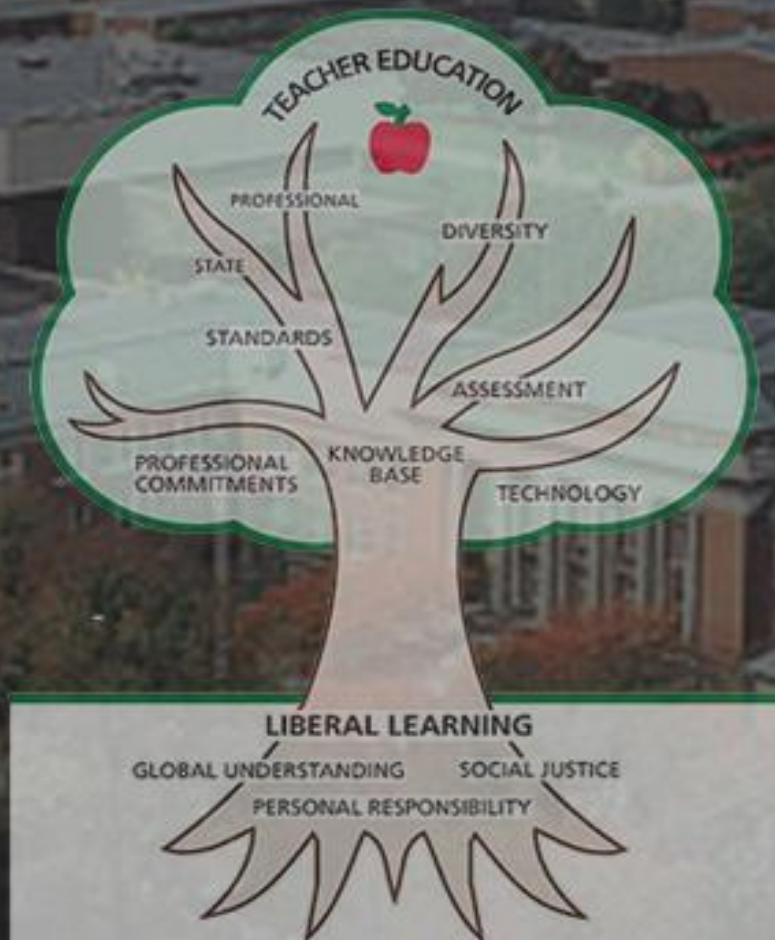


# State University of New York College at Cortland Institutional Report

Prepared for  
NCATE Board of Examiners Visit  
March 20-24, 2004



*State University of New York College at Cortland*  
**Institutional Report**

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Note to Readers: This report contains numerous links to online documents. These links are indicated by underlined words within a sentence. The complete report can be read offline but the links with additional information will not be available. There is a list of abbreviations and definitions at the end of the report.

## I. INTRODUCTION

### **Overview of the Institution**

The State University of New York College at Cortland (SUNY Cortland) is located in the geographic center of New York State, on the north-south Interstate Route 81 corridor, approximately 40 miles from both Binghamton, a small city, and Syracuse, a large city. The area is characterized by farmlands, rolling hills, and seven valleys surrounding Cortland.

SUNY Cortland has a long and rich history as a teachers college. The institution was originally established in 1868 as a Normal School, becoming a State Teachers College with four-year programs in 1941, and officially joining the SUNY system in 1948. In 1961, Cortland became the State University of New York College at Cortland, assuming a new role as a college of arts and sciences, with the liberal arts program introduced in 1963. Today, SUNY Cortland graduates the most teacher certification candidates in New York State and consistently ranks among the top ten institutions in the country in this respect, ahead of much larger institutions such as the Pennsylvania State University, the University of Florida, and Ohio State University.

The College is organized into the School of Arts and Sciences, the School of Education, and the School of Professional Studies with teacher education programs housed in all three schools. The School of Education was created on July 1, 2003 by splitting the former School of Professional Studies, in order to provide a structure that more adequately supports and promotes the College's largest teacher preparation programs and which is more consistent with predominant models nationwide. Nevertheless, all three schools continue to house teacher education programs, reflecting the College's viewpoint that the entire institution and the entire faculty share responsibility for preparing future teachers. Overall, SUNY Cortland has 63 teacher education programs, with these programs collectively making up the Teacher Education Unit. The Provost and Vice President for Academic Affairs oversees all curriculum in the College and in this capacity, she serves as the official Unit Head of the Professional Education Unit. She has delegated the day-to-day operation of the unit to the Dean of the School of Education.

### **Mission of the College**

SUNY Cortland offers undergraduate and graduate programs to the master's level and the post-master's Certificate of Advanced Study. Although its historical strength is teacher education, the College is committed to building and maintaining a comprehensive curriculum of the highest quality, seeking to build upon traditional program assets while enhancing excellent programs in the arts, humanities, and sciences. The College is one of thirteen comprehensive four-year colleges in the SUNY system.

Consistent with these commitments, SUNY Cortland immerses its candidates in a broad-based general education program, and expects them to gain skills and knowledge

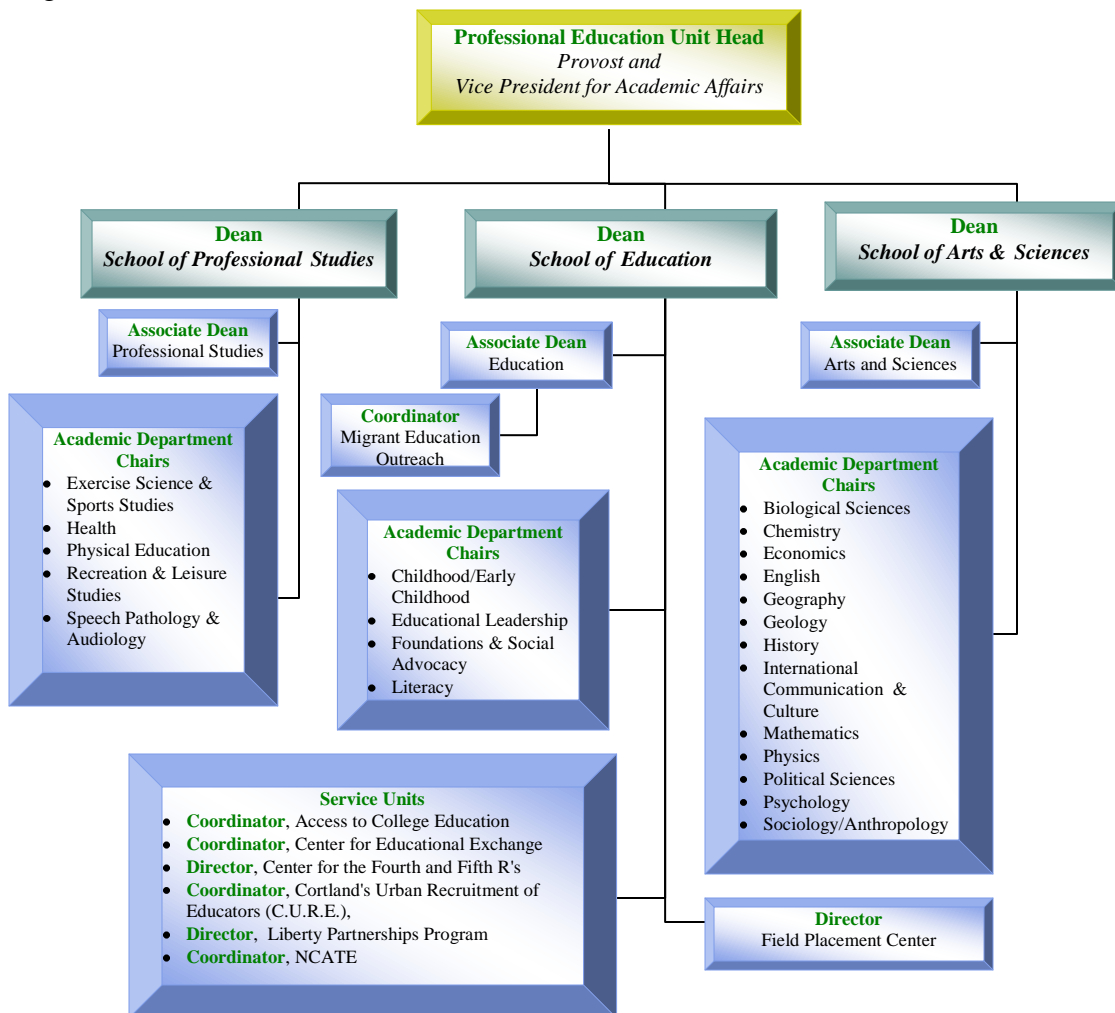
in their discipline, develop oral and written communication skills, think critically, utilize technology in their studies, and acquire fundamental life skills and values.

Further, as explained in the Mission Statement, [\*Making a Difference: Educating for the Common Good\*](#), SUNY Cortland places great emphasis on a service orientation and instilling in the candidates an eagerness to “make a difference” in their community. As stated in that document, “The SUNY Cortland faculty, staff and administration, together with dedicated alumni, all work toward preparing our graduates to make a difference in the lives of others.”

**Characteristics of the Unit**

Teacher Education at SUNY Cortland is a campus-wide responsibility with the Provost and Vice President for Academic Affairs as the Unit Head. The Professional Education Unit, as shown in Figure 1, is comprised of three schools, the School of Arts and Sciences, the School of Education, and the School of Professional Studies, with a dean and an associate dean for each school.

Figure 1.  
Organizational Structure for the Professional Education Unit



The Provost has direct administrative authority over policy, personnel, and budget matters for all teacher preparation programs. The Provost has delegated the day-to-day operation of the unit to the Dean of the School of Education. The three deans and the Provost work closely together and meet regularly to insure a cohesive teacher education program at SUNY Cortland. The School of Education Dean also serves as the chief teacher certification officer for SUNY Cortland.

Approximately one-third of the candidates are majors in each of the three schools. The schools are organized into 22 academic departments with teacher education programs or major support for teacher education programs. There are an additional four departments in Arts and Sciences with no teacher education programs. Teacher education at SUNY Cortland is a college wide effort involving virtually the entire campus.

The School of Education began operation on July 1, 2004. The school was created to provide a more efficient and responsive administrative structure to insure high quality teacher preparation programs. Previously, the departments in the School of Education were part of the School of Professional Studies.

Table 1 contains a listing of the 71 approved and registered teacher education programs on the SUNY Cortland campus. All teacher preparation programs offered by SUNY Cortland are registered with the New York State Education Department. In 2000, New York adopted the terms childhood and adolescent education for what have traditionally been elementary and secondary education programs. The “old program” teacher certificates were called provisional and permanent. The provisional was granted generally after a bachelor’s degree and the permanent was granted after earning a required master’s degree within five years and meeting several other requirements. The new teacher certificates are called initial generally after the bachelor’s degree and professional after the required master’s within three years.

Table 1.  
Programs in the SUNY Cortland Professional Education Unit Approved and Registered by the New York State Education Department

Program Name	Cortland Code	Degree	NYSED Program Code	Certification	Fall 03 Enrollment	NCATE ITP ADV	SPA Recognized NYSED Registration Status
Adolescence Educ. – Biology (7-12)	ABI	BA BS	22921 22920	Initial	31	ITP	NSTA Recognized NYSED Registered
Adolescence Educ. – Biology (7-12)	ABI	MAT	25114	Initial & Prof.	21	ITP	NSTA Recognized NYSED Registered
Adolescence Educ. – Biology (7-12) [with Middle Childhood Extension (5-6)]	ABI	MSEd	25121	Prof. [Initial & Prof.]	5	ADV	NYSED Registered
Secondary Educ. – Biology 7-12	SBI	MSEd	12149	Perm.		ADV	NYSED Registered
Adolescence Educ. -- Chemistry (7-12)	ACH	BA BS	22923 22922	Initial	3	ITP	NSTA Recognized NYSED Registered
Adolescence Educ. – Chemistry (7-12)	ACH	MAT	25108	Initial & Prof.	6	ITP	NSTA Recognized NYSED Registered

Adolescence Educ. – Chemistry (7-12) [with Middle Childhood Extension (5-6)]	ACH	MSEd	25119	Prof. [Initial & Prof.]	0	ADV	NYSED Registered
Secondary Educ. – Chemistry 7-12	SCH	MSEd	12183	Perm.		ADV	NYSED Registered
Adolescence Educ. - Earth Science (7-12)	AES	BA BS	22925 22924	Initial	18	ITP	NSTA Recognized NYSED Registered
Adolescence Educ. – Earth Science (7-12)	AES	MAT	25115	Initial & Prof.	2	ITP	NSTA Recognized NYSED Registered
Adolescence Educ. – Earth Science (7-12) [with Middle Childhood Extension (5-6)]	AES	MSEd	25116	Prof. [Initial & Prof.]	6	ADV	NYSED Registered
Secondary Educ. – Earth Science 7-12	SGE	MSEd	12186	Perm.		ADV	NYSED Registered
Adolescence Educ. – English (7-12)	AEE	BA	22929	Initial	80	ITP	NCTE Recognized NYSED Registered
Adolescence Educ. – English (7-12)	AEE	MAT	25106	Initial & Prof.	23	ITP	NCTE Recognized NYSED Registered
Adolescence Educ. – English (7-12)	AEE	MSEd	25105	Prof.	3	ADV	NYSED Registered
Secondary Educ. – English 7-12	SEN	MSEd	12170	Perm.		ADV	NYSED Registered
Adolescence Educ. – French (7-12)	AFR	BA	22932	Initial	6	ITP	Prior To ACTFL NYSED Registered
Adolescence Educ. – Language other than English – French (7-12)	AFR	MSEd	25104	Prof.	0	ADV	NYSED Registered
Secondary Educ. – French 7-12	SFR	MSEd	12167	Perm.		ADV	NYSED Registered
Adolescence Educ. – Mathematics (7-12)	AEM	BA BS	22918 22919	Initial	113	ITP	NCTM Recognized NYSED Registered
Adolescence Educ. – Mathematics (7-12)	AEM	MAT	25109	Initial & Prof.	15	ITP	NCTM Recognized NYSED Registered
Adolescence Educ. – Mathematics (7-12) [with Middle Childhood Extension (5-6)]	AEM	MSEd	25118	Prof. [Initial & Prof.]	10	ADV	NYSED Registered
Secondary Educ. – Math 7-12	SMA	MSEd	12177	Perm.		ADV	NYSED Registered
Adolescence Educ. – Physics (7-12)	APH	BA BS	22927 22926	Initial	5	ITP	NSTA Recognized NYSED Registered
Adolescence Educ. – Physics (7-12)	APH	MAT	25122	Initial & Prof.	1	ITP	NSTA Recognized NYSED Registered
Adolescence Educ. – Physics (7-12) [with Middle Childhood Extension (5-6)]	APH	MSEd	25120	Prof. [Initial & Prof.]	3	ADV	NYSED Registered
Secondary Educ. – Physics 7-12	SPH	MSEd	12180	Perm.		ADV	NYSED Registered
Adolescence Educ. – Physics and Mathematics (7-12)	APM	BA BS	23378 23377	Initial	6	ITP	NSTA Recognized NYSED Registered
Adolescence Educ. – Physics and Mathematics (7-12) [with Middle Childhood Extension (5-6)]	APM	MSEd	25117	Prof. [Initial & Prof.]	0	ADV	NYSED Registered
Secondary Educ. – Physics & Math	SPM	MSEd	80005	Perm.	1	ADV	NYSED Registered
Adolescence Educ. – Social Studies (7-12) (Requires dual major with one of eight Social Sciences majors)	SSA	BA	22930	Initial	209	ITP	NCSS Recognized NYSED Registered
Adolescence Educ. – Social Studies (7-12)	SSA	MSEd	25107	Prof.	20	ADV	NYSED Registered
Secondary Educ. – Social Studies	SSS	MSEd	12190	Perm.	7	ADV	NYSED Registered



