methods of data aggregation, format of reports, unit needs for

additional evidence, and faculty support roles in unit assessment. The focus is to ensure quality collection and reporting needed to inform continuing unit growth.

### 3c. Candidates' development and demonstration of knowledge, skills and dispositions to help all students learn

**Candidates eligible and complete** Candidates across the unit who enroll in and complete fieldwork experiences are tracked through their final field experience coursework grades. Completion rates are calculated at the unit level for all identified field experiences, student teaching, and practica. Additionally, [program retention](#) is reported so that any potential challenges could be identified.

**Conducting assessments** Assessments during field experiences and clinical practice are conducted by individual programs and reflect the wide variety of required as well as optional opportunities. The unit also uses culminating field experiences (student teaching for **initial** programs, projects or theses for **advanced** programs) to collect information on performances, dispositions, and student program/faculty evaluations.

**Reflection and Feedback** Reflection, as defined for the Buffalo State Teacher Education unit conceptual framework means the process of examining the teaching and learning that has occurred by reviewing, reconstructing, reenacting, and analyzing one's own teaching behavior and the learners' performance. The ability to reflect, to continuously assess one's own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention is one of the most vital dispositions of effective teachers. Without reflection, candidates do not benefit from self-evaluation, an essential strategy for improving teaching.

Instruments used for data collection at the unit level frequently ask candidates to reflect on their experiences and share those perceptions via the scoring. In this way, the faculty and unit administrators understand what candidates perceive as strengths and weaknesses within programs and experiences. This information can subsequently be used for decision-making.

**BSEAS System Tools requiring reflection to complete and reflection to interpret results**

System Components	Level	Who reflects
Alumni Survey with Benchmarking (EBI) (initial)	<b>Initial</b>	Alumni
Exit Survey Results and Benchmarking Report (EBI)	<b>Initial</b>	Graduating candidates
Student Self Report on Program Characteristics (piloted Spring 2007)	<b>Initial</b>	Candidates
Dean's Evaluation of Student Teaching	<b>Initial</b>	Supervisor of student teaching
SUNY-wide National Survey of Student Engagement	<b>Initial</b>	Candidates
Advising Survey	<b>Initial</b>	Candidates
Noel Levitz Retention Survey	<b>Initial</b>	EOP candidates
Survey of Western New York School Administrators (Principals' Survey)	<b>Initial and Advanced</b>	School Administrators
School Faculty Survey	<b>Initial and Advanced</b>	School faculty
Syllabus Format	<b>Initial and Advanced</b>	Candidates asked to reflect within course assignments
<a href="#">Career Development Day Satisfaction</a>	<b>Initial and Advanced</b>	Candidates
Vita Format	Faculty	Unit faculty
Faculty annual Evaluation Templates	Faculty	Unit faculty
Management Confidential Evaluation Templates	Faculty	Unit administrators

Discussions and reflections on teaching and professionalism take place throughout the programs. Most programs have designed strategies to assess candidates' ability to engage in critical reflection. Some programs ask candidates to prepare a reflective statement as part of the admissions process. Others require that candidates reflect on their experiences by keeping journals that are reviewed periodically. Faculty supervisors and cooperating teachers ask

candidates to reflect upon their teaching by sharing their perceptions of their lessons and/or completing a self-evaluation rubric for lessons taught. Other programs have candidates complete a formal critique of their lessons that have been videotaped. The incorporation of the process of self-reflection into candidates' teaching repertoire is a major goal of teacher education programs at Buffalo State College.

Buffalo State is committed to the preparation of “reflective facilitators of learning” at the **initial** program level. The college believes that the preparation of reflective educators is intellectually grounded in a broad liberal arts and sciences background, which is complemented by an in-depth knowledge of teaching content and pedagogy. Programs require candidate reflection within graded coursework in order to continually teach the skill of reflection as well as monitor candidate progress in this key area of the conceptual framework. Syllabi reflect examples of graded reflection assignments for **initial** program candidates. Buffalo State College is committed and “reflective accomplished educators” at the **advanced** program level. In advanced programs, candidates are required to reflect within coursework, particularly those that encompass field experiences. While programs differ, syllabi reflect examples of graded reflection assignments for **advanced** program candidates.

Faculty, too, use reflection for self, program, and unit improvement. Each semester, retreats are held for the teacher education unit including unit and some school faculty. These retreats provide opportunities for faculty to share strategies for assessing candidates, to collaborate on projects of mutual interest and to develop proposals for the improvement of programs. Faculty evaluate their teaching performance through the use of student course evaluations, peer review, and self-reflection. Based upon these evaluations, faculty make changes and/or pursue professional development opportunities to enable them to improve their teaching. Annual reports require that faculty assess their own teaching effectiveness and professional development that lead to improvements in their teaching and/or benefits to their students. Faculty use candidate evidence to reflect on areas of strength and weakness at all levels and make appropriate decisions, accordingly.

Because of the faculty's articulated commitment to reflection as a critical component of the educational process--both for educator candidates during their formative preparation, and for the actual professional performance of those graduates--the professional education faculty's performance demonstrates its agreement with Darling-Hammond's (1997) assertion that, "education should enable all people to find out and act on who they are, what their passion's gifts and talents may be, what they care about, and how they want to make a contribution to each other and the world."

### [Standard 3 Strengths and Research](#)

## STANDARD 4. DIVERSITY

### **4a. Design, implementation, and evaluation of curriculum and experiences**

*Proficiencies expected* Buffalo State is able to focus on issues of diversity from a multitude of perspectives. The mission statement of Buffalo State states the goal to “empower a diverse population of students to succeed as citizens of a challenging world”. The campus office of College and Community Partnerships identifies, showcases, and connects a diverse array of activities and programs, demonstrating how service and scholarship are partnered at Buffalo State. The Buffalo State Teacher Education Unit diversity goals and activities encompass INTASC and NBPTS standards (reflected in **initial** and **advanced** certification outcomes as well

as the unit conceptual framework), NCATE unit standards, and values expressed in standards of individual Specialty Program Associations.

Candidate proficiencies are aligned with INTASC standards and defined within the measured Dispositions for Teacher Education Candidates for the Teacher Education Unit: “Principle Three proposes that teacher candidates understand how students differ in their approaches to learning and create instruction opportunities that are adapted to diverse learners”. Specifically, the teacher candidate: believes that all children can learn at high levels and in helping all children achieve success, appreciates and values human diversity, shows respect for students’ varied talents and perspectives, is committed to the pursuit of ‘individually configured’ excellence, respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests, is sensitive to community and cultural norms, makes students feel valued for their potential as people, helps students learn to value each other, brings multiple perspectives to the discussion of subject matter--including attention to students’ personal, family, and community experiences and cultural norms, and creates a learning community in which individual differences are respected. Principle Six proposes that the “teacher candidates use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.” Specifically, the teacher candidate must appreciate the cultural dimensions of communication, respond appropriately, and seek to foster culturally sensitive communication by and among all students in the class.

Parallel lists of skills and dispositions for diversity can be extracted from the conceptual framework and program descriptions for *advanced* programs. *Advanced* candidates build upon previous knowledge and experience. Diversity issues are addressed informally and in the context of individual courses and advisement in these programs. By the nature of *Advanced* Programs, candidates have a prior certification and in many cases work daily in school environments. While some field experience is course-based or focused specific strategies, investigations, etc., other current experiences with P-12 students occur through employment, even when those activities are not credit bearing.

The developing School of Education Strategic Plan adds to and updates the current unit goals in an additional charge: Goal 4: “Diversity and Social Justice designed to promote democratic education and social justice through diverse, inclusive and effective educational experiences.” The following sub-goals are identified: to develop students’ understanding of the critical role of education in a democratic society as part of the social systems; to enhance the diversity (ethnic, racial, and geographic) of the School of Education faculty, staff and students; to enhance the coordination of School of Education service activities to have a greater impact on the community and the academic program; to increase the School of Education’s positive impact on local schools and educational organizations; and to influence education policy at the local, state and federal levels.

The [Buffalo State Mission Review II](#) (2005-2010) Initiative 8 projects the following changes in Buffalo State campus diversity: There will be little change in the mean age of undergraduate students; a slight increase will occur in the cohort of disabled students, increases are likely in all ethnicity cohorts, especially Hispanic and Native American, there will be little change in the percentage of male and female; there will be an increase in students from beyond the region; a greater percent of the student headcount will be undergraduates as time progresses; numbers of resident students will increase as a function of expanded residence facilities; and transfer students will comprise a larger percentage of incoming students.