Adolescence Educ. – Spanish (7-12)	ASP	BA	22931	Initial	41	ITP	Prior To ACTFL NYSED Registered
Bilingual Extension –	ASP	CAS	25103	Initial & Prof.	0	ADV	NYSED Registered
Childhood Educ. (Grades 1-6)	CED	BA BS	23369 23370	Initial	761	ITP	ACEI Recognized NYSED Registered
Childhood Educ. (Grades 1-6)	CED	MSEd	25101	Prof.	90	ADV	NYSED Registered
Childhood Educ. (Grades 1-6)	CHD	MST	22928	Initial & Prof.	30	ITP	ACEI Recognized NYSED Registered
Combined Early Childhood/ Childhood Educ. (Birth -Grade 6)	ECC	BA BS	23372 23373	Initial	179	ITP	ACEI Recognized NYSED Registered
Early Childhood Educ. (Birth-Grade 2)	ECE	BA BS	23371 23374	Initial	69	ITP	NYSED Registered
Elementary Educ.	EED	MSEd	76141	Perm.	23	ADV	NYSED Registered
Elementary & Early Secondary English	EEN	MSEd	76144	Perm.	0	ADV	NYSED Registered
Elementary & Early Secondary Science	ESC	MSEd	76153	Perm.	0	ADV	NYSED Registered
Elementary & Early Secondary Math	ESM	MSEd	76150	Perm.	0	ADV	NYSED Registered
Reading Teacher (K-12)	RDG	MSEd	77571	Perm.	70	ADV	NYSED Registered
Health Educ. (all grades)	HEC	BSEd	23375	Initial	64	ITP	AAHPERD/AAHE Recognized NYSED Registered
Health Educ.	HEC	MSEd	25113	Prof.	12	ADV	NYSED Registered
Health Educ.	HEA	MST	25112	Initial & Prof.	94	ITP	AAHPERD/AAHE Rejoining NYSED Registered
Health Educ. K-12	HED	MSEd	12166	Perm.		ADV	NYSED Registered
Literacy (Birth-Grade 6 and Grades 5 – 12)	LED	MSEd	25102	Prof.	302	ADV	IRA Recognized NYSED Registered
Physical Educ. (all grades)	PEC	BSEd	23376	Initial	820	ITP	AAHPERD/NASPE Recognized NYSED Registered
Physical Educ. (all grades)	PEC	MSEd	25110	Prof.	71	ADV	NYSED Registered
Physical Educ. – (K-12)	PED	MSEd	12161	Perm.	19	ADV	NYSED Registered
Recreation Educ. (all grades)	RED	MSEd	25111	Prof.	13	ADV	NYSED Registered
Recreation Educ. –(all grades)	RE	MSEd	12164	Perm.	11	ADV	NYSED Registered
School Administration & Supervisor	SAS	CAS	02160	Prof.	252	ADV	ELCC Recognized NYSED Registered
School Business Administrator	SBA	CAS	19471	Prof.	22	ADV	NYSED Registered
Second Language Educ.	SLED	MSEd	25100	Prof.	38	ADV	NYSED Registered
Special Educ. – Childhood (Grades 1-6)	SPC	BS	22916	Initial	88	ITP	CEC Recognized NYSED Registered
Speech and Language Disabilities (all grades)	SLD	BS	22917	Initial	92	ITP	NYSED Registered
Speech Education		MSEd	12174	Perm.		ADV	NYSED Registered
Teaching Students with Disabilities	TSD	MSEd	26909	Prof.	61	ADV	NYSED Registered

The complete listing of [SUNY Cortland teacher education registered programs](#) is available at the New York State Department of Education website. Several of the above programs have both a BS and a BA option. The two options are essentially the same but the BS requires one full year of foreign language and the BA requires two years.



The college previously had 47 additional programs (see table 2) under the old nomenclature that were finally closed out at the end of the fall 2003 semester. In most cases there are corresponding programs under the old and new nomenclature. Candidates who hold the “old” provisional certificate have up to seven years to complete a master’s degree program leading to a permanent certificate. During this seven year window, ending in 2011, the college will be offering parallel master’s degree programs in each discipline leading either a permanent or professional certificate. Over time the enrollments in the “permanent” programs will drop and the programs will be phased out. At the same time the enrollments in the “professional” programs will grow and replace the “permanent” programs.

Table 2.  
Programs Discontinued in December of 2003

NYSED Program Code	Program Name	Degree
03541	BIOLOGY "7-12"	BA
12147	BIOLOGY "7-12"	BS
86428	BIOLOGY 7-12	MAT
03577	CHEMISTRY "7-12"	BA
12182	CHEMISTRY "7-12"	BS
86429	CHEMISTRY 7-12	MAT
03580	EARTH SCIENCE "7-12"	BA
12185	EARTH SCIENCE "7-12"	BS
86430	EARTH SCIENCE 7-12	MAT
76142	ELEM TCHR N-6 & 7-9 ENGLISH	BA
76143	ELEM TCHR N-6 & 7-9 ENGLISH	BS
76154	ELEM TCHR N-6 & 7-9 FRENCH	BA
76155	ELEM TCHR N-6 & 7-9 FRENCH	BS
76152	ELEM TCHR N-6 & 7-9 GEN SCIENCE	BS
76151	ELEM TCHR N-6 & 7-9 GEN SCIENCE	BA
76157	ELEM TCHR N-6 & 7-9 GERMAN	BA
76158	ELEM TCHR N-6 & 7-9 GERMAN	BS
76148	ELEM TCHR N-6 & 7-9 MATHEMATICS	BA
76149	ELEM TCHR N-6 & 7-9 MATHEMATICS	BS
76146	ELEM TCHR N-6 & 7-9 SOC STUDIES	BA
12156	ELEM TCHR N-6 & 7-9 SOC STUDIES	BS
76160	ELEM TCHR N-6 & 7-9 SPANISH	BA
76161	ELEM TCHR N-6 & 7-9 SPANISH	BS
76140	ELEMENTARY EDUCATION N-6	BS
76139	ELEMENTARY EDUCATION N-6	BA
03568	ENGLISH "7-12"	BA
12171	ENGLISH "7-12"	MAT
03562	FRENCH "7-12"	BA
12168	GERMAN "7-12"	BA
12165	HEALTH EDUCATION K-12	BSED
80006	MATH 7-12 & PHYSICS 7-12 COMBINED PROG	BS
80007	MATH 7-12 & PHYSICS 7-12 COMBINED PROG	BA
03574	MATHEMATICS "7-12"	BA
12176	MATHEMATICS "7-12"	BS

12160	PHYSICAL EDUCATION K-12	BSED
03576	PHYSICS "7-12"	BA
12179	PHYSICS "7-12"	BS
86431	PHYSICS 7-12	MAT
12163	RECREATION EDUC.	BSED
03583	SOCIAL STUDIES "7-12"	BA
12191	SOCIAL STUDIES "7-12"	MAT
20074	SOCIAL STUDIES 7-12	CERT
03566	SPANISH "7-12"	BA
22125	SPECIAL & ELEMENTARY EDUCATION PRE K-6	BS
92055	SPEECH AND HEARING HANDICAPPED EDUCATION	BS
22917	SPEECH AND LANGUAGE DISAB (ALL GRADES)	BS
12173	SPEECH EDUCATION	BA

### **Vision of the College**

SUNY Cortland's vision for its teacher education programs is, above all, a shared vision. In particular, this vision is shared by all our faculty from across the campus who appreciate the College's historical commitment to teacher education and its ongoing commitment to program excellence, and who have a deep and abiding respect for teaching as a profession.

As elaborated upon below in the section on unit philosophy, the College's shared vision for teacher education is based on a set of common values related to teaching and to preparing future teachers. More specifically, the College, as a whole, values:

- The collective knowledge, skills and unique talents of its teaching community;
- Collaboration among liberal arts and professional members of the unit;
- Collaboration among members of the unit and educational professionals in the schools;
- Faculty leadership in professional and organizational roles within their profession;
- Lifelong learning; and,
- Engagement of its faculty and candidates in social issues.

Further, these common values are reflected in the teaching methods of SUNY Cortland faculty. This is demonstrated through clear commitment to delivering high quality instruction, to basing teaching on best practices and a strong knowledge base, and to modeling effective pedagogical techniques for candidates who will become teachers themselves.

### **Mission of the Unit**

The Unit's mission builds upon the Mission of the College and is presented in the Unit's collaboratively crafted "[NCATE Unit Mission Statement](#)". The mission of teacher education at SUNY Cortland is to build upon the foundation of liberal learning in the development of teachers who have exceptional pedagogical knowledge and skills. The foundation of liberal learning informs the professional education strand in an innovative

thematic approach that emphasizes personal responsibility, global understanding and social justice. Graduates of SUNY Cortland’s teacher education program are prepared to think critically, utilize technology, communicate effectively, understand and value diversity, contribute to their communities, and make a difference in the lives of their students.

**Mission of the Teacher Education Unit**

The mission of SUNY Cortland’s Teacher Education Unit is highly congruent with the College’s mission, as demonstrated in more detail in the section on unit philosophy below. In particular, the program is framed by its fundamental commitment to liberal learning and to the qualities and characteristics that are inherent in the study of the liberal arts. In addition, the College’s teacher education program demonstrates a depth and breadth of knowledge within the curriculum, based on a sound theoretical and empirical framework providing candidates with the experiences necessary to become reflective and effective teachers. Finally, and perhaps most important, SUNY Cortland’s teacher education program is committed to preparing teachers to contribute to their profession, their communities, and to society at large. Perhaps in this sense, graduates of the College’s teacher education programs are expected to “make a difference in the classroom – and beyond.”

**Modes of Program Delivery**

**Traditional On-Campus:** Most courses in teacher education programs are offered in a traditional setting and delivery mode on the SUNY Cortland campus.

**Off-Campus Sites:** The Certificate of Advanced Study (CAS) in School Administrative Supervisor and School Business Administrator are delivered on campus, with some courses offered off-site at Corning, Oneonta, Vestal, Auburn, and Mohawk Valley, to accommodate the interest of candidates with full-time teaching and other positions. Table 3 lists the courses taught at the various off-campus sites.

Table 3.  
Number of Sections Taught at Off-Campus Sites, 2001-2003

Program	Mohawk Valley Community College					Corning, Vestal, Oneonta, Auburn, Onondaga CC, Broome CC				
	F01	S02	F02	S03	F03	F01	S02	F02	S03	F03
Literacy	15	11	13	15	7	1	3	2	1	0
Childhood	5	1	1	0	0	7	10	5	7	0
Ed. Leadership	2	6	7	4	5	8	8	8	2	7
Health Ed.	2	1	2	3	2	0	0	0	0	0

The Corning offerings are offered via distance learning. Some courses in the Childhood Education MSED, the Literacy Education MSED, and Health Education master’s

programs are offered on the Mohawk Valley Community College Campus, to accommodate those candidates living and teaching in the Utica-Rome area.

### **Recent Teacher Education Changes in New York State**

#### **New York State Education Department (NYSED)**

To better understand the nature of teacher education at SUNY Cortland, it is helpful to consider the context in which the unit has been working in recent times. The past few years in New York State have brought much change in the field of teacher education. These changes have emanated from a variety of external sources, all of which impact four-year institutions in this state. In 1998, the New York State Education Department Regents Task Force on Teaching published [\*Teaching to Higher Standards: New York's Commitment\*](#). The document provides an extensive study of the then current issues and gaps in teacher education and continuing development in New York State. Major areas of concern identified in the study include: a) increasing the quality of teacher education programs to produce quality teachers; b) recruitment and retention of the best certified teachers where they are most needed; c) increasing the pool of qualified teachers in all content areas; d) requiring ongoing professional development; e) promotion of diversity in the teacher candidate pool; and f) improvement of school environments to enhance teaching and learning.

In September 1999, the New York State Education Department (NYSED) published the format for mandated widespread registration changes in teacher certification programs. Mandates include the following:

- 100 hour field experience related to course work prior to the student teaching experience, with experiences in diverse learning environments and with diverse populations, including age span of developmental levels within the certificate; varying socioeconomic groups; work with inclusive students; work with students whose native language is other than English; experience in a high need school
- increased standards for all programs, including six college credits of literacy and language development training
- drugs and alcohol instruction
- safety education and child abuse reporting
- formal and informal assessment
- technology component in all teacher education programs, including instruction in assistive technology
- a minimum of 40 days of student teaching in two separate placements
- student teaching accompanied by seminars
- increased collaboration with colleges and schools
- increased collaboration among teacher education faculty and liberal arts faculty
- increased recruitment and retention of minority candidates in teacher education programs
- increased recruitment and retention of minority faculty in teacher education programs

- new certificate titles and age levels, beginning February 2, 2004: (Early Childhood Education-Birth-Grade 2; Childhood Education-Grades 1-6; Middle Childhood Education-Grades 5-9; Adolescence Education-Grades 7-12; Health Education K-12.)
- movement from awarding of current “provisional” and “permanent” certification to “initial” and “professional” certificates, effective February 2, 2004
- change from five years to three years to complete a master’s degree for the professional certificate, effective February 2, 2004
- majority of credit-bearing courses to be taught by full-time faculty
- experienced faculty hired as student teaching supervisors
- limitations on the workload of teacher education faculty (12 undergraduate credits/semester or 9 graduate credits/semester or a combination of 21 credits/academic year)
- minimum of 80% pass rate on New York State Teacher Certification Examinations (NYSTCE) required
- 175 hours of professional development every five years required of all new teachers, effective February 2, 2004
- publication of data related to labor market and job availability
- accreditation by an outside agency by December 31, 2004. On April 29, 2003, the New York State Board of Regents approved an extension until December 31, 2006.

All of the above mandates were unfunded; therefore, institutions have needed to be innovative in their approach to meeting the new requirements.

The first round of state program registration involved the undergraduate teacher education programs. In Fall Semester 1999, all of the undergraduate teacher education programs at SUNY Cortland underwent significant change and intensive curricular review at numerous levels prior to submission to the New York State Education Department. On April 1, 2000, SUNY Cortland submitted twenty-eight undergraduate programs (Social Studies requires a dual major in one of eight social science areas) and one new graduate program for NYSED registration. All programs were approved for state registration in July 2000 and became effective for freshmen entering in Fall Semester 2000.

A similar round of program registration of the graduate teacher education programs took place in the academic year 2000-2001. On April 1, 2001, SUNY Cortland submitted twenty-three graduate programs for NYSED registration. All programs were approved for NYSED registration in July 2001, along with one new graduate program and a Bilingual Extension, and became effective for graduate candidates entering in Fall Semester 2001. The a third round of registration for the two Educational Leadership programs is due in May 2004. Following program registration the SUNY Cortland made several changes to teacher education programs, including deactivating five B.A. programs in Biology, Chemistry, Earth Science, Physics, and Physics and Mathematics. The total undergraduate, graduate and certificate of advanced study programs currently offered by SUNY Cortland stands at seventy-one.

With the registration of the teacher education programs, all of the “old programs” were phased out. The December 2003 class was the last group of undergraduates to graduate under the “old programs.” The first full class of undergraduates to graduate under the newly registered programs will be in May 2004. Thus, during the visit the Board of Examiners will be looking at some data from the old programs and some from the new programs. All information on graduates is from the “old programs” while all current candidates are in the new programs. The “old program” teacher certificates were called provisional and permanent. The provisional was generally granted after a bachelor’s degree and the permanent was granted after earning a required master’s degree within five years and meeting several other requirements. Candidates who already held a bachelor’s degree could earn the provisional certificate through the Master of Arts in Teaching (MAT) and Master of Science in Teaching (MST) programs. The new teacher certificates are called initial after the bachelor’s degree or MAT/MST and professional after the required master’s within three years.

Candidates who hold the provisional certificate have up to seven years to complete a master’s degree program leading to a permanent certificate. During this seven year window ending in 2011 the college will be offering parallel master’s degree programs in each discipline leading either a permanent or professional certificate. Over time the enrollments in the “permanent” programs will drop and the programs will be phased out. At the same time the enrollments in the “professional” programs will grow and replace the “permanent” programs.

Effective February 2001, an additional requirement resulting from New York State Schools Against Violence in Education (S.A.V.E.) Legislation was implemented requiring that all teacher candidates must attend a two clock hour workshop on school violence prevention. This requirement necessitated arranging for faculty training at the expense of the institution, developing workshops, and organizing multiple offerings of the S.A.V.E. workshops for all candidates graduating in May and August 2001. During the Spring Semester 2001, approximately 1000 teacher candidates took the S.A.V.E. workshops. The offerings have been expanded since that time, and the institution makes payment to trained faculty instructors.

### **SUNY Chancellor’s Action Agenda**

Institutional accountability to the New York State Education Department for compliance with changes to all teacher education programs is one requirement. In addition, as a member of the statewide system of public institutions in New York State, State University of New York College at Cortland must meet the mandates of SUNY System Administration. In June 2001, the SUNY Board of Trustees adopted the Chancellor’s Action Plan entitled [\*A New Vision in Teacher Education\*](#). Mandates for teacher education programs include:

- assurance that candidates are thoroughly grounded in the subjects they teach; this includes a major in the discipline for adolescence education candidates, as

well as significant upper-level course work in the majors in elementary education

- 100 hours of fieldwork prior to the student teaching experience
- a minimum of 75 days of student teaching, in two separate placements, one of which is in a high need school
- experienced clinical faculty required to supervise all field experiences
- creation of integrated five-year teacher education programs
- formation of collaborative partnerships with schools
- increase of stipend for cooperating teachers of student teachers (but no stipend assigned for teachers accepting fieldwork candidates fulfilling the 100 hours)
- collaborative discussion with schools re: evaluation of contributions of classroom teachers to educating new teachers
- strong encouragement of designing jointly registered two year-college/four-year college articulation agreements and programs in the area of teacher education
- strong encouragement of designing alternative certification programs by four-year institutions
- crafting of formal agreements by campuses with school districts to provide joint mentoring of new teachers
- advocacy of expansion of government incentive programs, e.g., New York's Teachers of Tomorrow, to encourage teacher candidates to pursue teaching in high-need subjects and geographical areas
- aggressive recruitment by campuses to increase the number of teacher candidates in high need subjects (e.g., sciences, mathematics, languages other than English)
- campuses required to pursue private scholarship funding to address teacher shortages in high need areas
- establishment of a SUNY Urban Teacher Education Center (SUTEC)
- possible establishment of teacher centers by SUNY System Administration in other urban areas in New York State, including Rochester, Buffalo and Syracuse
- accreditation of all teacher education programs by an outside agency, by December 2004
- ongoing research to be conducted by SUNY System Administration on best teaching practices
- SUNY Guarantee of the quality of each teacher candidate who graduates from its programs; further education in SUNY guaranteed for two years following candidate's graduation if deficiencies identified

As in the case of the mandates of the New York State Education Department, the SUNY Chancellor's Action Agenda mandates are unfunded. In most cases, the timeframe for initial implementation of each mandate was 2001-2002.

### **Middle States Accreditation**

The Middle States Association of Colleges and Secondary Schools accredit SUNY Cortland. The institution successfully achieved full Middle States reaccreditation



in March 2002. The full Middle States report and supporting materials are available in the Exhibit Room.

### **SUNY Budget**

The late state budgets of the past several years have produced a devastating effect on the monies assigned to the SUNY System. In addition, the events of September 11, 2001 have had a deleterious effect on funding in New York State, the result of monies being diverted to help those in need and to cover astronomical statewide costs of the catastrophic event. For the 2003-2004 academic year, SUNY campuses are operating on a budget that is 10-15% below that of the 2002-2003 academic year. A hiring freeze currently exists in many SUNY agencies, but at this point it is unclear whether new faculty hiring in SUNY institutions will be affected. These fiscal challenges are beyond the control of SUNY Cortland's teacher education unit. Hiring ads have been published, and we are operating optimistically under the assumption that we will be able to successfully carry them out. It will also be increasingly difficult to meet the already unfunded mandates of the New York State Education Department and SUNY System Administration. In addition, we face difficulties in securing placements from some area schools, as they too, face depleted budget resources and personnel.

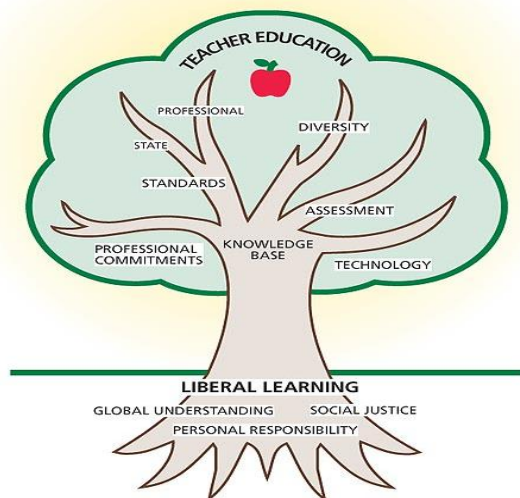
## II. OVERVIEW OF THE CONCEPTUAL FRAMEWORK

### Shared Vision

In June 2001, SUNY Cortland filed the Intent to Seek NCATE Accreditation. Beginning in Fall 2001 and continuing for approximately two years, the eighty-one representatives of the Teacher Education Council (TEC) engaged in lively and meaningful discussion regarding those characteristics that all SUNY Cortland teacher candidates should demonstrate upon program completion. A Conceptual Framework Committee, chaired by the Dean of Arts and Sciences, was established to facilitate focused discussion within the larger TEC body. The agreed upon theme of the SUNY Cortland Conceptual Framework is “Teacher Education: Making a Difference.” Much progress has been made collaboratively since our preliminary discussions over two years ago, and throughout the process faculty members have come to realize the continuous evolution of the conceptual framework.

A separate committee, the Conceptual Framework Brochure Committee, devoted more than a year to developing various logos and an abbreviated version of the Conceptual Framework. Recommendations were submitted to the Teacher Education Council for discussion. The final vote was in favor of adopting the Cortland Apple Tree as the logo for the Unit. The strong root system in Liberal Learning and the sturdy Knowledge Base trunk enable teacher education candidates at SUNY Cortland to flourish.

Figure 2.  
Cortland Apple Tree logo for the Conceptual Framework



### Theme

During the development of our [Conceptual Framework](#), the subcommittee and the TEC devoted much time and effort to creating a theme that would adequately express the

philosophical underpinnings of our Teacher Education Unit. This theme is as stated below:

Teacher education at SUNY Cortland is built upon the foundation of liberal learning and a commitment to the development of teachers who have exceptional pedagogical knowledge and skills. The foundation of liberal learning informs the professional education strand in an innovative thematic approach that emphasizes personal responsibility and global understanding that encourages the construction of communities committed to enacting social justice. We prepare our teacher candidates to know the world in ways they do not when they come to us, and to spark or fuel a love of teaching and of learning that is so strong and so appealing that their future students will be drawn into it themselves. Graduates of SUNY Cortland's teacher education program will be prepared to contribute to their communities and to the democratic development of society.

Although lengthy, this statement effectively summarizes the philosophical "roots" of the College's teacher education program. More important, this statement generated the necessary consensus and buy-in from the many faculty members from the 71 academic programs that make up the SUNY Cortland Teacher Education Unit.

At the heart of these philosophical roots is liberal learning, reflecting our strong belief that good teaching, active citizenship, and a rich and fulfilled life all require a sound foundation in the liberal arts. Understanding the structure of knowledge in the humanities, the arts, the social sciences, and the natural sciences makes possible the development of emerging perspectives on our past and present, as well as effective approaches to contemporary human and ecological problems. As observed by Shulman (1987), "Teaching is, essentially a learned profession . . . Teachers must have not only depth of understanding with respect to the particular subjects taught, but also a broad liberal education that serves as a framework for old learning and as a facilitator for new understanding" (p. 9).

Included in our fundamental commitment to liberal learning are three key components: Personal responsibility, social justice, and global understanding. Increasing personal responsibility is part of each candidate's professional development as a lifelong learner and a member of a learning community. Such development emphasizes positive relationships and communication with students, parents, and others in the community. Personal responsibility includes issues of integrity, ethics, commitment, and moral choices. Candidates are expected to demonstrate personal integrity in their interactions with others. We aspire, in every phase of campus life, to be a college of character, and therefore require candidates to take courses that center on ethical issues and to participate in activities that further their understanding of these issues.

Educating for social justice means our actions as well as our words seek full participation for all people in a global society. SUNY Cortland's commitment to social justice focuses on the ongoing problems of a democratic society, contemporary social problems, rural and urban education, and environmental responsibility. Through

enrollment in our teacher education program, candidates demonstrate an awareness of issues of social justice, equality, and democracy facing our society. In addition, they prepare to teach in a variety of school environments while addressing the physical, emotional, and intellectual needs of a diverse and multicultural student population.

Finally, as the human population climbs toward seven billion, it is now more important than ever that educators have a highly elevated sense of global understanding. The candidates, who will inevitably teach new immigrants and international students, are exposed through their programs to the meaning and reality of a global community from multiple perspectives, including political, social, economic, cultural, and religious viewpoints.

Thus, the root system of the tree reflects the three aspects of Liberal Learning: Personal Responsibility, Social Justice and Global Understanding. Together they supply the sturdy foundation that provides nourishment for the crown of the tree, Teacher Education. Knowledge Base, Professional Commitments, Professional and State Standards, Diversity, Assessment, and Technology form the tree's trunk and branches of the crown. All these elements are interconnected, functioning as a whole and allowing the tree to flourish and grow.

### **Coherence**

The Teacher Education Council has identified thirteen Learning Outcomes that must be demonstrated by each teacher education candidate at the various checkpoints throughout the program. They are the following:

Table 4.

Learning Outcomes/Expectations of SUNY Cortland Teacher Candidates

Candidates will:

1. Demonstrate a solid foundation in the arts and sciences.
2. Possess in-depth knowledge of the subject area to be taught.
3. Demonstrate good moral character.
4. Understand how students learn and develop.
5. Manage classrooms structured in a variety of ways to promote a safe learning environment.
6. Know and apply various disciplinary models to manage student behavior.
7. Apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
8. Integrate curriculum among disciplines, and balance historical and contemporary research, theory, and practice.
9. Use multiple and authentic forms of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students.

10. Promote parental involvement and collaborate effectively with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other caregivers, for the benefit of students.
11. Demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning.
12. Foster respect for individual's abilities and disabilities and an understanding and appreciation of variations of ethnicity, culture, language, gender, age, class and sexual orientation.
13. Continue to develop professionally as reflective practitioners who are committed to an on-going scholarly inquiry

A fundamental commitment of our teacher education programs is that candidates demonstrate a solid foundation in the arts and sciences. Such grounding provides educators with a necessary breadth and depth of knowledge and facilitates the development of essential skills in critical thinking, problem solving, writing, and oral communication.

Recurring attempts to reform our educational system – especially through infusing education with a foundation in liberal education – can be traced back to John Dewey (1916, 1938). Dewey was passionate in his attempts to connect the growth of democracy with the development of good educational practice. He grappled with the dichotomy between traditional education and experiential learning, and while he may be recognized as the grandfather of experiential learning, Dewey was highly aware that “. . . experiences in order to be educative must lead out into an expanding world of subject matter, a subject matter of facts or information and of ideas” (1938, p. 111).

Within the last twenty years, more modern educators including Shulman (1987) have continued the tradition of rethinking education established by Dewey. These authors, however, have greatly expanded Dewey's notions, advocating for curricular reforms that broaden the scope of education to include an understanding of power relations (e.g., Apple, 1990), the role of technology and sensitivity to the environment (e.g., Bowers, 1995), and an appreciation for multiculturalism (Kohli, 1995). A common theme for these authors is their stated belief that education must not only provide candidates with the opportunity to acquire a broad foundation in the arts and sciences, but also teach them to critically analyze that knowledge.

SUNY Cortland's general education program provides candidates with knowledge and appreciation of the arts and humanities, the physical and life sciences, and the social and behavioral sciences. Throughout the program, candidates develop critical thinking skills, oral and written communication skills, and technological competencies. In addition, under the NYSED standards discussed earlier, our candidates must pass the Liberal Arts and Science Test (LAST) as part of the New York State Teacher Certification Examination.

Our candidates must also possess in-depth knowledge of the subject area to be taught. As an illustration of the importance of this outcome, the 1997 report of the National Commission on Teaching and America's Future stated, “no other intervention

can make the difference that a knowledgeable, skillful teacher can make in the learning process” (*Doing What Matters Most*, p. 8). The report included extensive empirical support for the need to prepare teachers solidly in the subject area and its impact on the quality of teaching and learning. One study cited by the Commission reported that teachers’ qualifications account for more than 90 percent of the variance in students’ reading and mathematics scores. Another study reported teacher’s expertise – as measured by scores on licensing examination, master’s degrees, and experience – accounted for about 40% of the measurable variance in student’s reading and mathematics achievement at grades 1-11.

Further, our nation’s teachers are clearly concerned about this issue, with four out of five teachers in 1999 in this country indicating they were not ready to teach in America’s classrooms and more than a third indicating they did not have degrees in the subjects they were teaching or did not spend enough time training for these subjects (U. S. Department of Education, 1999).

All SUNY Cortland teacher education programs are in compliance with both SUNY and NYSED mandates related to candidates’ in-depth knowledge in the subject area of the certificate, including SUNY’s requirements that “Candidates preparing to teach secondary or specialized subjects (e.g., English, Biology, Spanish) will major in the relevant discipline, completing all required courses for the major,” and “Candidates preparing to teach in the elementary grades will complete an approved major or concentration directly related to the elementary curriculum (e. g., language arts/English, mathematics) of at least 30 credits with at least 18 credits at the upper division level.”

Further, a minimum 2.5 GPA in the major is required for eligibility to student teach and for program completion. In accordance with INTASC Standard One--Subject Matter, student teachers are formally evaluated on depth of content knowledge at the mid-quarter and end of quarter points. Finally, at present all teacher candidates must pass the NYSTCE Content Specialty Test as a requirement for permanent certification and, beginning February 2, 2004, all teacher candidates applying for the initial certificate must pass the Content Specialty Test. At SUNY Cortland Content Specialty Test scores are collected and analyzed on an ongoing basis to inform possible program revision.