***Other coursework and experiences*** For the education unit, all course syllabi within each program are required to describe how each course addresses issues related to diversity as an integral part of the conceptual framework. The following guidelines for education syllabi provide a framework to help faculty delineate critical diversity elements within the coursework: Critical Knowledge/Skill Areas: “Diversity: Provide a statement/description of how issues of effective educational practice in culturally pluralistic settings are addressed in this course,” and “Dealing with Exceptional Learners: Provide a statement describing what knowledge/skills are imparted to students regarding effective instructional practices with exceptional learners in regular classroom settings.” [Examples](#) from syllabi reveal how faculty encompass diversity issues in coursework.

Undergraduates in teacher preparation programs must meet college general education requirements that include one required course in the area of diversity. The goal of the general education diversity requirement is to “prepare students to live and work in a multicultural society through an academic experience in which students can increase their knowledge related to one or more diverse groups; develop their inter-cultural cognizance, sensitivity, and commitment to social justice examine their personal perceptions, preconceptions and values; and understand their sources and how they affect their relationships with others with the ultimate goal of expanding their reference group membership to include others who they perceive as being different from themselves.” While diversity is clearly defined in the undergraduate catalog, guiding mandates and course criteria are established to guide selection of qualifying coursework. The undergraduate catalog lists 20 courses that can be used to meet the general education diversity requirement. There are a number of courses with diversity or multicultural education content or fieldwork listed in the planned programs of study for the various programs at both the **initial** and **advanced** levels. **Initial** programs publish the expectation that candidates will complete fieldwork and clinical experiences in at least one urban setting, with at least one other extended experience in a suburban or rural setting. Advanced programs require action research and rely on a field placement often including current teaching positions.

New courses focused on issues of diversity within the teacher education unit currently proposed and under review by the College Senate Curriculum Committee include the following: CRS/EDU/EXE 509 Introduction to the Gifted, Talented, and Creative Learner (revised); CRS/EDU 621 Curriculum Development in Gifted, Talented, and Creative Education (revised); and EDU 619 Practicum in Gifted, Talented and Creative Education (new). Currently there are 9 [education-related courses](#) specialized in diversity at the graduate level. Requirements or optional electives vary by education program.

The conceptual framework for teacher education includes the following skills needed for effective teaching and learning in a diverse society: learning to assess individual learning situations by gathering and analyzing information, using formal and informal assessment procedures, modifying material by critically interpreting in terms of the teacher’s own evolving understanding, identifying alternative ways of presenting material to learners, choosing from an instructional repertoire, and adapting and tailoring instruction to learner characteristics.

***Assessments reflecting diversity*** Many diversity skills are introduced in methods courses related to the content materials presented in general education and professional education courses. Skills are field tested and assessed in field work experiences, ranging from classroom observations, studies of individual children, tutoring, internships and, finally, student teaching. Field experiences are linked to courses and seminars that provide opportunities for self-assessment through reflection, and assessment by others through journals, portfolios, videotapes,

and oral presentations reviewed by instructors, field work supervisors, cooperating teachers and peers. Diversity is assessed in a variety of ways as reflected by course requirements. Several unit instruments provide information on candidate preparation to respond to diverse students including the alumnae survey, exit survey, the Dean's evaluation of student teaching and the new student self-report program survey. In many instances, diversity is addressed within key program assessments.

For the 2007 alumnae survey, [two items](#) reflecting preparation to teach diverse populations received the highest scores of any of the 70 total items. Additionally, [three items](#) related to diversity yielded the greatest positive statistical difference between Buffalo State and the 6-institution comparison group. On [two survey items](#) related to importance of recognizing diversity, Buffalo State was ranked first in score among comparison institutions. These items related to importance reflected scores above 6 on a 7 point scale. The [three items](#) reflecting that the degree from Buffalo State enhanced classroom equity and diversity, Buffalo State was ranked third overall among peer institutions. [Over the past three years](#), scores on diversity-related questions have increased since 2005 and remained statistically the same for the 2006 and 2007 administrations.

In the Buffalo State education candidate exit survey, diversity items grouped into a factor have the [second highest mean](#) of all factors. Additionally, scores increased significantly from 2006 to 2007 administration. For the equity and diversity factor (3 items), Buffalo State was [ranked third](#) in score among the 7 comparison institutions. [On the item](#) "to what degree does your education coursework enhance your ability to teach children with diverse academic backgrounds", Buffalo State respondents' scores were ranked highest among the 7 comparison institutions.

On the National Survey of Student Engagement (2006-7), one item reflected education candidates perception of preparation - "to what extent has your experience at this institution contributed to...Understanding people of other racial and ethnic backgrounds". Education majors reported an average score of 2.74 (sd .99, n = 244) on the four point scale: 1=very little, 2=some, 3= quite a bit and 4=very much.

Student ratings on diversity items within the Advising Survey (fall, 2007), reflect a scale ranging from 1 (strongly disagree) to 4 (strongly agree):

**Advising Survey ( Fall 07) Scores on Diversity Items**

Survey Item	Category	Mean	SD	N
My BSC professors consistently demonstrate respect for the worth of all individuals and appreciation for their cultural, linguistic, experiential, and developmental backgrounds so that I am better equipped to model this for my students	Dispositions	3.33	.69	204
My professional education professors are highly knowledgeable about the urban, rural, and suburban schools in the area.	Faculty Knowledge	3.26	.70	209
I believe my professional education professors are experts in teaching in a wide range of cultural and educational settings and are preparing me to do so too.	Faculty Knowledge	3.17	.718	210
I believe my professors are active in service to the community, the nation, and the world.	Faculty Dispositions	3.33	.62	209
My pedagogy and content classes regularly address the positive values of diversity (race/ethnicity, economic, social, intellectual, ideational, physical, gender, age, etc.).	Pedagogy and Content	3.26	.63	208
I believe my pedagogy and content courses are equipping me to embrace the richness and varieties of cultural heritages in communities.	Pedagogy and Content	3.13	.68	211
In my BSC program I have had many actual experiences with diverse professors and school teachers, diverse fellow students, and diverse students in P-12 schools that have prepared me to be effective working in diverse settings.	Pedagogy and Content	3.27	.65	209
I believe that BSC consistently produces high quality teachers who can be successful in urban, rural, and suburban schools.	Pedagogy and Content	3.18	.72	209
My professional education professors seem current and up-to-date in the rapidly changing cultural, educational, and technological environments and are preparing me to do so too	Pedagogy	3.34	.68	210

The [institution as a whole evaluates and reports](#) on diversity-related projections, including outreach programs to campus community and joint sponsorship of grants, programs or services with campus or community agencies. To show support for recruitment, retention and graduation goals for Buffalo State as an institution, the unit is required to report on the following: statistics reflecting positive outcomes of targeted programs and services, needs assessment instruments used to determine recruitment/retention/graduation issues, programs and services developed to respond to identified needs, and samples of policies and procedures modified or developed to address retention/recruitment/graduation issues of culturally/linguistically diverse groups. The annual report template for the unit prompts: “In what ways does the diversity of the unit or its activities in support of diversity, contribute to the strengths, positive reputation, and possibilities for growth and excellence at Buffalo State?” Additionally, each teacher education program is required to identify goals related to the recruitment and retention of a diverse faculty in its annual report.

#### 4b. Experiences working with diverse faculty

##### *Faculty Diversity*

**Table 7 Faculty Demographics**

Ethnicity	Prof. Ed. Faculty in <b>Initial</b> Teacher Preparation Programs	Prof. Ed. Faculty in <b>Advanced</b> Programs	All Faculty in the Institution
American Indian or Alaskan Native	2	3	5
Asian or Pacific Islander	0	0	17
Black, non – Hispanic	4	6	26
Hispanic	1	0	11
White, non – Hispanic	83	54	340
Race/Ethnicity Unknown	0	0	-
<b>TOTAL</b>	90	63	416
Female	64	37	178
Male	26	26	238
<b>TOTAL</b>	90	63	416

***Opportunities for candidates to interact with diverse faculty*** CEURE assists with the recruitment and preparation of teacher education candidates to work in high needs urban and rural schools as well as support staff development activities in such schools. One such program, the Urban Teacher Network is designed to simultaneously increase the number of master teachers from urban school districts, including a substantial percentage of teachers of color, and provide more direct contact between those teachers and education faculty and candidates. Professional development activities are provided for all the constituent groups. The CEURE has assumed a strong role in establishing and maintaining professional relationships with diverse professionals teaching in P-12 high need schools through its many initiatives. The unit, through CEURE, has launched a large-scale effort to identify and recruit minority teachers to participate in the professional development programs offered by and through CEURE, to serve as a resource for recruiting and retaining minority teachers, to act as mentors and field work supervisors, and to serve as advisors to CEURE.