As a third *Knowledge Base* outcome, our candidates must understand how students learn and develop. As observed by Darling-Hammond (1998), “Interpreting learners’ statements and actions and shaping productive experiences for them require knowledge of child and adolescent development and an understanding of how to support growth in various domains—cognitive, social, physical, and emotional” (p. 6). Additionally, understanding of learners’ cognitive, perceptual, and language development is fundamental information for educators, who must be knowledgeable about and sensitive to the sequence of child development and learning as well as their approximate timetables. Such knowledge makes it possible to confirm that development is taking place “normally” as well as to detect when there may be problems and, in extreme cases, to recommend intervention. In addition, such knowledge is integral to educational practice since it informs educators when it is reasonable to expect children to achieve

various developmental milestones and, therefore, what pedagogical techniques and teaching materials are most likely to be effective at different points in a child's life (Slavin, 1997). Of course, there is extensive information on these topics available to educators on these subjects, and the SUNY Cortland teacher education program ensures that candidates acquire understanding of a broad range of developmental and learning theories, both historical and contemporary (e.g., Gardner, 1983; Piaget, 1970; Vygotsky, 1978).

SUNY Cortland's teacher education program prepares candidates to teach students at one or more of the following developmental levels: Early childhood (birth to grade 2), childhood (grades 1-6), adolescence (grades 7-12), or all-grades (PreK-12). All SUNY Cortland teacher candidates receive instruction in multiple intelligences, brain-based research, ranges of learning disabilities, delayed or limited cognitive development, and influence of background on learning processes, with much of this information present in methods courses. Further, all teacher candidates are required to take one of the following courses, depending upon the area of their certification: Child psychology, adolescent psychology, developmental psychology, or educational psychology.

Candidates in our teacher education program must also manage classrooms structured in a variety of ways to promote a safe learning environment. Educators must demonstrate competence in establishing a supportive and protective context in which learning is optimized, and must demonstrate understanding of the many varied approaches to effective classroom management, ranging from humanistic (Glasser, 1969; Nelson, 1987; Rogers, 1972) to behavioral (Skinner, 1982). More recently, Queen, Blackwelder, and Mallen (1997) describe the Responsible Classroom Management (RCM) Model, which is rooted in humanistic psychology as well as developmental principles, and which relies heavily on the following: The requirement that candidates behave responsibly, teacher modeling, clear teacher expectations with respect to all classroom activity, and fair and equal treatment of all students. According to Queen et al. (1997), research supports the effectiveness of RCM, showing that this approach reduces office referrals by 80%, eliminates tardiness, enhances the probability that faculty work as a team, and makes students responsible for self-discipline.

At SUNY Cortland all teacher candidates participate in discussion involving classroom management. Discussions usually take place in methods courses or, in the case of Childhood Education and Early Childhood Education, in a specific course on discipline and classroom management. Within their coursework candidates review various models of discipline and classroom management and are required to develop their own plan for classroom management. The reflective process involved in developing this plan is ongoing throughout the program. During the 100 hours of fieldwork, candidates experience the first opportunity to begin implementing their plan. They keep a reflective journal, recording successes and failures of their classroom management plan. At the student teaching and evaluation phase of the program candidates reflect back on their classroom management plan after having had the opportunity for full implementation. College supervisors and cooperating teachers formally assess classroom management and disciplinary skills at the mid-quarter and final quarter points, and informally at each



classroom observation. Given the feedback from the supervisor and cooperating teacher the candidate revises the plan as necessary. Portfolio entries allow candidates to review the progress of their development of classroom management skills throughout the teacher education program.

Further, all candidates seeking certification in New York State must complete two workshops, the Child Abuse Reporting Workshop and the Safe Schools Against Violence in Education (SAVE) Workshop. Information covered in the workshops ranges from identification and reporting of child abuse to intervention and proactive measures to be taken to ensure a safe school environment. The Registrar's Office tracks all teacher candidates at SUNY Cortland for completion of both workshops prior to graduation. Successful completion is recorded on the official transcript as well as on the Banner degree audit form.

Finally, candidates must know and apply various disciplinary models to manage student behavior. Classroom discipline and management task structures are a crucial part of every teacher's skills if learning is to take place. Teachers need to develop their own ways to build a management task system.

Charles (2001) provides a useful summary of eight models of discipline prevalent in the classroom setting today, and candidates in our teacher education program are exposed to all these models, including the strengths and weaknesses of each. Each model provides a slightly different role for the teacher and for the learner, which is consistent with other program emphases, notably the necessity of using a variety of teaching strategies to help all students learn. Similarly, management strategies must be flexible in order to accommodate specific learner needs.

SUNY Cortland teacher candidates first obtain knowledge of various disciplinary models, as appropriate to the level of their certificate, in methods courses. Case studies and scenarios are presented to evoke critical discussion regarding appropriate teacher responses to different student behaviors. Following their study of models, candidates learn to develop their own disciplinary model and implement it during the student teaching experience. Cooperating teachers and College supervisors observe and provide feedback on the use of the disciplinary model developed.

In addition, our candidates must continue to develop professionally as reflective practitioners who are committed to ongoing scholarly inquiry. Although the term "reflective practitioner" first appeared in Donald Schon's book *The Reflective Practitioner* (1983), the concept was the topic of discussion much earlier and indeed, the idea of professional reflection appeared in the works of John Dewey (1916; 1938). Darling-Hammond cites the contemporary vision of Dewey's work which is applicable even today: "With the addition of a few computers, John Dewey's vision of the twentieth century ideal is virtually identical to recent scenarios for 21<sup>st</sup> century schools" (1993, p. 755).

Technical skills, knowledge, behavior and ethical and political judgments are critical components of reflective thought and effective teaching (Clift, Houston, & Pugach, 1990). As such, the reflective practitioner keeps abreast of current research and technology in the field as a part of professional development. The reflective practitioner is constantly reading, researching, analyzing and questioning issues in the profession (Berliner & Biddle, 1995). SUNY Cortland's teacher education program regards reflection as a lifelong process for educators.

As part of the reflective process, public school teachers and college faculty should collaborate to design effective and up-to-date curriculum for teacher education programs (Goodlad, 1990; Darling-Hammond, 1993). Similar collaboration may result in the joint advocacy of additional funding to promote effective teacher preparation programs. SUNY Cortland collaborates with teachers and district administrators through the Teacher Education Council Advisory Group and individual teacher membership on Teacher Education Council subcommittees as well as through collaboration on grants.

Finally, an effective way to trace professional development, from pre-service teacher preparation through in-service, is the implementation of a professional portfolio. Campbell, Cigarette, Melenyzer, Nettles, & Wyman (2001) suggest that portfolios be organized according to the INTASC Standards, with artifacts and documentation provided for each standard. Kaplan and Edelfelt (1996) also advocate for implementation of the INTASC Standards, stating that "The complexity of the principles suggests that learning to teach requires a coherent, developmental process focused on integrating knowing and doing, with critical reflection as an inherent practice" (p. 26). The process of teacher candidate development can be viewed clearly via portfolio review.

Our candidates must integrate curriculum among disciplines and balance historical and contemporary research, theory, and practice. In considering curriculum integration, outside the classroom one does not typically encounter problems rooted in a single discipline, but rather one is more often confronted with the need to solve problems using information associated with a variety of approaches. Similarly, when learning is perceived as disconnected from a meaningful context, students' full engagement in the process is minimized. As such, the ability to help students make connections – either across disciplinary boundaries or from what is learned in the classroom to the real world – is a hallmark of effective teaching. It follows that in order for teacher candidates to help students make connections they must be able to see the connections themselves and develop and implement curricula that link knowledge across various areas of study.

There is much support in the literature for an integrated curriculum, which is defined by Shoemaker (1989) as "... education that is organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching in a holistic way and reflects the real world, which is interactive" (p. 5). Drake (1998) provides an entire volume dedicated to research that demonstrates the many benefits of this educational approach, including increases in learning, motivation for

learning, and the ability to apply concepts and utilize higher-order thinking, as well as decreases in math anxiety and disruptive behavior.

During courses in pedagogy, the SUNY Cortland teacher candidates review and discuss state and national standards appropriate to the content and developmental level of their certificate. With these standards as reference, candidates examine curricular guides and design and implement lesson plans that integrate knowledge across disciplines, relate to real life, and align with the standards. Candidates' implementation of lesson plans with classroom students during field experience or student teaching is monitored and evaluated by the cooperating teachers and college supervisors. Candidates reflect on their work and select representative samples of their most effective curriculum design and lesson planning for inclusion in their professional portfolio.

With respect to balancing historical and contemporary research, theory, and practice, John Dewey (1916) observed that educational history is just as relevant now as in the past in addressing today's problems and issues in education. His observation continues to be significant today. If teacher candidates are to be successful in educating the next generation, they must appreciate the work of pioneers in education on whose work we build and from whom we gain insight into the complex world of teaching and learning. The quality preparation of teacher candidates, however, also requires a willingness to evaluate existing theories and knowledge on an ongoing basis and make revisions as necessary, as revealed through sound empirical methods. Related to this notion is the fact that no knowledge is "neutral" since it inherently reflects the socio-cultural context in which it emerges as well as the values and socialization of the researchers who generated it (Banks, 1999). The SUNY Cortland teacher education program strives to produce candidates who evince this kind of "healthy skepticism" when evaluating research information on curriculum, instruction, and educational practice in general.

In addition, all teacher education programs at SUNY Cortland require either a Foundations of Education course or infusion of educational foundations instruction in methods courses. Each program includes critical review and discussion of educational trends from early research to the present, and best practices in education are discussed in methods courses and implemented during student teaching.

As a second outcome included in SUNY Cortland's Standards "branch," our candidates must demonstrate good moral character. As discussed earlier, SUNY Cortland aspires to be a college of character, and it is our intention that candidates learn to educate for character as well as for intellect. SUNY Cortland is home to the [Center for the 4th and 5th Rs](#), a regional, state, and national resource in character education.

The movement toward character education in our nation's schools has been in motion for the past decade (Lickona, 1993), and is extremely strong at present. Garbarino (1995) offers a particularly compelling rationale for why this movement is justified, claiming that today's society is negatively affecting children's psychological health and overall well-being due to such things as violence, drugs, uncaring

communities, poverty, abusive families, and custody battles. This author argues further that teachers and parents hold the power to counter this “socially toxic environment” by offering alternatives such as stability, security, affirmation and acceptance, family time, values and connections to community, and access to basic resources.

SUNY Cortland’s teacher education program exposes candidates to the various concepts and ideas developed by leading researchers in the field of character education, with special emphasis placed on teaching strategies that are effective in implementing a comprehensive character education program (Lickona, 1991). Candidates also have the opportunity to study different perspectives on the need to teach values in the school setting. As one example, Kohn (1997) takes a more structural approach, asserting that this enterprise requires us to change the way classrooms work in addition to changing how children behave. Overall, this author states that schools might have a bigger impact on children’s character if they would focus on transforming their educational structure as opposed to shaping individual character.

Teacher candidates at SUNY Cortland demonstrate good moral character in multiple ways, first by self-reporting on the Application to the Teacher Education Program. Judicial screenings are conducted by the SUNY Cortland Office of Judicial Affairs prior to acceptance into the program and at the point of eligibility to student teach. Candidates are expected to demonstrate professional ethics throughout the 100 hours of fieldwork and the student teaching experience. The college supervisor and cooperating teacher discuss any problems in this area directly with the teacher candidate, at the observation debriefing or during the three-way discussion of the student teacher evaluation. Further, a requirement for certification in New York State is fingerprinting and two background checks, one by the Criminal Justice Department and one by the FBI, and all teacher candidates file two sets of fingerprints with NYSED at the close of the program. Finally, NYSED Standards and Practices Board is in the process of developing a Code of Ethics for Teachers that all teachers in New York State will be expected to follow.

Candidates in SUNY Cortland’s teacher education program must promote parental involvement and collaborate effectively with other staff, the community, higher education, other agencies, and cultural institutions as well as parents and other caregivers for the benefit of students. According to the [National Coalition for Parental Involvement in Education](#), the following five outcomes result from fostering school-family relationships: a) Students do better in school and in life; b) Parents become empowered; c) Teacher morale improves; d) Schools get better; and, e) Communities grow stronger. Certainly these conclusions receive considerable support from research, which demonstrates that family involvement in schools has an especially positive impact on student achievement (Ballen & Moles, 1994; Epstein, 1992; Henderson & Berla, 1994).

Throughout courses in pedagogy and during field experiences, SUNY Cortland’s teacher candidates examine and discuss the impact of collaboration with parents, school personnel, the community, and other organizations and agencies on the teaching and learning environment and on student performance and achievement. Further, candidates

develop strategies to foster positive relationships with these external constituencies and during their clinical experiences have the opportunity to implement these strategies. The Chancellor's Action Agenda specifically requires that candidates' field experiences include collaboration with parents. Both the TEC Advisory Group and partnership schools are currently discussing additional measures to enrich our candidates' understanding of the importance of home-school-community communication and to enhance candidates' opportunities to collaborate.

Our candidates must use multiple and authentic forms of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students. Implemented effectively, evaluation serves as a basis to improve learning and instruction, and a fundamental principle of effective evaluation is that no single assessment measure is best, nor can it accurately reflect performance (Gronlund, 1965). As such, effective evaluation necessarily includes a variety of evaluation techniques. The need for such an approach is especially compelling when it is taken into account that equally "intelligent" individuals demonstrate their intellectual competencies in very different ways (Gardner, 1983). Along these lines, meaningful evaluative information is most likely to be yielded through multiple assessments grounded in authentic performance applications conducted in different contexts and at different times (Wiggins & McTighe, 1998). As Eisner (1993) observes, "The tasks used to assess what students know and can do need to reflect the tasks they will encounter in the work outside schools, not merely those limited to the schools themselves" (p. 226). Similarly, Gardner (1983) notes the need to "include actual elements and symbols of the particular realm under consideration" (p. 387) when assessing knowledge and skills.

In order to promote the use of multiple assessment methods, SUNY Cortland's teacher education program exposes candidates to the variety of available techniques – formative vs. summative, traditional vs. alternative, and quantitative vs. qualitative – as well as the relative advantages and weaknesses of each approach. For example, Popham (1999) warns against the use of standardized tests in assessing the quality of teaching and education, and Gardner (1983) criticizes paper-and-pencil tests as a means of measuring intelligence.

All teacher candidates at SUNY Cortland receive instruction in multiple and authentic assessment in their methods courses and have the opportunity to complete assignments demonstrating use of multiple assessments. Candidates' ability to assess their students directly begins with the 100 hours of field experience and is reported in their journals. Candidates are further evaluated on their ability to assess their students during the culminating student teaching experience. The Student Teacher Evaluation Form has a question that is specific to the candidate's knowledge of assessment strategies and ability to implement them. The cooperating teacher and the college supervisor complete this form at both the mid-quarter and the end of quarter points. Feedback is shared with the student teacher in a three-way conversation. Exemplars of K-12 student performance appear in the candidate's portfolio.

### **Assessment Checkpoints**

Teacher candidates are assessed at multiple checkpoints during their teacher education program as shown in the list below. The assessment is tracked through the automated and online Teacher Education Candidate Assessment System (TECAS). The TECAS, described in detail under NCATE standard 2, provides multiple assessments of the candidate at each checkpoint to insure that the candidate is making satisfactory progress toward becoming a successful practicing teacher. The TECAS is available online to the candidate as well as the advisor so that the candidate can monitor their own progress. The TECAS also serves as the information warehouse for unit operations.