In collaboration with the initiation of a Learning Community model by the Buffalo State University College, CEURE sponsored the “Be a Hero, Be a Teacher” Learning Community, designed to bring together a cohort of college freshmen (both diverse and non-diverse candidates) who are considering careers in urban education. The cohort takes all of their classes together and meets for a weekly seminar, led by all of their course faculty, whose focus is current issues and trends in urban education. The “Be a Hero, Be a Teacher” students and faculty participate in an annual field trip to the U.S. Department of Education in Washington, DC, where



they meet with the Teacher to Teacher Initiative personnel and are given an overview of the No Child Left Behind (NCLB) legislation by staff members from the Office of Elementary and Secondary Education (OESE). Additional outreach and recruitment efforts are focused on identifying African American and Hispanic candidates for educator preparation programs. In past cohorts, approximately 20% of the learning community candidates represented diverse populations while all of the instructors for learning community courses represented diverse populations.

***Support for faculty to prepare candidates on diversity*** Faculty is likewise supported in their understanding of diversity. In the [Handbook for Faculty and Librarians](#), relevant topics and policies for action and understanding are detailed. The Equity and Campus Diversity Office sponsors an equity and campus diversity mini-grant program which provides faculty, staff, students and campus student organizations financial assistance for projects, workshops and activities to strengthen excellence in diversity as described in the college mission, strategic direction, initiatives and priorities. The Philip Santa Maria Award for Student Leadership in Equity and Campus is awarded to recognize students who demonstrate leadership in equity and campus diversity. Faculty may be recognized by Buffalo State with the President's Award for Excellence in the Advancement of Equity and Campus Diversity, and the Faculty/Staff Award for the Promotion of Respect for Diversity and Individual Differences. The SUNY Graduate Diversity Fellowship Program encourages graduate study for potential future faculty members.

Faculty have an opportunity to pursue independent certificates in "Diversity in the Workplace," as well as "Management and Diversity" through online [SkillSoft](#) faculty training opportunities. These courses are available for free to faculty and subsequent study is done as independent learning sessions.

The Buffalo State National [Coalition Building Institute](#) (NCBI) Campus Affiliate Team is a long standing group comprised of professional staff and faculty and administrators. Members collectively work toward the human understanding of one another as professionals and human beings, and provide the campus with workshops such as Prejudice Reduction. Financial support for NCBI training has been provided by the Center for Development of Human Services (CDHS), the Center for Excellence in Urban and Rural Education (CEURE), and the Office of Academic Affairs.

The CEURE [Curriculum Task Force](#) focuses on affecting curriculum and teaching in education programs and across the College primarily through two means: 1) sponsoring NCBI trainings for faculty and staff; and 2) providing continuous sessions focusing on various issues related to diversity and education—the Fridays-at-Noon series. The task force has also been involved in the Teacher Education Diversity Conference and responsible for a graduate education course linked to the Buffalo Race and Reconciliation Conference. The Fridays-at-Noon series featured a number of workshop presentations regarding topics of diversity

The [United University Professionals \(UUP\) Buffalo State Chapter](#) to which education faculty and staff belong, has [committees](#) that address and support faculty in areas such as Women's Rights and Concerns, Human and Civil Rights, Equal Opportunity Programs, Disability Rights and Concerns, and Affirmative Action. Additionally, the UUP supports the Dr. Nuala McGann Drescher Leave Program, designed to enhance advancement opportunities for minorities, women, persons with disabilities, and Vietnam-era veterans in the Professional Services Negotiating Unit by assisting them to prepare for permanent or continuing appointments within the State University of New York.

One active focus of the Woods-Beals Endowed Chair is developing [Teacher Study Groups](#) which has served as a useful and viable professional development effort for rural teachers. Each teacher study group reads articles and books and discusses the implications of what they read on their day-to-day work lives. Also, a faculty mentorship project combines the resources of [Center for Health and Social Research](#) (CHSR) and the Center for Excellence in Urban and Rural Education (CEURE) and in conjunction with the [Carnegie Academy for the Scholarship of Teaching and Learning](#) (CASTL) to provide “on demand” assistance to faculty working to complete scholarly work.

***Efforts to recruit and retain diverse faculty*** The unit and the college as a whole have strong minority recruitment and retention programs in place. Three full-time faculty in three separate programs hired since September, 2006 are diverse faculty members ([out of 16 total full time faculty members hired in the unit during the same time](#)) indicating a commitment to seeking out and hiring diverse faculty within the unit as well as across programs. Three diverse faculty members, again across three separate programs, have been promoted since January 2007 ([out of 29 unit faculty promotions](#)) indicating that faculty are retained and recognized by Buffalo State and the education unit.

The Equity and Campus Diversity Office provides strong monitoring and support for the affirmative action strategic plan elements. The President’s Council on Equity and Campus Diversity is charged by the college president to provide advice on matters related to equity and campus diversity, affirmative action, and the campus diversity plan. The Council consists of faculty, staff, and students from across the campus. The college’s [affirmative action policy](#) statement is clearly developed and shared publicly via the Buffalo State website. Policies are reviewed each year, and form a foundation for continuing strategic planning including action plans. In addition to being available to all on the campus website, relevant policies are repeated for candidates in the [Student Teaching Handbook](#). The office also issues a series of publications aimed at recruiting minority faculty and student applicants. The “[Guide to Effective Faculty, Administrator and Staff Searches](#)” contains guidelines for search processes, a collection of university and state policies related to diversity, and a list of resources for affirmative action outreach. It also contains a list, with websites and telephone numbers, for the “Top Minority Doctoral Degree Producer Schools. The office provides support for minority initiatives including sponsoring campus-wide faculty workshops on such topics as “[Enhancing Campus Diversity Through Curriculum Reform](#)” program. Promotions are shared publicly via the on-campus newspaper. Last year, a minority faculty mentoring program was established. The cohort encompassed 15 faculty of color (6 from the teacher education unit) who will be mentored through the expectations of the first two years of campus life.

#### **4c. Experiences working with diverse candidates**

***Diversity of candidates including geographical area*** Candidates in the Buffalo State Teacher Education represent all types of diversity. Reports profiling candidate diversity include the [Affirmative Action report](#) and the [Common Data Set, ethnicity reports](#) for the campus and presented by program - produced by the office of Institutional Research, unit profiles, ([initial](#) and [advanced](#) candidates), and some program tracking (example, elementary education). [Candidate demographics](#) as well as recruitment strategies were profiled in a presentation by the unit's Teacher Recruitment and Retention Committee.

Table 8 Candidate Demographics - Fall 2007

Candidate Demographics Ethnicity and Gender	Candidates in Initial Teacher Preparation Programs	Candidates in Advanced Preparation Programs	Undergraduate Students in the Institution	Graduate Students in the Institution	Demographics of Geographical Area Served by Institution	
					Erie	Niagara
American Indian or Alaskan Native	5	7	47	11	0.6%	1.0%
Asian or Pacific Islander	13	10	152	18	1.8%	0.8%
Black, non-Hispanic	49	18	1,309	108	13.6%	6.5%
Hispanic	27	27	430	50	3.6%	1.4%
White, non-Hispanic	1124	946	5,876	1,404	83%	90%
Other	5	3	65	27	n/a	
Race/Ethnicity Unknown	217	130	1,260	236	n/a	
<b>TOTAL</b>	1440	1141	9,139	1,854	921,390	216,130
<b>Female</b>	n/a	n/a	3,740	601	478,201 (51.9%)	111,523 (51.6%)
<b>Male</b>	n/a	n/a	5,399	1,253	443,189 (48.1%)	204,607 (48.4%)
<b>TOTAL</b>	n/a	n/a	9,139	1,854	921,390	216,130

***Interaction of candidates with diverse candidates*** The Office of Campus Life supports the building of campus community by fostering the understanding and appreciation of diversity and multiculturalism, by providing the following specialized services: orientation to the community and the academic environment, academic planning and advisement, financial aid advisement, referrals to on-campus and off-campus services, assisting the Admissions Office with recruitment of students of color, sponsoring forums for addressing issues for students of color in a variety of fields and subjects, organizing cultural enrichment activities including performances and exhibits, serving as an information resource to the college community and the general public, supporting all cultural student organizations on campus and coordinating campus cultural events including the Fall Welcome Reception, the Hispanic Heritage Month Celebration, the Native American Heritage Celebration Month, the Native American Graduation Social and various religious and diversity dialogues. Additionally, the United Students Government (USG) at Buffalo State College recognizes several [student groups on campus](#) that provide support to all types of unit candidates.

To encourage diversity in living/learning environments, a Buffalo State campus-wide initiative (including Residence Life) supports student experiences by providing special interest housing opportunities. Specialized learning communities include the following themes: education, Native American, Diversity, Global Living Center and family college housing. The Justice for All cultural diversity community, for example, is designed to help students understand and appreciate human diversity and the ongoing need for social justice.

In conjunction with the [Liberty Partnerships Program](#), CEURE developed the High School Future Teachers Club (HSFTC). The primary goal of the HSFTC is to engage high school students who are interested in going into the teaching profession, and in particular, teaching in urban schools. This is a recruitment initiative that is targeted at schools that have a large population of students of color.

***Recruiting and retaining diverse candidates*** The School of Education Dean's Office established the Teacher Education Recruitment and Retention Committee to address the

recruitment and retention of candidates of color within professional education programs at the college. An outgrowth of the committee's initiatives, the "Be a Hero, Be a Teacher" Teacher Education Diversity Conference featuring day long panel presentations and workshops, designed to provide job and scholarship opportunities for teachers, encouraging networking and mentoring for students interested in teaching, and share best practices from Buffalo Public School educators, administrators, and school board members, and Buffalo State faculty and staff. Candidates who attended the conference established the college's Teacher Education Diversity Club, whose membership is open to all teacher education candidates. The club is currently sponsored by the School of Education.

Recruitment of diverse individuals to the teaching profession is a primary function of CEURE. CEURE offers mini-grants to local schools to develop recruitment programs or projects to get candidates interested in teaching as a profession specifically in urban and isolated rural areas. CEURE has also developed Minority Fellowship Programs to recruit future teachers into the profession. Strategies (e.g. mentoring) to retain all candidates, including candidates with diverse backgrounds, have been implemented. CEURE has designed specialized curriculum for candidates in early childhood and childhood programs, featuring conflict resolution, technology, teaching in poverty, and culturally responsive education. These specialized sections are taught on-site in four urban schools and three rural Native American school. Partnership with CEURE enables high-need urban and rural schools in Western New York counties to receive vital resources such as personalized student attention, targeted teaching experiences, and site-based programming.

The [Educational Opportunity Program](#) on campus supports the teacher education unit activities in recruiting and retaining diverse students. During Fall '07, total enrollment in the program was 938 participants, 37.1% of the undergraduate population. There were 75 education majors reflecting 7.99% of the group. The EOP is an academic support service program designed to assist students who, because of limited financial and academic resources, have not had sufficient opportunities and access to pursue higher education. To be eligible for admission to the college through the EOP, applicants must qualify according to economic and academic guidelines, and provide supporting documentation.

Financial Aid and Admissions on campus similarly aid the unit in recruiting and retaining diverse students through financial initiatives. The Dr. Anna P. Burrell Diversity Scholars Program is designed to enhance student diversity at the college by increasing the enrollment and support for academically talented and disadvantaged students. The Hispanic Women's League also supports some diverse students. The Pano Scholarship recognizes single mothers 25 years and older, as well as ethnic minorities. Buffalo State provides a comprehensive list of scholarship websites related to minority scholarships, monies for students with disabilities, international and student study abroad sites, volunteering and community service websites, and community foundation scholarships. Financial support is provided or encouraged where possible to aid in the attraction of diverse candidates. An example of this is the SUNY Diversity Fellowship Program, which provides support for graduate students from a variety of backgrounds who can contribute to the diversity of the college and/or its programs.

Other offices on campus that support diverse candidates: the Disability Services Office, the Veterans Certification Office, the International Exchange Office, the Center for China Studies, the International Education Office, the International Learning Styles Center, and the International Student Affairs Office. Education students [form about a quarter](#) of Buffalo State candidates studying internationally.

**4d. Experiences working with diverse students in P-12 schools**

*Diversity in P-12 partner schools* Student diversity profiles are available through state sponsored public databases for all districts partnered with Buffalo State.

Table 9 Demographics on Clinical Sites for Initial and *Advanced* Programs

Name of District	American Indian or Alaskan Native		Asian or Pacific Islander		Black, non-Hispanic		Hispanic		White, non-Hispanic		Other	Students receiving free/reduced price lunch	
New York State	15,826	.5%	201,763	6%	590,529	20%	593,597	20%	1,550,853	52%	2,899	827,531	28%
Buffalo City School District	623	1%	664	1%	28,347	59%	5,568	11%	12,485	26%		28,265	73%

PLEASE LINK TO [COMPLETE TABLE](#) FOR OTHER SCHOOL DISTRICTS

*Diverse field experiences* For **initial** programs, candidates are also placed in at least one setting where they can gain experience working with diverse faculty and diverse students (including students with disabilities), and can observe and use practices based upon culturally and socially responsive pedagogy.

For **advanced** programs, candidates often currently work or are placed in local school districts with varying degrees of student diversity. Coursework encompasses preparation related to addressing diverse populations within the program specialty area.

Another unique feature of both **initial** and **advanced** program professional education classes and general education classes is their service learning component. Service learning is a form of experiential education that links learning in the classroom with activities that students participate in to address the needs of the surrounding community. As an instructional approach, service learning enhances students’ knowledge, increases self-exploration, and links learning to community needs. [Service-Learning is course-based](#), and effective service-learning courses include structured time for students to reflect on and discuss the service experience. Many education courses each semester already offer a service learning component and require volunteer, federal work study, or [community agency](#) funding support to student workers. The Volunteer and Service Learning Center on campus provides faculty fellowships, student placement and work assistance, and an on campus library available for faculty use which is focused on service learning topics.

Buffalo State teacher candidates have exceptional opportunities to work with very diverse students in a variety of settings. New state regulations strengthen the unit’s historic commitment to ensuring that all candidates have extended field experiences, including student teaching, in urban, suburban and rural settings. Candidates at both **initial** and **advanced** levels have a large number of urban schools available to them, so that their career goals can be met fully in the context of schools with high proportions of racial minority and economically challenged students.

*Practicing diversity dispositions* The unit has developed and **initial** and **advanced** program outcomes that reflect dispositions related to diversity. Key assessments within programs are aligned with candidate outcomes. Additionally, unit outcomes are aligned with elements of the unit conceptual framework which encompasses diversity goals. Diversity is addressed by candidates in some way within every education course on campus. The unit has additionally targeted implementation of the dispositions rubric at more than one level within the assessment plan. Once TaskStream is used consistently across programs, reporting on this common rubric will be required at the unit level for each transition point. In the meantime, unit

assessments polling alumnae, exiting candidates, and student teacher reports are used to understand their preparation to teach diverse populations.

*Use of feedback working with diverse groups* Candidate self report scores on preparation to work with diverse populations are high on both the unit alumnae and exit surveys. Additionally, the unit-level evaluation of student teaching asks supervisors to assess dispositions related to diversity during student teaching experiences. Most programs have program level assessments for dispositions which include diversity components. Education courses at every level, for **initial** and **advanced** programs, encompass diversity exercises including a variety of candidate activities and required knowledge, skills, and dispositions.

#### [Standard 4 Strengths and Research](#)

### **STANDARD 5. Faculty Qualifications, Performance, and Development**

#### **5a. Qualified Faculty**

*Faculty qualifications* Teacher education programs at Buffalo State aspire to attract and support [faculty](#) who are qualified and model best professional practices in scholarship, service, and teaching in order to achieve the institution and unit missions. Systems are in place to provide teaching, scholarship and community service goals, review of performance, support for ongoing activities or remediation for unsatisfactory progress, and ongoing planning in conjunction with the department, program, appropriate school, and the teacher education unit. Faculty across the unit use a [common template](#), provided by the Office of Academic Affairs, for annual evaluations reflecting their activities in each area. [Faculty vitae](#) contain supporting information. Additionally, the annual reports for the four Schools encompassing teacher education unit faculty reveal similarities, bases of comparison, and common patterns.

*Expertise of non-terminally degreed faculty* Applicants for faculty positions who do not have terminal degrees are evaluated according to the needs of the individual education program that devised the job description. In most instances, the specified qualifications include contacts and experience in P-12 environments as well as a willingness to conform to parameters of a non-tenure track position. Examination of vitae indicates that clinical faculty members from higher education have contemporary professional experiences in the school settings where they supervise. Interviews with faculty who have served on recruitment committees report that they seek individuals who have strong content/specialty preparation, teaching experience especially in teacher education, and the skills to collaborate with public schools and other institutions.

*Licensing of P-12 faculty* All P-12 school faculty members who directly evaluate teacher candidates are licensed in the areas they teach. Student teacher supervisors are experienced full or part time professionals with relevant school experience, NY state teacher certifications, or strong qualifications that give their evaluations credibility in context. Because most secondary education programs select specialized field supervisors, it is most likely that supervisors will be certified in the exact area as the student teacher in these areas. In other areas, supervisors certified in the exact field of each student teacher are matched as possible with a broader interpretation of “qualified personnel.” As possible, matches are as direct, because of rural settings, sometimes supervisors are assigned more than one student within a school or district.