#### Checkpoints for Candidates in Initial Programs

- 1) application to the Teacher Education Program
- 2) completion of 100 hours of field work
- 3) eligibility to student teach
- 4) during the student teaching experience
- 5) completion of the program
- 6) post-graduation

#### Checkpoints for Candidates in Advanced Programs

- 1) application to the Program
- 2) acceptance to candidacy
- 3) eligibility for practicum/internship if required
- 4) completion of practicum/internship if required
- 5) master's project, comprehensive examination, or portfolio
- 6) post-graduation

### **Dispositions for All Candidates**

In the 2001-2002 academic year, the SUNY Cortland Teacher Education Council (TEC) spent considerable time in discussion about what it means to be a good teacher. TEC members identified the following three categories and respective dispositions for teacher education candidates graduating from SUNY Cortland programs:

#### Character Dispositions

- Honesty
- Integrity
- Caring/Empathy for Others
- Work Ethic/Diligence
- Responsibility-Personal/Social
- Accountability

#### Teaching Dispositions

- Has Knowledge of Content-Passion for Subject
- Is Well Prepared in the Arts and Sciences

- Believes that All Students Can Learn
- Maintains High Standards in the Classroom
- Demonstrates Fairness
- Creates Safe and Nurturing Classroom Environment
- Addresses a Variety of Learning Styles
- Understands and Values Diversity
- Is a Reflective Teacher
- Values the Role of Assessment
- Communicates Effectively with All Stakeholders
- Appreciates the Inter-Connectedness of Disciplines

#### Professional Dispositions

- Collegiality
- Dedication to the Profession
- Leadership
- Change Agent
- Cooperation/Collaboration
- Respect/Value Education
- Professionalism
- Confidentiality

These dispositions are reflected through the teacher preparation programs and in the candidates.

#### **Commitment to Diversity**

One outcome representing the Diversity “branch” of SUNY Cortland’s Conceptual Framework states that candidates must apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential. To ensure that all P-12 students learn, effective teachers utilize a variety of teaching strategies that address the individual needs of their students. The need for multiple teaching strategies has been acknowledged consistently throughout the literature, evident from Bruner (1960) to the present day. As observed by Bruner, “In sum, then, the teacher’s task as communicator, model, and identification figure can be supported by a wise use of a variety of devices that expand experience, clarify it, and give it personal significance” (p. 91). In the mid-eighties, Howard Gardner’s theory of multiple intelligences distinguished among different types of learners and suggested ways to teach each type effectively (Gardner, 1983).

The knowledge and ability to teach in an inclusive setting has become increasingly important, as has the ability of the teacher to manage classrooms in which students come from differing socio-economic backgrounds, diverse populations and from homes whose native language is not English. Collaborative, student-centered classrooms have long been considered a useful forum for learning (Goodlad, 1984).



At SUNY Cortland, all teacher candidates receive training and experience in the use of multiple teaching strategies, collaborative learning, inclusive settings, and literacy. Candidates also engage in 100 hours of pre-student teaching as well as student teaching experiences in a variety of school settings and with diverse student populations where their training is put into practice.

As a second outcome related to Diversity, our candidates must foster respect for individuals' abilities and disabilities and an understanding and appreciation of variations of ethnicity, culture, language, gender, age, class, and sexual orientation. Just as educators must understand the similarities that characterize children's learning and development, they must recognize the many ways children differ from each other and how these differences can influence teaching and learning (Dyson, 1997). In addition, it is increasingly important in our multicultural society that educators transcend simple knowledge and "tolerance" of differences among humans, and in fact appreciate and respect those differences. Such attitudes are necessary in part because they help ensure that children have an optimal learning experience regardless of their background and other characteristics. They are also necessary because educators have a critical modeling effect on children, many of whom respond aversively to any kind of difference in others. As such it is important for children to sense and see that their teachers view individual variations in a positive fashion.

In the past decade few issues in the field of education have generated more attention than this one, with much of the relevant literature falling under the umbrella of "multicultural education" (e.g., Banks, 1999; Gay, 1994; Nieto, 2000). More modern authors, however, owe a great debt to anthropologist John Ogbu (1974; 1978) who was one of the first to attempt to tease out the contributions of racial/ethnic status, culture, and social class in explaining why American public education was "failing" poor ethnic minority children, especially African-Americans and Hispanics. Thirty years after Ogbu's initial writings, public education continues to face the same challenges he described in the 1970's. These challenges include: ongoing differences in children's school achievement based on their ethnic status and social class (Gay, 1994), the occurrence of "cultural clashes" between the school and a student's home and community (Banks, 1999; Delpit, 1995), and the tendency for teachers to respond to children on the basis of stereotypes the teachers hold regarding the child's race/ethnicity and social class (Delpit, 1995). More positively, a significant number of recommendations have also emerged for overcoming these challenges (e.g., Delpit, 1995; Dyson, 1997; Nieto, 2000).

Reflecting the need to acknowledge differences that may exist among children, the *No Child Left Behind Act* (2002) includes provisions for taking these variations into account. As an example, annual progress toward standards for each state, school district, and school will be measured by sorting test results for students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited proficiency in English. Results will also be sorted by gender and migrant status. Since these results must be included in state and district annual reports, any "achievement gaps" between particular student groups will be clear and public, with the intent that these gaps can be closed through appropriate intervention. As the legislation's Web page

states, “No country has ever made the bold commitment that every boy and girl will learn and excel – regardless of race, family background, or income.” It is also notable that the NCLB Act addresses the special needs of children who are gifted and talented.

Finally, although early “multicultural education” initiatives focused exclusively on race and ethnicity, more recently there has been growing recognition of the other factors that contribute to children’s “difference,” including social class (e.g., Kozol, 1991), culture (e.g., Heath, 1983), gender (e.g., Gilligan, 1982), disability status (e.g., Mercer & Mercer, 1998), linguistic variations (e.g., Delpit, 1995), and sexual orientation (e.g., Nieto, 2000).

SUNY Cortland believes that a necessary step in preparing candidates for a multicultural society and world is to expose them to the origins and characteristics of racism, sexism, and other forms of oppression, at both the individual and institutional levels and in both this country and in a global context. To that end, as part of its General Education Program, SUNY Cortland requires all candidates to take coursework in Prejudice and Discrimination. In addition, all teacher candidates are required by NYSED to complete a year of college-level study of a foreign language, including awareness of other cultures. All Bachelor of Science teacher education candidates complete at least a full year of foreign language while Bachelor of Arts candidates complete two years. A web-based interactive ESL module has been developed to further enhance candidates’ understanding of different cultures.

### **Commitment to Technology**

Our candidates must demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning. Access to computers, the Internet and e-mail has increased tremendously in the last decade. The gap between those who have computer access and those who do not is narrowing with the introduction of lower-cost computers and services, making them more accessible to those from lower income families and poorer school districts and therefore making digital infusion a realizable goal (Compaine, 2001).

Given the dynamic nature of this field, it is certain that new learning and teaching approaches will be a key focus for educators (Compaine, 2001). According to Jonassen (1996), computer applications should serve as “mind tools,” which enhance learning by facilitating critical thinking and higher-order learning. As Papert (1980) noted more than twenty years ago, “. . . true computer literacy is not just knowing how to make use of computers and computational ideas. It is knowing when it is appropriate to do so” (p. 155). Future teachers will need to know how and when to use computers, how to understand their potential in enhancing learning, and how to integrate computers and technology most effectively and appropriately into the curriculum. Effective modeling of the use of technology for instructional purposes by faculty in teacher preparation courses is essential to the development of this understanding.

At SUNY Cortland there are a number of requirements in place to ensure candidates' technology competence. For example, at present the College is working to develop a common set of expectations for all candidates so as to meet the current SUNY-wide General Education requirement for Information Management. In addition, SUNY Cortland candidates must complete two writing intensive courses, one of which is in the major. Writing intensive (WI) courses require that candidates use technology for research in preparation of writing a 25-30 page term paper. Additionally, candidates are required to use e-mail and the web to complete their on-line registration each semester and to access grades. These requirements represent the first steps that teacher candidates take to demonstrate their information technology general skills.

All teacher education programs submitted plans for integrating technology into their curriculum and for assessing candidate competencies. From these plans a common set of expectations for the use of technology emerged. These include the development of word processing skills, the use of presentation software, web-based resources and e-mail. All programs include training in the use of discipline-specific technology. Examples include the use of graphing calculators for mathematics educators, training in data collection technology in the sciences, language acquisition technology for Spanish and French teacher candidates and DBQs for social studies teachers. Each program is developing a curriculum map to demonstrate at what point in the program each technology competency is being met. They will include a list of required elements for their electronic portfolio and rubrics for assessing the technology competencies. In addition, the TEC, in conjunction with Library technology staff, has undertaken pilot testing of candidates in various teacher education programs, including Social Studies, to determine adequacy of basic computer skills. Computer technology workshops for faculty and teacher candidates are offered regularly throughout the semester by Library staff. Topics include but are not limited to: PowerPoint, spreadsheet development, WebCT, and database development.

The methods courses serve as the main source for fulfillment of technology performance outcomes in the content area. Candidates are expected to demonstrate use of technology in lesson planning, unit planning and classroom presentations. Examples include but are not limited to: the integration of presentation software, the development of web-based resources and the use of classroom management software. Prior to student teaching candidates receive training in identification and implementation of appropriate software in the field to be taught. This occurs throughout the curriculum, in content courses as well as methods courses. Student teachers are also expected to demonstrate use of appropriate technology in classroom instruction and are evaluated by the cooperating teacher and the College supervisor. At the program exit level, candidates are required to submit a portfolio, with the understanding that future candidates within the next five years will be expected to produce electronic portfolios.

The TEC has identified three programs – Physical Education, Adolescence Science Education, and Speech Pathology and Audiology—to participate in an iWebFolio pilot project. Candidates in these programs will have the opportunity to use this software, developed by NuVentive, to produce electronic portfolios for selected

classes. Training for pilot faculty and candidates for this initiative took place at the beginning of the Spring 2003 semester. A second electronic portfolio model is currently being used in the Thematic Methods Block for the Childhood Education Program. Candidates in the Adolescence Education-- Spanish and Adolescence Education--French programs currently implement electronic portfolios and other adolescence education programs are committed to requiring electronic portfolios.

**Candidate Proficiencies Aligned with Professional and State Standards**

Teacher candidates at SUNY Cortland are required to meet performance outcomes that are aligned with institutional, state and national standards. Members of the NCATE Executive Board at SUNY Cortland developed a crosswalk that demonstrates the alignment of the thirteen candidate performance outcomes with New York State Standards, INTASC Standards, NCATE Standards, and the SUNY Chancellor’s Action Agenda Standards. The crosswalk was approved by the TEC and is part of the [Conceptual Framework](#). A sample entry from the crosswalk for Learning Outcome 1 is shown below. There are [similar crosswalks](#) for each of the 13 SUNY Cortland learning outcomes.

Table 5.  
Sample SUNY Cortland Learning Outcome Crosswalk with other Standards

<b>Institutional Standards for Learning Outcome 1:</b> Demonstrate a solid foundation in the arts and sciences			
<b>Regulations of the NY Commissioner of Education (Rules 50, 52, ...)</b>	<b>INTASC Principle(s)</b>	<b>NCATE Standard(s) and Element(s)</b>	<b>SUNY Chancellor’s Action Agenda</b>
<u>General Education Core in the Liberal Arts and Sciences</u> ■ complete study that prepares candidates with knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to: artistic expression; communication; information retrieval; concepts in history and social sciences, humanities, a language other than English; scientific and mathematical processes, and written analysis and expression	<u>Principle #1:</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	<u>Standard 1.</u> Candidate Knowledge, Skills, and Dispositions: Content Knowledge for Teacher Candidates; Pedagogical Content Knowledge for Teacher Candidates <u>Element A</u> Content Knowledge for Teacher Candidates: Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. <u>Element B</u> Content Knowledge for Other Professional School Personnel Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards.	■ Provide all SUNY Students pursuing teaching careers the best possible preparation to become effective teachers

### **III. EVIDENCE FOR MEETING EACH STANDARD**

#### **UNIT STANDARD 1:** **CANDIDATE KNOWLEDGE, SKILLS AND DISPOSITIONS**

*Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.*

#### **Element 1: Content Knowledge for Teacher Candidates**

*Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state and institutional standards.*

To be eligible for admission to SUNY Cortland, all undergraduate applicants must have completed a college preparatory track (Regents level or higher), consisting of 4 units of English, 4 units of Social Studies, 3-4 units of Mathematics, 3-4 units of Science and 3-4 units of foreign language preferred. In areas in which only 3 units are completed, the expectation is to compensate with more units in another area.

Over the past several years SUNY Cortland has evolved into one of the most competitive SUNY campus for admission of freshmen and transfer students. In the fall of 2003 the mean SAT score for the entering class was 1080. The mean SAT score has risen by approximately 20 points per year since the late 1990s. As of late January 2004, 75 percent of the fall 2004 class has been accepted with a mean SAT score in excess of 1100 and is expected to remain in that range as the remaining students are accepted for admission. To be eligible for admission to graduate study, applicants must fulfill the specific requirements of the program for which they are applying. Graduate programs require a minimum 2.8 undergraduate GPA and some programs require the Graduate Record Examination along with letters of recommendation. Some graduate programs have higher requirements. For advanced programs leading to professional or permanent certificates the candidate must be currently certified at the initial or provisional level and must submit a copy of that certificate.

#### **Mastery of Liberal Arts and Sciences**

At the undergraduate level, all candidates are required to successfully complete both the SUNY System-Wide General Education program and the SUNY Cortland General Education program. Completion of the General Education programs provides a solid foundation in the liberal arts. Graduate-level candidates for initial certification are required to provide evidence of fulfillment of all General Education areas. In cases of deficiency, these areas are made up prior to admission to the graduate program. Both [general education programs](#) are described in the college catalog. The [specific courses](#) for the general education programs are listed on the Registrar's Office website.

An additional assessment of mastery of the liberal arts occurs at the point of New York State Teacher Certification Examination (NYSTCE) administration of the Liberal Arts and Sciences Test (LAST). Candidates usually take this test just before or after

graduation but it is not a requirement for completion of the SUNY Cortland teacher education program. As reported for Title II over the past four years, SUNY Cortland teacher candidates achieved the following scores:

Table 6.  
SUNY Cortland Liberal Arts and Science Test (LAST) Scores

Year	Number of Test Takers	Number with Passing Scores	Percentage Passing Test	Statewide Percentage Passing Test
2002-03	707	673	95%	NA
2001-02	629	601	96%	95%
2000-01	630	612	97%	95%
1999-00	593	579	98%	96%

### **Mastery of Content**

Candidates are exposed to significant depth in the content area to be taught. Adolescence education programs require a major in the discipline or the equivalent. Childhood Education, Early Childhood Education, and Special Education, which are more interdisciplinary, require a concentration of 30 credits in an approved liberal arts area. Throughout the program and at point of exit from the program, all candidates are expected to maintain a minimum 2.5 GPA in the content area. Several programs, e.g., Adolescence Education-English and Adolescence Education-Social Studies, require higher GPA's in the major.

The [New York State Learning Standards](#) are introduced during the methods course in each program, and emphasis is placed on the specific learning standards in the discipline. In addition, the national standards for the respective NCATE specialty program area organizations are introduced and discussed in the respective courses. Evidence is found in the syllabi, available in the Exhibit Room.

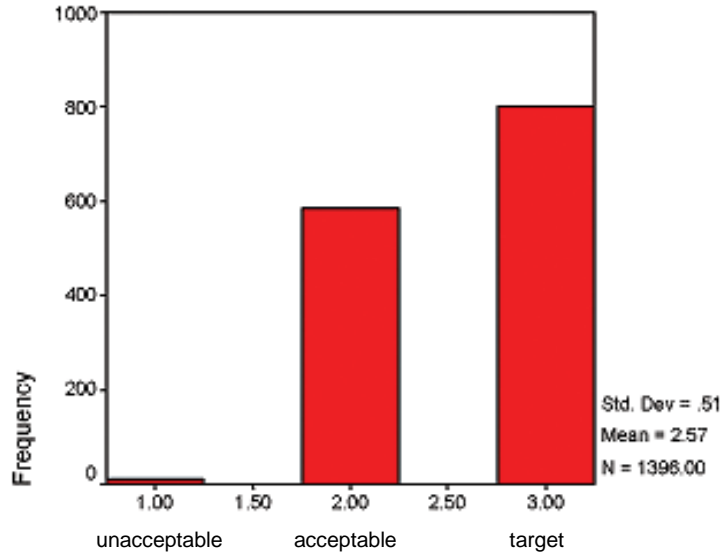
Evaluation of mastery of the content is also a component of the Student Teacher Evaluation, which is administered twice during each student teaching placement, at the midpoint and at the completion of each of the two placements. The on-line system for data collection was implemented for Spring 2003.

Successful lesson plan design and execution demonstrating mastery of knowledge in the discipline are made during the methods course and the student teaching experience. Exemplars become part of the candidate's portfolio.

The NYSTCE Content Specialty Test (CST) is administered at the close of the program. Effective February 2, 2004, passing scores are required by NYSED for initial certification (this test was previously required for advanced certification only.) An 80% institutional pass rate is required on the NYSTCE examinations.

The student teacher evaluations show that candidates have mastery of content knowledge. The complete student teacher evaluation process is described under standard two. The graph in Figure 3 shows that virtually all candidates have either acceptable or target evaluations for knowledge of subject matter. Substantially more students had target levels on the evaluations than acceptable.

Figure 3.  
Responses from the Student  
Teacher Evaluation on  
Subject Matter Knowledge of  
Candidates



The survey of employers from the fall of 2003 similarly shows that SUNY Cortland graduates have mastery of content knowledge. Tables 7 and 8 show that candidates have a strong foundation in the arts and sciences along with strong knowledge of their subject area.

Table 7.  
Responses from the Employer Survey  
“Foundations in the arts and sciences?”

	Frequency	Percent
Not Applicable	4	3.0
Unacceptable	2	1.5
Acceptable	73	54.9
Highly Acceptable	54	40.6
Total	133	100.0

Table 8.  
Responses from the Employer Survey  
“Knowledge of subject area?”

	Frequency	Percent
Not Applicable	1	.8
Unacceptable	2	1.5
Acceptable	52	39.1
Highly Acceptable	78	58.6
Total	133	100.0

### Advanced Programs

All advanced program candidates must have either a provisional or initial certificate for admission to the program. This insures that the candidates have at least a bachelor’s degree and have passed the Liberal Arts and Sciences Test (LAST). Thus, the LAST pass rate for advanced program candidates is 100 percent. All of the advanced

programs require additional course work in the respective discipline. For example, the MEd Adolescence Education: History program requires 18 additional hours of history coursework and the MEd Health Education program requires 24 additional hours in health. As indicated in the employer survey responses above, the SUNY Cortland graduates have a strong foundation in the arts and sciences and have strong knowledge in the subject area.

### **Element 2: Content Knowledge for Other Professional School Personnel**

*Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state and institutional standards.*

Candidates preparing to work in schools as other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards. SUNY has programs for other school personnel in Educational Leadership and Speech Pathology and Audiology.

### **Educational Leadership**

The Educational Leadership Department within the School of Education prepares individuals for service in schools as principals, superintendents, and other leadership roles within the school. The Department has established a comprehensive curriculum that addresses the content knowledge and understanding related to school leadership as well as the skills and performances that are pertinent to effective leadership. The Educational Leadership Department's curriculum is founded on the four Standards of Strategic Leadership, Instructional Leadership, Organizational Leadership, and Political and Community Leadership and is delineated into content components for the standards – the understandings, central concepts, facts, and principles related to effective school leadership, and the performance components, which are the competencies, skills, and abilities that effective leaders must demonstrate.

These content component understandings, concepts, facts, and principles are embedded into the syllabi of each of the core courses for the Educational Leadership Department's program. Candidates are assessed on these elements within the classes, using case study analysis, essays, problem situations, and research studies, and each must demonstrate understanding of the elements in order to complete the coursework.

During the internship experience the candidate must develop a portfolio that archives evidence of experiences and learning within each of the Department's Standards. The candidate is assessed, using a rubric that identifies each of the Standard's areas, by the internship supervisor. This is done throughout the semester as well as part of the culminating expectations to determine the degree to which the leadership candidates have a thorough understanding of the central concepts, tools of inquiry, and structures of their fields. In addition and consistent with the supervisors' final review, a project is required of each administrative intern which entails the use of and inquiry into student related data, critical analysis of a problem situation, research and synthesis of core conceptual content, and conclusions and recommendations based on the analysis.



## **Speech Pathology and Audiology**

The entry-level degree for the professions of Speech-Language Pathology or Audiology is a master's degree. Therefore, the overall mission of the Department of Speech Pathology and Audiology at SUNY Cortland is to provide, within a multicultural framework, an academic, theoretically based foundation that includes information about the normal processes of language and speech development and an understanding of various communication disorders for the purposes of preparing candidates for graduate study in Speech-Language Pathology, Audiology, or related areas. Inherent in this pre-professional preparation is the development of critical thinking and problem-solving skills that will enable candidates to apply theoretical knowledge to the clinical setting. This department's pre-professional program includes initial clinical experiences and opportunities for the completion of requirements leading to New York State Teacher Certification as well as the development of competencies to pursue further clinical study at the graduate level. Teacher candidates demonstrate their content knowledge through the following avenues.

The Speech Pathology and Audiology Competency Exam: (SPAA Competency Exam). This exam is given at the end of the teacher candidate's sophomore year in conjunction with SHH 477 Diagnostic Procedures and prior to enrollment in SHH 481 Clinic II. The content of the exam and procedures are discussed in SHH 480 Clinic II that is taken concurrently with SHH 477 Diagnostic Procedures. The SPAA Competency Exam assesses the following areas: Baseline Measurement, task sequencing, preschool language, behavior management, objectives (both long and short term), lesson plans, task analysis, professional ethics, phonology, diagnostics, school-age language, early childhood language, multicultural/diversity issues and hearing disorders. The teacher candidate must pass this competency exam with a grade of 74 or better. If the SPAA Competency Exam is not passed, a remediation plan is prepared and the candidate retakes the exam after the remediation program. The teacher candidate must pass this exam prior to entering SHH 481 Clinic II where they are assigned clients.

Case Studies: As part of SHH 481 Clinic II –Clinical Practicum (either at the end of their junior year or at the beginning of their senior year), teacher candidates have to complete a case study in language and one in phonology. These case studies assess the teacher candidates' abilities to interpret clinical information. These case studies use information that is similar to clients seen for Clinical Practicum. Candidates must pass the case studies with a grade of 74. If a candidate does not pass, s/he is provided a remediation program and then will be assigned another case study. The candidate must pass these case studies in order to be assigned clients and register for student teaching.

SHH 481 Clinic II Clinical Practicum: Teacher candidates participate in a supervised evaluation and treatment of individuals with communication disorders. They are involved in assessment and treatment techniques/strategies, report writing and behavioral techniques. This experience occurs in the second semester of the teacher candidate's junior year or the first semester of his/her senior year. This experience is an

opportunity for teacher candidates to apply theory. Assessment occurs in many ways. Lesson plans are evaluated using a rubric that looks at objectives, rationale, materials, and the therapy process/sequence. It involves collecting and analyzing data, as do the diagnostic treatment plan and the progress report. The college supervisor observes the teacher candidate. The observation report is used to evaluate the session where the teacher candidate can earn a 1 (exceptional session, no changes needed, excellent display of clinical skills) to a 6 (fair session, significant changes being assessed, necessary to improve clinical abilities and effectiveness—changes are listed). The teacher candidates write diagnostic and progress reports. These works are evaluated using checklists. To assess the entire practicum experience the UTD (University of Texas at Dallas) evaluation tool is used at mid-term and end of the semester. This tool looks at various aspects of assessment and treatment of communication disorders. The rubric ranges from excellent to inadequate. There is a specific description of the meaning of these ratings/ranges under each area

### **Element 3: Pedagogical Content Knowledge for Teacher Candidates**

*Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology.*

Undergraduate teacher candidates are required to maintain a 2.5 GPA in pedagogical content and all graduate teacher candidates are required to maintain a 3.0 GPA. Demonstration of knowledge, skills, and dispositions is ensured through performance-based assignments and modules for the mandated 100 hours of field experience prior to the student teaching experience, as well as during the student teaching experience. Microteaching takes place in some methods courses and is evaluated by both the instructor and peers. Evaluation forms are included in the [Pre-Student Teaching Manual](#), for the 100 hours placements, and [Student Teaching Handbook](#).

All teacher candidates are required by NYSED to complete six credit hours of language and literacy development. To achieve a better understanding of teaching P-12 students whose native language is other than English, an interactive [ESL module](#) has been developed for teacher education. Knowledge of P-12 student development is assessed in the respective psychology courses taken by the teacher candidates: PSY 101—Introduction to Psychology, PSY 231—Child Psychology, PSY 232—Adolescent Psychology, and PSY 332—Educational Psychology. Understanding of safety in education and identification and reporting of child abuse is ensured via candidate participation in the interactive Child Abuse Workshop and the Schools Against Violence in Education (SAVE) Workshop, required for New York State certification. Syllabi are available in the Exhibit Room.

**Student Teacher Evaluation Form:** Both the Cooperating Teacher and the College Supervisor assess the pedagogical content knowledge of the student teacher via the [Student Teacher Evaluation Form](#), which is administered twice per placement. This assessment tool is based upon the INTASC Principles and the SUNY Cortland 13

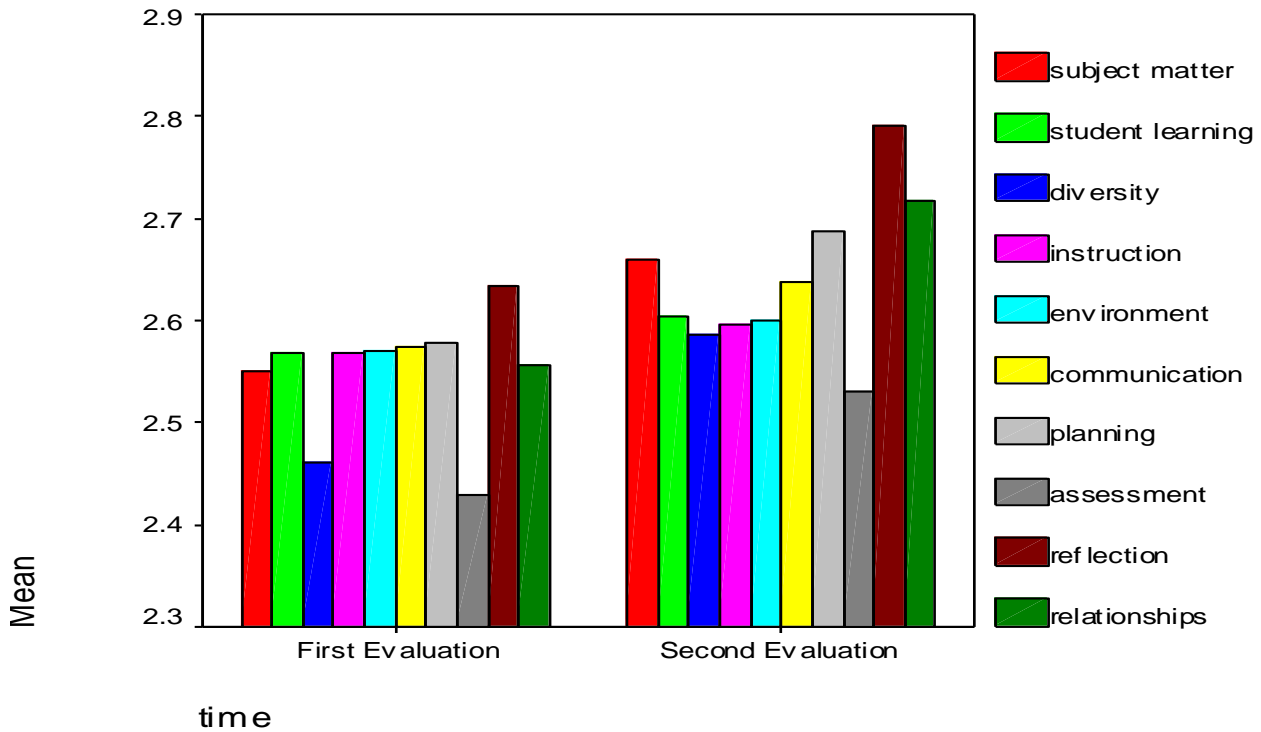
Learning Outcomes. The student teacher completes a self-evaluation twice per placement, using the same evaluation form. The on-line form was implemented in Spring 2003. Description of the form and data for Spring 2003 follows.

**Program Evaluation**

Group summaries of candidate performances provide information useful in improving candidate training and placements. Aggregated data indicate which INTASC principles candidates are mastering and which standards they struggle to achieve. These summaries inform both coursework and the placement experience. Low ratings on specific standards may reflect knowledge, skills or dispositions not adequately taught before the field experience. The ratings may also reflect characteristics of the placement.

Figure 4 summarizes the mean rating scores of candidates at early and late in their placements. The columns indicate mean scores on rubrics aligned with the 10 INTASC principles. Candidate performance clearly improves over time. Although there is an overall improvement, the profiles illustrate where performances are relatively weak. Most noticeable is the area of assessment, which is the lowest rating at both points in time.