*Contemporary professional experiences for clinical faculty* In recent years, through the Center for Excellence in Urban and Rural Education (CEURE), the Buffalo State Professional Development School (PDS) Consortium has awarded approximately 12 [action research mini grants](#) each year to its “at standard” PDS sites through funding provided primarily by the

CEURE. Teams at each school, which may include teachers, BSC faculty, and teacher candidates, conduct studies on a variety of practice-focused topics using a systematic process of inquiry, data-collection, analysis, and reflection. Some contemporary professional experiences in school settings that education clinical faculty have in school settings are illustrated in topics of action research reflecting work of public school faculty. Action research projects are presented at the annual PDS [Retreat](#) in September, providing a venue for sharing of research and best practice. CEURE also intends to publish a new journal, the [Journal of Inquiry and Action in Education \(JAIE\)](#), that will highlight action research of community partners through the Woods-Beals Endowed Chair.

[Psycho-educational workshops](#) available free of charge to PDS partners to assist educators in program development related to a number of specialized topics.

### **5b. Modeling best professional practices in teaching**

*Instruction reflects conceptual framework, research and development* At both the **initial** and *advanced* levels, faculty members have a thorough understanding of the content they teach. Their teaching reflects the unit's conceptual framework and research, theories, and current developments in their fields. Program key assessments are linked to the conceptual framework and all coursework is aligned to the conceptual framework using descriptions within the syllabi. Additionally, [faculty research](#) as well as [school faculty action research](#) that is funded through on-campus or external resources or agencies requires current research and developments. Faculty publications constitute contributions to appropriate fields. The instructional strategies and assessments modeled by faculty are presented to some extent within the syllabus and similarly reflected by candidate course evaluations, peer observation, faculty self reflection (and report) and faculty annual reports that specify teaching activities and approaches--guiding subsequent faculty performance evaluation. All assessments within a course are delineated in the syllabus. Key assessments necessary for transition through candidacy are made clear to students during advising. Minimum program parameters for candidacy are established by the unit and programs subsequently inform candidates of exact gateways along with necessary performance on key assessments.

*Encouragement of candidate strategies including dispositions* The unit faculty encourages the development of reflection, critical thinking, problem solving, and professional dispositions incorporating these skills and dispositions into coursework and providing instructional support for continuing professional development through advising. Coursework including activities and key assessments are aligned with the unit's conceptual framework. This written documentation provides the guidelines for instruction and candidate performance. At Buffalo State, advisement is mandatory for all undergraduate students--candidates meet regularly with their assigned departmental faculty advisors to assess their progress every semester prior to course registration. In the event that a candidate is not yet ready to proceed to the next level of his/her program, several options are available. If the candidate is experiencing personal or health-related problems, he/she can be referred to the college's [Counseling Center](#) or the [Weigel Health Center](#). EOP candidates having difficulties of an academic nature can be encouraged to obtain the services of the [Academic Support Center](#). The Center's mentoring program is certified by the [College Reading and Learning Association's International Tutor Program Certification](#) (CRLA's ITPC) which is endorsed by the [National Association for Developmental Education](#), [Commission XVI of the American College Personnel Association](#), the [American Council of Developmental Education Associations](#), [Association for the Tutoring Professional](#)

and the [National Tutoring Association](#). The English Department supports a Writing Center to assist writers from all disciplines. Additionally, there is a [Writing Help Desk](#) sponsored by the E.H. Butler Library. Tutoring and other support services are also available through the [Academic Skills Center](#). Candidates may also be advised into courses that have potential to provide them with remediation in the area(s) presenting difficulty (e.g., additional courses in mathematics). If the advisor anticipates that the candidate does not have the initiative or potential (based on academic performance) or dispositions to successfully complete a teacher education program, he/she may be referred the Career Development Center to investigate other career options.

**Faculty modeling of strategies and assessment** Student report of their perceptions of course characteristics are profiled for education majors by the National Survey of Student Engagement administered at Buffalo State as well as the advising survey piloted in Fall 2007 by the unit.

**Faculty reflect diversity** Unit faculty instruction reflects knowledge and experiences in diversity as outlined within each syllabus. Additionally, most education faculty choose to collaborate with one or more of the projects in the CEURE. Finally, many faculty have professional associations with campus, state, and national organizations that provide an opportunity for active participation, leadership, publication, and peer networking.

**Incorporation of technology** Faculty incorporate the use of technology into instruction in the ways presented within each syllabus. Additionally, they use campus resources for the presentation of course information, advising, and personal professional development activities. [Annual funding sources for technology](#) include the Academic and Scientific Equipment and Academic Equipment Replacement Funds (used to pay equipment leases; purchase additional hardware for faculty and staff that do not fall under Faculty Staff Computer Funds), Technology Fee funding (funds advancements in technology integration for the schools), Lab Replacement (funds a 4-year replacement cycle for labs), Smart Classrooms (pays for new equipment and replaces broken or obsolete equipment in existing rooms), Smart Cart Replacement (used to replace broken or obsolete equipment on existing carts), Faculty Staff Computer Fund (funding for a faculty and staff computer purchase/replacement program), and ADA Compliance (small fund in Finance and Management to provide needed accommodations for faculty and staff).

Syllabi reflect the degree to which each professor is committed to integrating content related to the [use of technology](#) and commitment to working effectively with diverse students including students with disabilities. Additionally, evaluation of assignments specified is aggregated by faculty at semester end to calculate candidate grades and also provided to the program in order to guide future decision-making and change. Assessment strategies identified in the syllabus are testimony to the faculty member's commitment to use multiple forms of assessment and performance-based assessment to evaluate candidates' knowledge, skills, and dispositions.

### ***Candidate evaluation of faculty teaching***

Evaluation of Faculty by **Initial** Program Candidates

Measure	Indicator	Scale	Mean	St Dev
Alumnae Survey 06-07	<a href="#">Factor 1: Satisfaction with Quality of School Activities</a> (4 items)	1 to 7 N=63	4.82	1.21
Exit Survey 06-07	<a href="#">Factor 1: Quality of Instruction</a> (2 items)	1 to 7	5.14	1.09
	<a href="#">Factor 8 – Satisfaction with Faculty and Courses</a> (4 items)	N=351	5.50	1.04
	<a href="#">Factor 9 – Administration Services</a> (3 items)		4.56	1.46
	<a href="#">Factor 10 – Support Services</a> (3 items)		5.09	1.22



<a href="#">Advising Survey</a> , Fall 07	Faculty Knowledge (7 items) Faculty Skills (14 items) Faculty Dispositions (14 items)	1 to 4 N=210	3.29 3.25 3.27	.68 .70 .69
National Survey of Student Engagement 06-07	<a href="#">Faculty Strategies (18 items)</a>	1 to 4	2.66	.83

Evaluation of faculty by *Advanced* Program candidates is done within programs

Evaluation of courses and hence individual instructors of those courses are completed on a course by course basis and candidate feedback is reported in faculty individual annual reports under the section of the template entitled “Teaching Effectiveness.” The system works consistently to provide feedback to individual instructors while also providing an opportunity to raise attention to significant issues. Based upon the individual annual evaluations requiring faculty to assess their own effectiveness and participate in professional development which lead to improvements in knowledge, skills, and abilities, faculty make changes and/or are acknowledged for their strengths. Efforts to adopt a single instrument of faculty performance evaluation across the unit have been considered “not in accordance” with United University Professions (UUP) contract policy. However, in reviewing faculty activity, it seems apparent that performance is effectively evaluated within each school, governed by by-laws and administered with consistent procedures established by the individual schools.

Faculty who apply for renewal of appointment, continuing appointment (tenure), promotion and/or discretionary awards are required to submit evidence documenting their performance in all areas, including their teaching effectiveness. In order to earn the rank of full professor, the faculty member must provide evidence of teaching effectiveness as indicated by student, peer, and administrative personnel as well as appropriate research and scholarship. Recommendations for promotion need to be supported by the department chairperson, students, colleagues and personnel committee.

***Faculty self assessment of teaching*** To assist faculty in self assessment of effective teaching practices, [Buffalo State is a partner in the Carnegie Academy for Teaching, Scholarship, and Learning](#) (CASTL) which encourages faculty to use scholarship to enhance teaching and subsequent candidate learning. CASTL represents a major initiative of the Carnegie Foundation for the Advancement of Teaching, building on a conception of teaching as scholarly work and supporting the development of a [scholarship of teaching and learning](#) that fosters significant, long-lasting learning for all students, enhances the practice and profession of teaching, and brings to [faculty members’ work](#) as teachers the recognition and reward afforded to other forms of scholarly work.

There is also an optional faculty self-assessment survey called the [Teacher Education Unit Faculty Reflective Self-Assessment of Teaching Practices](#) that was designed and approved by the unit for faculty use to guide their self-assessment. In its first implementation, it was completed anonymously and submitted to program chairs. However, it is currently used for self evaluation only, and not as a unit-level assessment of teaching effectiveness. Additionally, many faculty incorporate formative evaluation in addition to summative evaluation which is subsequently captured in their end of year (annual) reports.