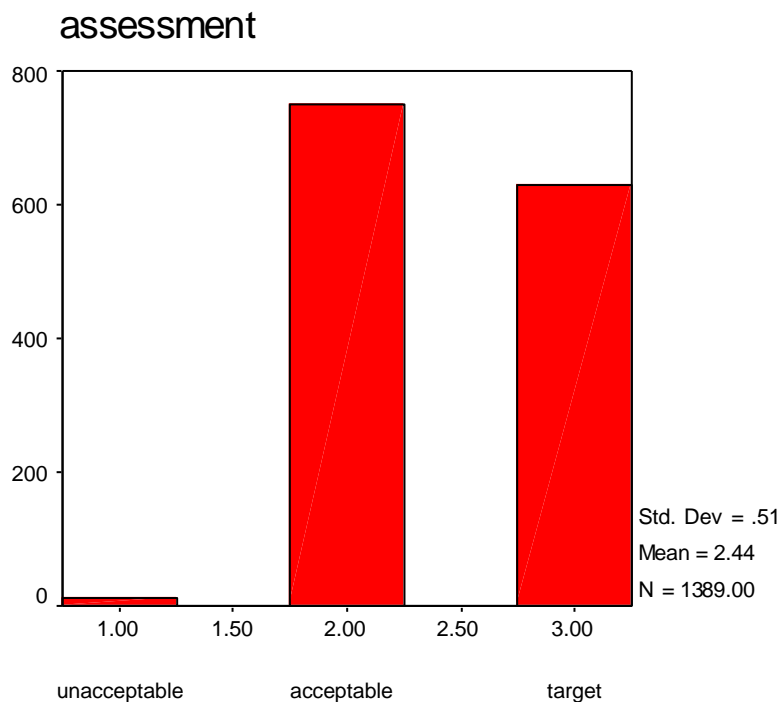
Figure 4.  
Mean STE scores early and late semester for spring, 2003



This does not mean that the evaluators are finding candidates “unacceptable” in the area of assessment, only that there are fewer candidates in

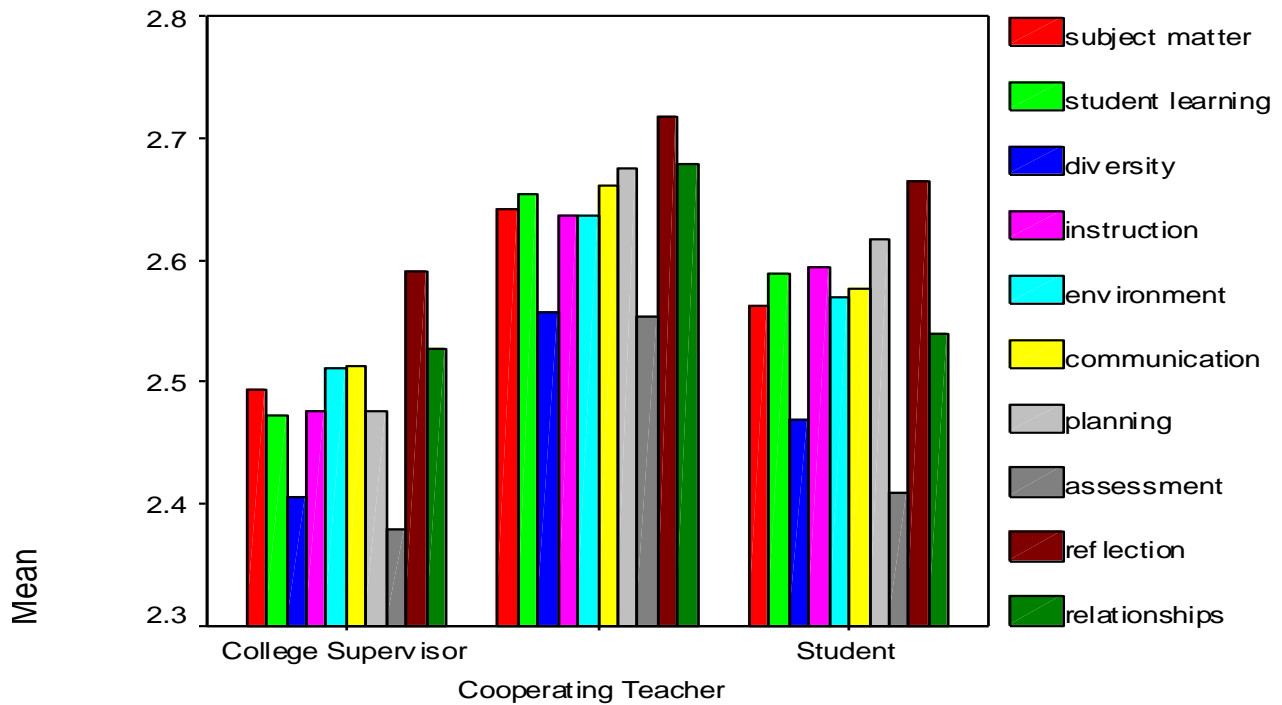
the “target” range (See Figure 5). It is unclear whether these ratings reflect on training or placement, but follow up interviews suggest the latter. Candidates in Childhood/Early Childhood Education (77 % of the candidates) take a course in Measurement and Evaluation. Additionally, assessment is embedded in many methods courses. Cooperating teachers, however, may be somewhat hesitant in relinquishing their grade book to candidates. Many cooperating teachers continue to develop classroom tests even when the candidates are doing most of the teaching.

Figure 5.  
Frequency of ratings for “Unacceptable” (1), “Acceptable” (2), and “Target” (3) performances in the area of assessment (INTASC Area 8).



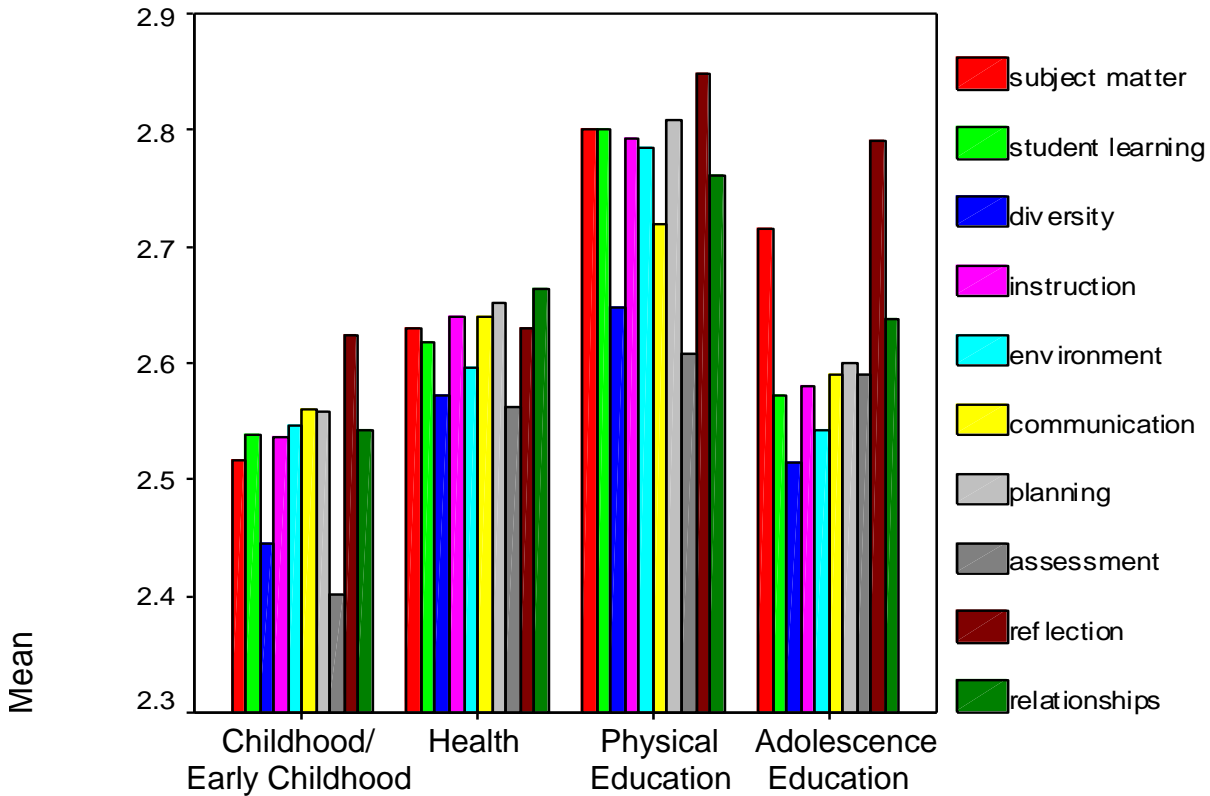
The Placement Supervisor, the Cooperating Teacher, and the Candidate all completed evaluations using the same form. As might be expected, Supervisor evaluations were the most critical of performance. Interestingly, the Candidates were more critical than the Cooperating Teachers in judging their own performance. The profiles of relative strengths and weaknesses were very consistent for all three raters. Once again, mean scores for Assessment and Diversity were lower than all other areas (See Figure 6).

Figure 6.  
Profile Scores based on Supervisor, Cooperating Teacher, and Candidate Evaluations.



Comparing candidate performance across departments raises some difficult methodological issues. Although a common evaluation is used, the interpretation of the rubrics may differ dependent on the teaching environment. Candidates in Health, Physical Education, Adolescence Education and Childhood Education demonstrate mastery in unique contexts. Figure 7 illustrates the profile of mean scores of candidates grouped by Department. The profiles show consistencies in relative strengths and weaknesses across programs. Diversity and Assessment tend to be low, while Reflection is consistently high. Not surprisingly, Departments with content specialties (Health, Physical Education, and Adolescence Education) rate Subject Matter as a relative strength.

Figure 7.  
Performance Profiles for Childhood/Early Childhood, Health, Physical Education and Adolescence Education Departments.



Although these data are preliminary, the Student Teacher Evaluation offers insight into the performance of teacher candidates and a mechanism for examining areas for programmatic improvement. The Departments and the Field Placement Office must now consider what needs to be done to insure that candidates further develop their abilities in the areas of Diversity and Assessment.

All candidates for teaching certificates in New York will be required to take a Content Specialty Test (CST) corresponding to the certification area. The CST tests are just now being implemented and very few individuals have actually taken the tests. The tests measure competence in the specific discipline as well as the teaching that content to students. The [complete descriptions](#) for each of the Content Specialty Tests are available online. Table 9 includes some preliminary scores from the small number of SUNY Cortland candidates who have taken the CST. These preliminary results indicate that virtually all of the SUNY Cortland program completers have mastery of the PCK for their certification area.

Table 9.  
Preliminary Content Specialty Test Results from 2002-03 for SUNY Cortland Program Completers

Test Name	Number of Test Takers	Number with Passing Scores	Percentage Passing Test
Elementary Education CST	135	133	99%
English CST	30	27	90%
Mathematics CST	14	13	93%
Social Studies CST	30	26	87%
Biology CST	16	15	94%

### **Advanced Programs**

The Content Specialty Test will become a requirement for Initial Teacher Certificates starting in the spring of 2004. Since all candidates in advanced programs must have an Initial Certificate, the pass rate for advanced program candidates on the CST will be 100%. All of the advanced programs require additional study to expand the candidate's knowledge of instructional strategies.

### **Element 4: Professional and Pedagogical Knowledge and Skills for Teacher Candidates**

*Teacher candidates can apply their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.*

Professional and pedagogical knowledge and skills are demonstrated in the lesson/unit planning and execution in the respective methods courses. P-12 learning is assessed through the Student Teacher Evaluation form, filed twice per placement by the Cooperating Teacher and the College Supervisor, and reflected upon at midpoint and final point of the student teaching experience by the student teacher. Evidence of P-12 learning is included in the candidate's portfolio. Exemplars are available in the Exhibits Room.

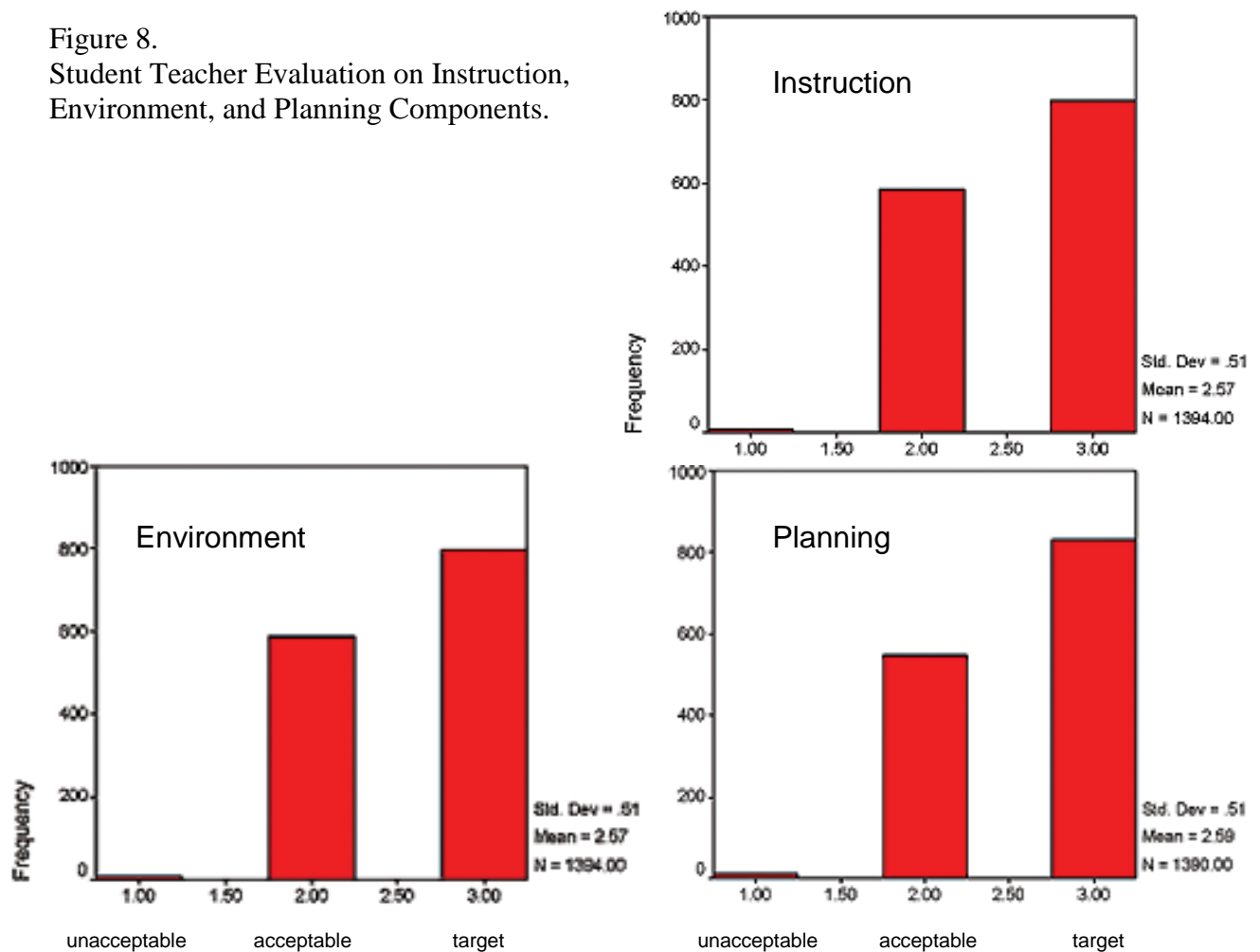
All teacher candidates must pass the NYSTCE Assessment of Teaching Skills-Written (ATS-W) examination as a requirement for NYSED initial certification. NYSED and SUNY System Administration require an 80% institutional pass rate. Data for the past three academic years indicates the following scores on the ATS-W:

Table 10.  
 Passing Rates for NYSTCE Assessment of Teaching Skills—Written (ATS-W)

Year	Number of Test Takers	Number with Passing Test	Percentage Passing Test	Statewide Percentage Passing Test
2002-03	730	699	96%	NA
2001-02	617	595	96%	96%
2000-01	626	608	97%	96%
1999-00	591	580	98%	97%

The Student Teaching Evaluation (STE) data show that the vast majority of the candidates have achieved acceptable or target levels on the rubrics. The overall results across all items on the instrument show an extremely small number of candidates with unacceptable ratings with the results for [each individual item](#) are parallel to the overall assessment. The results for instruction, environment, and planning components (Figures 8) show that well over half of the candidates are in the target range on the rubrics with virtually everyone else in the acceptable range.

Figure 8.  
 Student Teacher Evaluation on Instruction, Environment, and Planning Components.