### **5c. Modeling best professional practices in scholarship**

***Types of scholarly work*** Buffalo State [policy on renewal and promotion](#) defines examples of research, scholarship, and creative activity.

***Scholarship types and relationship to teaching*** In policy developed and proposed by the College Senate Instructional and Research Committee and accepted for adoption by the president of Buffalo State in 2003, [Scholarship Encompassing Applied Research and the](#)

[Scholarship of Teaching](#) has been defined and support systems developed: The mission of the Scholarship Support Program (SSP) is to provide high-level conceptual and technical support for Buffalo State faculty and staff members engaging in scholarly activities. The SSP at the Center for Health and Social Research was initiated as a direct result of the Buffalo State strategic planning process, which identified the need to coordinate and integrate research opportunities throughout the campus. A [listing of SSP available services](#) indicate support for faculty. Accomplishments that suggest continued growth and high potential can include but are not limited to these types of scholarship: discipline based research, including creative activities; interdisciplinary research; and multi-disciplinary research, applied research, and scholarship of teaching. CASTL work plus summaries of scholarly activities listed in vitae and individual annual reports profile scholarly work by teacher education faculty. Displays of faculty work are regularly shared in public buildings.

Additionally, the [Research Foundation \(RF\) of State University of New York](#), the largest university-connected research foundation in the world, enables discovery through strong, behind-the-scenes support of research education and public service. Under formal contract with the university, the RF administers more than 5,000 sponsored programs being conducted at the 29 state-operated campuses of State University of New York. There is a local office of the SUNY Research Foundation that sponsors activities such as the [Annual Faculty/Staff Research and Creativity Fall forums](#) whose goals are to develop, encourage, and support Buffalo State faculty/staff research, creativity and scholarly work.

Opportunities for financial support of scholarly ventures through resources both internal and external to the school are extensive.

#### **5d. Modeling best professional practices in service**

*Types of service expected* At Buffalo State, public, university and professional service can be documented in the following ways: by participating on departmental program and service committees, by regularly providing students with accurate academic advisement and information about college services, by involvement in community service and professional organizations, by taking on administrative responsibility or a major leadership role for a campus, committee or professional organization, by substantive letters of recommendation which cite and describe the success of specific contributions, by taking an active role in the resolution of issues in professional or community organizations, by involvement at state and national levels, and by honors, awards, grants or recognition received for public, university or professional service. Formal expectations guide full faculty to make annual commitments to the three areas, teaching, scholarship, and service.

*Faculty engagement in service* Documentation of tenure track faculty is revealed in the individual annual performance report which requires detailed description of activity in each area. Documentation of part time and field personnel is contained in their summary activity vitae.

#### **5e. Unit Evaluation of Professional Education Faculty Performance**

*Unit evaluation of faculty performance* Each full-time faculty member in the teacher education unit as well as faculty members across campus uses a standard [Individual Faculty Information Sheet](#) to guide his/her submission of work and subsequent evaluation by the chair or director. The timeframe for review of all faculty is July 1 of a year to June 30 of the following

year. Information submitted is used in preparing departmental annual reports (format of which is also prescribed by the institution) and possibly, requests for discretionary salary increases.

With this instrument and through subsequent evaluative interviews including vita updates, faculty are requested to identify, describe, and document, if appropriate, activities that relate to their teaching effectiveness; professional development; professional presentations; scholarship, research and creative activity; and service to the college, community, and the profession on an annual basis. In addition, faculty are encouraged to describe activities related to improvements of student learning, activities that foster student development, and activities of significance in their own professional development in these annual reports. Faculty promotions are shared on campus through the campus newsletter, the Bulletin. The template for vita suggested for education unit faculty is organized in a format that facilitates review of relevant areas. The evaluations are used to improve teaching, scholarship, and service both proactive and retroactive to actual performance. Each year, new performance goals are established for the following year which will guide continuing growth. Goals and accomplishment from the previous year are reviewed.

Currently, the teacher education unit is piloting the use of TaskStream as an on-line tool in which faculty can create a Faculty Development Portfolio, whose template mirrors the annual report form from Academic Affairs. Future plans for the integration of the faculty evaluation portfolio with TaskStream involve the creation of an assessment instrument to be designed to streamline the annual review process as part of the college's process for awarding Discretionary Salary Increase to faculty who demonstrate exemplary work in teaching, service and scholarship. This pilot will be replicated for school-based faculty, by creating a professional portfolio template that is aligned to the annual teacher review requirements established by the NYSED Commissioner. School-based faculty will also have access to a Teacher Education Toolbox, from which they can download unit policies and procedures, lesson plan templates for teacher education candidates, and unit assessment instruments.

The provisions of the [Agreement between the State of New York and United University Professions](#) (UUP) (union) define performance of the professional education faculty at Buffalo State. This agreement stipulates the processes for tenure and promotion. Non-tenured faculty performance is evaluated periodically--evaluation is required at critical points for tenured faculty. The **initial** appointment of faculty members is for a two or three-year term. A systematic review of the faculty member is completed by the department personnel committee and department chair, and forwarded to the dean in the year prior to the last year of the appointment term. Contracts can be extended for one to three years, with a review occurring again in the year prior to the last year of the appointment term. This process continues until the faculty member is awarded tenure.

## **5f. Unit facilitation of professional development**

*Relationship of professional development to faculty evaluations and instruments*  
Professional development is one of the evaluation criteria listed in the [Performance Evaluation and Professional Development System \(PEPDS\)](#). Within an action plan, at least one area of professional growth should be listed and may focus on an area 'in need of improvement' from a previous evaluation or related to an employee's new responsibilities or future career goals." [Examples](#) are provided to guide contributions faculty professional growth and development. To accomplish professional development goals, the following options are available: skills-based training, job assignments, and developmental relationships. Critical components of an effective

plan must include assessment, challenge and support. The office of the Provost of Professional Development on campus is focused on [individual \(faculty/staff\) development](#), instructional (learning process and modalities) development, and organizational (department chairs, directors, administrators) development.

*Professional Development activities offered* [Professional Development Resources](#) available on campus are extensive. Many institutional resources have a variety of options related to relevant topics for teacher education unit faculty. Other more discipline-specific professional development opportunities may be identified by faculty, themselves in creating their plan or reviewing activities.

The [SUNY Center for Professional Development](#) (SUNY CPD) is a cooperative, voluntary organization funded by its members and the SUNY system. Located under the Office of the Provost and Vice Chancellor for Academic Affairs, the SUNY CPD creates and delivers customized programs for skill and knowledge development in various technical, and teaching and learning areas. The [SUNY Teaching, Learning, and Technology Cooperative](#), in partnership with the SUNY Training Center, offers eight-week, noncredit, online professional development courses. The TLT supports SUNY Campus Teaching and Learning Centers (TLCs) across the state through initiatives such as its Cooperative and the Professional Development Forum. TLT also supports research on SUNY online teaching practices. A specialized support library is also available through the group.

The Faculty Development Subcommittee of the Teacher Education Council has the goals to examine and progress an agenda to support education faculty professional development needs. Advancements and issues explored are reported on regularly at TEC meetings and are recorded in the minutes.

*Frequency of participation in professional development*

2007 Faculty Reported Scholarly Work, Professional Development, and Service

	# Faculty involved (out of 228 total)	Number of projects
<a href="#">Publications and/or Grants</a>	141	489 (06-07)
<a href="#">Professional Development</a>	84	270 (06-07)
<a href="#">Service including memberships</a>	219	1207 (06-07, some ongoing)

PLEASE LINK TO COMPLETE TABLES

[Standard 5 Strengths and Research](#)

**STANDARD 6. UNIT GOVERNANCE AND RESOURCES**

**6a. Unit leadership and authority**

*Management of education programs* The “teacher education unit” describes all professional/teacher education programs at Buffalo State. The unit is guided by the Associate Vice President for Teacher Education, Dr. Ronald S. Rochon, who also serves as the Dean of the School of Education.

As Dean of the School of Education, Dr. Rochon is responsible for the annual faculty review cycle for education faculty within the School of Education. As head of the teacher education unit, Dr. Rochon is responsible for approving all teacher education programs and for registering teacher education curricula with the New York State Education Department. Final appointment to the teacher education faculty requires the initial recommendation of the prospective candidate’s department chair and a favorable endorsement by the candidate’s faculty dean. When the recommendation for appointment is forwarded to the Provost and Vice President for Academic Affairs, the Provost consults Dean Rochon for his approval of the

appointment. The Provost ultimately makes the final appointments to the teacher education unit for Academic Affairs. [School of Education by-laws](#) define performance review of the dean.

The unit manages and coordinates the planning, delivery, and operation of education programs through the office of the Associate VP for Teacher Education, who is advised by the Teacher Education Council (TEC). Dr. Rochon provides leadership and a central point of coordination for all education-related activities on campus. Guidance and recommendations are reviewed and proposed by the Teacher Education Council (TEC) which contains representatives from each education program. The TEC is responsible for ensuring necessary and productive dialogue between and among teacher education faculty across the entire college; facilitating the assessment, evaluation, and development of teacher education curricula; and communicating recommendations for teacher education program improvements to appropriate campus personnel, including the unit head. Representatives take issues and topics to their individual faculty department and programs, seeking input from related faculty, community partners, and candidates working directly with programs. The supervision of the TEC is often supplemented by appropriate subcommittee involvement. The TEC has five subcommittees: unit assessment, program assessment, faculty development, policy review, and field/clinical experience (PDS). [TEC committee descriptions](#), [faculty voting list](#), [by-laws](#), and meeting minutes (see exhibit room for standard 6) are posted on the School of Education website for review by all unit stakeholders.

Additionally, each school has committees and there are additionally supportive committees of the Committee Senate whose work may inform activities. [College Senate Standing Committees](#) include the following: [Academic Plan](#), [Ad Hoc Graduate Issues](#), [Budget and Staff Allocation](#), [Bylaws and Elections](#), [Curriculum](#), [Instruction and Research](#), [Faculty/Staff Welfare](#), [Standards for Students](#), [Student Welfare](#). There are currently 10 education unit faculty serving in some capacity on the College Senate (2007-2008 school year).

There are three Standing Committees established as a core for the School of Education which also accept as part of their charge, the possible extension of their work to the unit operations includes encompassing members of unit faculty within their membership. Those committees are the Agenda, Bylaws and Elections Committee, the Instruction and Curriculum Committee, and the Budget and Staff Allocations Committee. There is also a Teacher Education Recruitment and Retention Committee to address the recruitment and retention of students of color within professional education programs whose activities are guided by the CEURE. The Teacher Advisory Committee consists of about 60 teachers and administrators from western New York State who provide external input to the unit. The Student Advisory Committee consists of a constituent group whose membership is derived from members of the Teacher Education Diversity Club, the college student chapter of the Council for Exceptional Children (CEC), the college student chapter of the Association for Childhood Education International (ACEI), and the Professional Development (PDS) Consortium. Committees have been involved in the development of the mission and conceptual framework revision, in work with the unit on the assessment plans, and in feedback for program improvement.

School of Education faculty also belong to other committees with unit focus: Senate Curriculum, Senate Instruction and Research, Recruitment and Retention advisory, PDS Advisory, Student Leadership Award, Who's Who, Campus Safety Forum, President's Medal/Chancellor's Award, Agenda and Bylaws, Budget and Staff Allocations, Research, United Way, Undergraduate Programs, Graduate Programs, Budget, By-Laws and Elections, Personnel, Library Liaison, Social, Student Health Advisory, Technology, Auxiliary Services Grant Allocation, Intercollegiate Athletics Board, President's Medal, Engel Humanitarian Award, and

Student Affairs (committees). Faculty actively support memberships in student organizations sponsored on campus, targeting majors or subgroups. The associate deans from the four Schools are also members of the Research and Creativity Council, the Banner Stakeholders Team, the Information Services and Systems (ISAS) Advisory Council, the University College Advisory Board, the Academic Appeals Committee, the Enrollment Management Operations Group, and the Academic Misconduct Committee, serving as representatives from their respective schools, advocates for their programs and candidates, and liaisons for the Deans and faculty.

Additionally, there is a School of Education Strategic Planning Committee that has met regularly since the reorganization of Buffalo State created the School of Education (Fall 2005). This group meets regularly with the teacher education unit because their direction will inform the unit of changes which will come to involve all programs with appropriate adaptation.

Minutes are kept of discussions at meetings and documentation is made available to members of the unit through the Buffalo State general and education websites. Furthermore, TEC and Dean updates are systematically integrated into review of written policies such as handbooks during their cyclical revisions.

***Members of the professional community who participate and ways*** Members of the professional community who are invited to participate in unit operations include the following: education faculty, administrators (including leaders) of education faculty (who work with but are not education faculty), institutional administrators such as the Provost, the Vice President of Curriculum and Assessment, or representatives from Institutional Research, and community partners including cooperating teachers, administrators at field placement schools, and policy makers on school board or representatives of the district. In some instances, parents of P-12 students have been asked for their input and feedback as well as perceptions and suggestions. Members of the Teacher Certification Office are regular participants in unit operations at many levels along with program field placement coordinators and student teacher supervisors.

In the past, constituent groups related to specific topics have been selected to participate in focus groups to provide guidance on those issues and to suggest possible initiatives. Also, many groups are surveyed (including alumni, exiting seniors, cooperating teachers, school administrators, etc.) also related to various topics relevant to unit operations, particularly perceived program or candidate performance effectiveness.

***Ensuring candidate access to student services*** The Buffalo State Teacher Education Unit Strategic Plan (TEUSP) Item 1.5.1 specifically defines the institutional student support goal to: “Review and adjust advisement systems and programs to ensure comprehensive support for each student.” This goal will be served primarily by the existing Blue Ribbon Committee on Advisement (appointed as part of retention initiatives and reports to Associate Vice President, Undergraduate Education). The Teacher Education Unit and the School of Education faculty are stakeholders in this institutional mission as well as focusing on program and unit level advising issues.

The unit ensures that candidates have access to student services such as advising and counseling through several vehicles. For the pre-education or non-declared major who is supported through the institution’s general admissions program, support services are identified upon entry to Buffalo State and continue to be available through support offices including specific descriptions and contacts on the university website.

[University College](#) assists the teacher education unit in providing a strong foundation for academic achievement and success through programs such as [First Year Seminars](#) (to explore

more about specific majors within education), the [College Writing Program](#), and specialized [Learning Communities](#), including those [focused specifically on Education](#).

If the student is full time, a permanent U.S. resident, and either requires special services due to a disability, or is a first generation college student, or comes from an economically disadvantaged or low income home, he/she is eligible to participate in additional support services funded through a [Title IV grant](#) to Buffalo State. Supplemental services include an Academic Advisement Center, Academic Intervention, an [Academic Skills Center](#), the [Academic Standards](#) (advised on academic progress and financial aid eligibility) office, the [Collegiate Science and Technology Program](#) (C-Step), the [Educational Opportunity Program](#) (EOP), and/or the [Success Track for Academic Readiness Program](#) (STAR), as well as the regular [Student Support Services Program](#) (SSSP) offerings.

Additional help available to all students include academic advisement newsletters, defined academic policies and procedures as well as detail on academic resources, and general information such as the [Family Educational Rights and Privacy Act](#) (FERPA), [tutoring services](#), use of technology services on campus, etc. [The Family Connection](#) is a web site developed to help a student's family members understand and explore some of the many elements that make up a student's college experience. Students may be honored by the Student Support Service Program through an annual recognition event. The campus Educational Opportunity Program uses a student retention instrument entitled the College Student Inventory, produced by [Noel-Levitz Inc.](#) This system includes having new students complete surveys of their satisfaction with different areas of campus life. Students reflect on areas of concern and identify resources on campus that may facilitate resolution.

Help available to students related to advising and counseling is most readily available through access to the Buffalo State web-site. Academic interventions are provided including [topics suggested to discuss with the academic advisor](#).

The college's English Department operates the campus Writing Center, a place in which department-trained peer tutors assist students with their writing. Referrals are made directly to candidates who demonstrate a need for writing skill development.

Within the teacher education unit, advisors are assigned to candidates within individual programs. The same advisor maintains candidate support through transition points and to program completion. If significant issues such as a student complaint or academic probation arise, the advisor or candidate may choose to seek further assistance and support from his/her respective Dean's Office. [Formal grievance procedures](#) are shared so that processes of resolution can be initiated and followed up with attention by administration. These two advising processes that may come through the deans offices of Teacher Education are carefully documented and that data aggregated periodically for review. In some instances, the advising issues may inform advising or even program changes.

***Recruiting and Admissions policies*** The Teacher Education Unit identifies potential education majors through several venues. First are students who self-identify during initial admission to Buffalo State. Initiatives are conducted by the unit to attract undeclared majors to the education field. The diversity initiative organized through CEURE conducts annual workshops focused on opportunities in education. Publicity information is developed at the unit level to describe education offerings and for subsequent distribution to potential candidates of all types--traditional high school students, non-traditional adult students, students from diverse populations, transfer students, post-baccalaureate students seeking certification only, current educators seeking permanent of professional certification or further state mandated graduate

degrees etc. When questions about education are fielded through the central Buffalo State phone number or website, the inquiries are matched to an appropriate education resource so that personal contact can be made. A multitude of opportunities to present program to the community are available through strong community partnerships.

Each professional education program within the unit establishes and maintains its own transition point for candidate admissions. Information on transition points is shared during advising when students declare an education pre-major and an education-specific faculty member is assigned to that student. It is the advisor and student responsibility to ensure that necessary steps are taken so that formal admission to the education program is accomplished and progression is assured for each candidate.

***Ensuring unit information is accurate*** Candidates in the unit are admitted to Buffalo State, and then into their school preparation program at the **initial** and **advanced** programs. Criteria for admission are stated in the individual programs descriptions in the [Undergraduate Catalog](#) and the [Graduate Catalog](#).

The unit ensures that its academic calendars, catalogues, publications, grading policies, and advertising are current and accurate by coordinating this type of information at the level of the Associate VP for Teacher Education. The unit subscribes to the dates and information prescribed by the institutions (such as academic calendars and the format of publications, and grading policies). [Advertising](#) and any media [promotion](#) occurring within the institution is coordinated through the [College Relations office](#) of the institution.

## **6b. Unit Budget**

***Budget supporting programs and comparison*** The unit receives funding and budgeting fairly parallel to other units across campus. The success of Teacher Education Unit proposals for additional funding such as faculty lines, technology resource support, or classroom space reflect institutional priorities as well as the competitiveness against similarly timed proposals from peer units. In some cases, collaboration is possible such as a recent review of products to support aggregation of data. In others, the requests are specialized to the unit, such as requests for funding of clinical and field setting classroom settings. Additional budget information is available.

***Financial support for professional development*** Through the teacher education unit and the campus, there is a multitude of opportunities to apply for financial support of faculty professional development opportunities. Deans of respective schools decide how to allocate the monies among departments reserving some for dean's level requests. Departments subsequently establish guidelines for faculty. Faculty may receive departmental funds and subsequently request additional supplement for items such as travel at the level of the dean's office. Education faculty members may additionally seek funding from the Dean for the School of Education as he guides the education unit. The union provides some additional resources for professional development. Faculty in the unit serve as principal investigators or as participants in externally-funded projects that result in approximately half of the external revenue that comes to the college. Unit faculty are [active on a variety of grants](#) and continue to write proposals for further funding.

***Budget changes that affected quality*** Significant changes to the budget since the previous visit include funding of temporary and permanent positions related to the administration of the Teacher Education Unit.



## 6c. Personnel

***Workload policies*** Teacher education faculty maintain a teaching load of 9 to 12 hours of coursework, supervision, or a combination of coursework and supervision per semester (or approximately 18 to 24 hours per academic year). Guidelines are mandated and reviewed through a collective bargaining agreement contained in the United University Professions (UUP) contract. Full time faculty in the SUNY system belong to and are encompassed by guidelines prescribed within the contract as negotiated through the union. This ensures consistency in the workload and responsible activities of faculty members. Non-union (part-time) faculty workloads are prescribed by the same guidelines for consistency. Additionally, there has been some form of a faculty review sub-committee actively maintained by the Teacher Education Council to represent unit faculty interests and allow review of past, current, and future possibilities. The subcommittee represents faculty from across all education programs.

***Actual workloads*** [Actual coursework assignments](#) may vary by school. Actual faculty workloads are documented by each dean, each semester (e.g. [Exceptional Education department workloads, Fall 2008](#))

***Workloads and class size allow faculty to engage in other*** Faculty with active research agendas and/or funded grants and projects have an opportunity for a reduction in course load. [Faculty course loads](#) are equitable; each unit assigned to faculty equates to 3 credit hours of course time. The placement and supervision of candidates in schools may also be factored into load. Faculty are engaged in advising, scholarly work and service as part of their assigned load. Evidence of faculty productivity supports that the assigned load provides time for faculty to engage in teaching, scholarship, and service.

Faculty new to the institution typically receive reduced teaching responsibilities (less than 12 credit hours) during their first semester at Buffalo State. New faculty generally are expected to assume advisement responsibilities only after they have become knowledgeable about academic requirements at the institution. Faculty involved in teaching courses through distance learning and/or on-line are released from some responsibilities so that they may devote sufficient time to acquire skills related to new course delivery formats and/or required instructional technology. Judgments on course release are made on an independent basis by the program director or department head and approved by the Associate Vice President for Teacher Education.

***Use of part-time faculty*** The use of part-time faculty enhances the opportunity for diversity in experience and educational background for teacher education candidates. Faculty working within the teacher education unit all must use the syllabus template and approved curriculum as developed by the unit and approved by the Senate Curriculum committee. Clinical faculty are valued colleagues who are perceived as regular members of the teacher education faculty. Part-time faculty are selected on the basis of any combination of the following: their exceptional work in P-12 schools, a history of excellent supervision of candidates completing their practica experiences, and/or outstanding knowledge and skill in their respective areas of expertise. Part-time and/or full-time temporary faculty are selected for their potential to significantly contribute to the professional development of candidates due to their professional expertise as well as current or recent experience in P-12 schools. The integrity and coherence of curriculum integrity is assured through these safeguards. The quality of instruction is evaluated within each course and course evaluations are reviewed first at the program, then departmental, and finally at the unit level.

**Unit Support Personnel** Staff support for faculty is provided through their academic department, and all faculty have access to the assistance of support personnel. There are currently 20 secretaries or support staff for the unit. A librarian is assigned as a liaison with the professional education faculty. The Teacher Certification office, Accreditation Office, and Dean's office are unit administrators who also provide ongoing support services.

#### **6d. Unit facilities**

**Adequacy of unit facilities** Institutional facilities available for use by the unit are a strength in recruiting and retaining students. Buffalo State is a campus of 115 acres containing 37 buildings. Significant resources on campus influencing the education unit include the [Great Lakes Center for Environmental Research and Education](#) including the [Dick Smith Teaching Pavilion](#), the [Burchfield-Penney Center](#) (art gallery), the [Whitworth Ferguson Planetarium](#), and the [Performing Arts Center in Rockwell Hall](#), and the [E.H. Butler Library](#)

#### **6e. Unit resources including technology**

**Information technology resources and evidence** There are over 1500 computers for student use as well as over 1000 computers dedicated to faculty, 44 general (meaning any faculty member from any academic department may be scheduled to teach in one) purpose 'smart' (equipped with state-of-art instructional technology hardware) classrooms, [each school has dedicated lab space](#) for use by relevant programs which allows technology profiles to be developed specific to needs, there are campus distance learning labs and a [Faculty Resource Center](#) located in the E.H. Butler library. [Other campus technology resources](#) are extensive.

During the 2007-2008 school year, current technology groups on campus are being evolved evolution into a centralized communications group named [Information Systems Access Communications](#) (ISAS), for which there is an advisory council (comprised of faculty, professional staff and associate deans) and an advisory board (comprised of deans and vice presidents). As a basis for continuing work, the group will review goals and subsequent plans developed and owned by constituent groups. A clearly defined [technology plan](#) for campus is approved and ongoing activities continue to be implemented, evaluated, and supervised by the project teams and ultimately, the ISAS groups. For individual projects such as the transition to a new student services system (Banner), education unit administrators continue to act as stakeholders during project planning and progression. Education unit faculty also review technology funding opportunities and submit proposals for smaller and larger scale technology projects. The strong collaboration with technology partners continues to be crucial to ongoing success of education faculty both in teaching and in unit operations.

**Evidence of use** Education faculty request and are [assigned to teach in smart classrooms](#) each semester. Use of each device in each smart classroom is [tracked each month](#) in order to understand faculty needs and future purchases. Additionally, they use the [distance learning lab and video conferencing center](#). Some faculty offer entire [courses on-line or through distance learning](#) while many others have [Angel sites](#) to supplement their classes. As part of [technology coursework](#), relevant experiences and products for teacher education candidates are evaluated formally and grades become part of the permanent candidate record. Allocations of funding to technology equipment is documented in unit budgets.

**Resources for unit assessment system** Resources available for the development and implementation of the unit's assessment system include the following: personal computers where candidate performance evidence is recorded and aggregated, email accounts, Outlook

calendar to facilitate scheduling, SPSS, Access, Excel, and FileMaker Pro to assist in the creation of reports, Banner student management system, Degree Navigator for candidate audits, and the STARS (Student Tracking and Registration System) system used to examine candidate attributes.

*Library and curricular resources* E. H. Butler Library is a significant campus resource for teacher education faculty and students. The library serves the Buffalo State community with more than 530,000 books, 12,000 audiovisual items, subscriptions to hundreds of print periodicals, over 100 databases that provide full-text articles from more than 27,000 serials and journals, and multimedia databases that offer sound files and images. Butler Library databases are accessible both on and off campus, allowing faculty, staff, and students to conduct research any time of the day or night right from their desktop.

### **Standard 6 Strengths and Research**