The employer survey shows similar findings indicating that the SUNY Cortland graduates are well prepared in professional and pedagogical knowledge and can apply that knowledge in the classroom. Employer surveys are sent annually to school employers of graduates of SUNY Cortland teacher education programs. The employer survey, developed and implemented in Spring 2003, is based on the SUNY Cortland 13 Learning Outcomes. The complete employer survey report is available in the Exhibit room.

Tables 11, 12, and 13 show that virtually all of the candidates can apply their professional and pedagogical knowledge in the classroom. The SUNY Cortland candidates understand how students learn and develop, can promote safe learning environments, and can manage student behavior.

Table 11.  
Responses from the Employer Survey  
“Understands how students learn and develop?”

	Frequency	Percent
Unacceptable	6	4.5
Acceptable	58	43.6
Highly Acceptable	69	51.9
Total	133	100.0

Table 12.  
Responses from the Employer Survey  
“Manages classroom to promote safe learning environment?”

	Frequency	Percent
Unacceptable	3	2.3
Acceptable	49	36.8
Highly Acceptable	81	60.9
Total	133	100.0

Table 13.  
Responses from the Employer Survey  
“Manages student behavior?”

	Frequency	Percent
Unacceptable	4	3.0
Acceptable	54	40.6
Highly Acceptable	75	56.4
Total	133	100.0

**Advanced Programs**

All advanced program candidates must have either a provisional or initial certificate for admission to the program insuring that the candidates have passed the Assessment of Teaching Skills—Written (ATS-W). The ATS-W pass rate for advanced program candidates is 100 percent. All of the advanced programs require additional course work in instructional strategies related to the particular content. As indicated in the employer survey responses above, the SUNY Cortland graduates understand how students learn and develop, manage the classroom to promote safe learning environment, and manage student behavior.

**Element 5: Professional Knowledge and Skills for Other School Personnel**

*Candidates for other professional school roles have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state and institutional standards. They know their students, families, and communities; use current research to inform their practices; use technology in their practices; and support student learning through their professional services.*

## **Educational Leadership**

The curriculum for the Educational Leadership Department's program in school leadership and administration is based on the four standards of Strategic Leadership, Instructional Leadership, Organizational Leadership, and Political and Community Leadership. Each of these standards is composed of content and performance components; therefore, the curriculum has been developed around content understandings and performance skill in which the candidate must analyze, apply, synthesize, and evaluate the content knowledge that is presented. These components include professional knowledge and skills. In building the curriculum, the staff of the Educational Leadership Department embedded the eight competencies of all administrators; those being the skills and abilities of planning, organizing, staffing, delegating, coordinating, reporting, budgeting, and evaluating.

In each of the core courses, candidates must demonstrate in-depth understanding of these knowledge and skill components through in-class evaluation strategies, assigned projects, and case study analysis. Using technology, they are required to collect and analyze data related to their work, and use research to support strategies to improve student learning.

The art and skill of self-reflection is reinforced through the use of a comprehensive candidate portfolio and daily journals that are part of each class. Candidates use the reflective journal for their analysis of the case study situation. The activity of reflection and analysis is reinforced and assessed in the internship experience through the requirement of a self-reflective log and candidate reflective journal. Items from this log and reflective journal are forwarded to the supervisor on a periodic basis. The item is reviewed and responded to, in light of the type of reflection, the professional aspects that might be involved, and the decisions made. All decisions made by the intern are expected to be reflected upon and documented in the journal. The criteria for reflection have to do with the three "C's" of decision-making – Content of the decision, Context of the decision, and the Core Ideology of the decision maker and the organization. Assessment of the reflections and items for review are based on these criteria.

Activities and projects are all required to be of professional quality, using writing and communication skills that are of a professional level, and are assessed at these professional levels. Finally, all activities, criteria, decisions, and procedures are to be based on the core mission of schools, that is, student well being and learning.

Dispositions for all Educational Leadership Candidates: The Educational Leadership Department's program in school leadership provides a comprehensive curriculum of knowledge, skills, and dispositions related to the professional school leader and administrator. All candidates, especially during the internship experience, must work with parents and community members, social agencies, and students. It is expected that these activities will entail the relating of the core values and mission of the organization, and will challenge the values and dispositions of the candidate, especially as they are

related to the values of education, the extent of student motivation and discipline, and the role of the school in the community. All candidates are challenged to reflect on their core ideology regarding candidate learning, motivation, the role of the school in society, and the role of the community in guiding and directing the mission of the school organization. Candidates are assessed through classroom discussion, case study activities, and self-reflective journals. Supervisors discuss the appropriate dispositions and values as they arise during the internship experience and point out discordance, where evident, in the values and ideologies of the candidate intern and the school, parent, or community member or agency.

### **Speech Pathology and Audiology**

In EDU 496 Organizations in the Schools (offered in the senior year), the teacher candidates learn about the cultural of the school and community to include the learning standards. They visit their student teaching placements and write a short paper about the school and the caseload. These papers are assessed using a rubric that includes writing skills. The candidate also relates speech and language goals to the NY State standards. They write an IEP and relate it to the classroom impact.

Reflection on the teacher candidate's practice occurs in SHH 481 when they write SOAP notes (similar to a journal) about their client's present status and what the direction of therapy will be for the next session based on the client's responses to the current session. The diagnostic treatment plans and progress reports are examples of collection and analysis of information. They require research and reflection of practice. These plans are evaluated using a checklist.

The candidates are required to write research papers in SHH 370 where they must research information use technology and collect and analyze data. This work is analyzed using a rubric ranging from 1 to 4, which involves content, organization, vocabulary, syntax and grammar and references.

In SHH 481, candidates also have to write technology lesson plans, which are evaluated using a checklist. They must research software programs that would be appropriate for their clients and then create and present a lesson plan that would meet the goals and objectives of their clients, create a learning environment and effect change. The candidates also take a course in technology in communication disorders.

Candidates create a hearing aid manual. They research the various types of hearing aides and who might use them. These manuals are evaluated using a checklist. Candidates also complete a case study in SHH 473 Neuropathology, which is offered in the senior year. Candidates are presented with symptoms of a neurological disorder. They must do research to determine the type of disorder and its symptoms, the brain lesion that might occur to cause this damage and use this information to plan a treatment program. This requires web and library searches. The paper must be done using a software program such as Word.

### **Element 6: Dispositions for All Candidates**

*Candidates are familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the dispositions delineated in professional, state, and institutional standards.*

In the 2001-2002 academic year, the SUNY Cortland Teacher Education Council (TEC) spent considerable time in discussion about what it means to be a good teacher. TEC members identified the following three categories and respective dispositions for teacher education candidates graduating from SUNY Cortland programs:

#### Character Dispositions

- Honesty
- Integrity
- Caring/Empathy for Others
- Work Ethic/Diligence
- Responsibility-Personal/Social
- Accountability

#### Teaching Dispositions

- Has Knowledge of Content-Passion for Subject
- Is Well Prepared in the Arts and Sciences
- Believes that All Students Can Learn
- Maintains High Standards in the Classroom
- Demonstrates Fairness
- Creates Safe and Nurturing Classroom Environment
- Addresses a Variety of Learning Styles
- Understands and Values Diversity
- Is a Reflective Teacher
- Values the Role of Assessment
- Communicates Effectively with All Stakeholders
- Appreciates the Inter-Connectedness of Disciplines

#### Professional Dispositions

- Collegiality
- Dedication to the Profession
- Leadership
- Change Agent
- Cooperation/Collaboration
- Respect/Value Education
- Professionalism
- Confidentiality

TEC members felt that the first category, character dispositions, could be evidenced early in the candidates' academic program, particularly in courses in the

General Education program and as early as COR 101—The Cortland Experience-A First Semester Seminar.

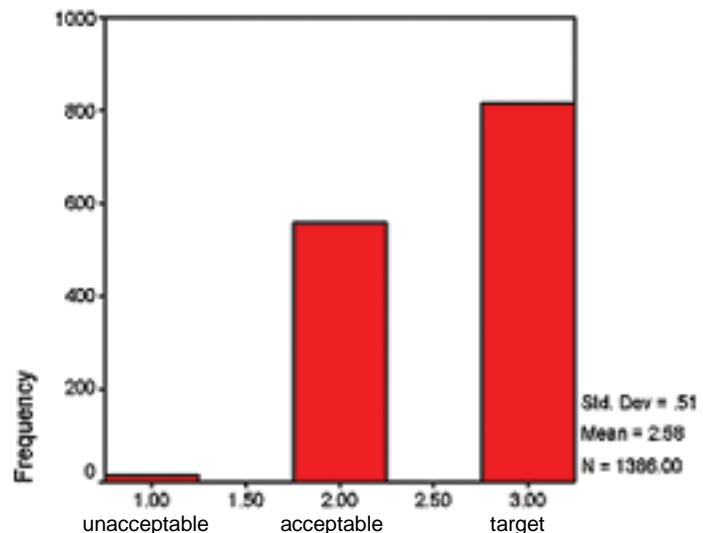
Once accepted into the Teacher Education Program, the candidates’ teaching dispositions are assessed at various checkpoints in the program, via the SUNY Cortland 13 Learning Outcomes. Candidates write a dispositions essay at the beginning of their program. This essay becomes the first entry in their portfolio. At program completion candidates develop a written philosophy of teaching, reflecting upon their experiences in fieldwork and student teaching. Discussion and reflection upon professionalism takes place throughout the teacher education program, often taking the form of case studies, scenarios/role play, and debate. Professionalism is evaluated during the student teaching experience via supervisor and cooperating teacher observations, conferencing and the student teacher evaluation form, as well as student teacher self-reflection.

Professional Dispositions are monitored throughout the program, and especially during the 100 hours of fieldwork and the student teaching experience. The above dispositions are found in the Pre-Student Teaching Manual and the Student Teaching Handbook, available under Unit Standard III, in the NCATE Exhibit Room.

Two critical times for the assessment of dispositions is at admission to the teacher preparation program and at acceptance to student teach in a P-12 school. At both checkpoints the candidates undergo a judicial screening. This screening is parallel the screening the candidates will undergo when they actually apply for their teaching certificate after graduation. Candidates with questionable records are reviewed individually at the unit level by Teacher Education Admissions Committee. Each semester this committee denies admission or student teaching to a number of potential candidates based upon unacceptable dispositions. The confidential records of this committee are available in the Exhibit Room.

This careful screening process results in positive outcomes when the candidates are placed for student teaching. Figure 9 shows the positive relationships that our candidates have within schools.

Figure 9.  
Student Teacher Evaluation on Relationships Component.



The employers further support the positive dispositions of the SUNY Cortland candidates. The responses to the moral character segment of the employer survey (see Table 14) show that our candidates are at the highest levels of moral character. The 74.4 percent of candidates in the highly acceptable range is the highest percentage for any of the items on the employer survey. The SUNY Cortland candidates also are rated highly in the area of collaboration.

Table 14.  
Responses from the Employer Survey  
“Moral character?”

	Frequency	Percent
Unacceptable	2	1.5
Acceptable	32	24.1
Highly Acceptable	99	74.4
Total	133	100.0

Table 15.  
Responses from the Employer Survey  
“Promotes collaboration?”

	Frequency	Percent
Not Applicable	5	3.8
Unacceptable	8	6.0
Acceptable	50	37.6
Highly Acceptable	69	51.9
Total	132	99.2

As shown the evidence from several sources, the SUNY Cortland candidates reflect positive dispositions that are expected of professionals in the field.

**Advanced Programs**

All of the advanced program candidates have undergone a criminal background check as part of the application process for the Initial or Provisional Teaching Certificate. The check is a complete statewide and national review of the candidate’s background to insure that the candidate does not have anything in their history indicating a negative disposition toward teaching or working with children. The employer surveys reported above again indicate that the SUNY candidates have high moral character and promote collaboration.

**Element 7: Student Learning for Teacher Candidates**

*Teacher candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experience.*

Teacher candidates maintain a log during the 100 hours to describe observations and participation in P-12 learning. Specific assignments are required by each discipline to provide opportunities for assessment of student learning and subsequent candidate reflection.

Classroom management skills are evaluated during the student teaching experience, on the Student Teacher Evaluation form. Student learning is also assessed with the Student Teacher Evaluation form. Data for the environment and student learning items from the Student Teacher Evaluation form for Spring 2003 are included in the

following figures. The results from these assessments show that the P-12 students taught by SUNY Cortland candidates are learning.

Figure 10.  
Student Teacher Evaluation on Environment Component.

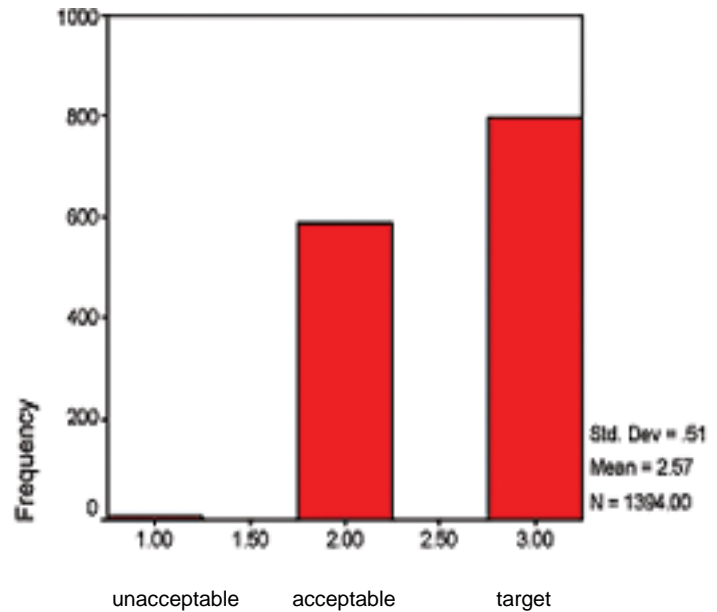
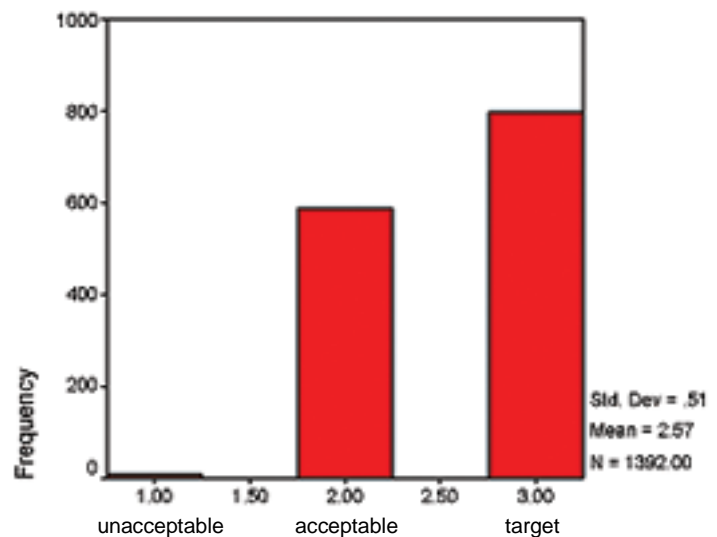


Figure 11.  
Student Teacher Evaluation on Student Learning Component.



Evidence of the ability to effect student learning is also available in exemplars of P-12 student learning which are included in the candidate’s professional portfolio. Exemplars are available in the Exhibit Room.

The employer surveys further support the ability of SUNY Cortland candidates to focus on student learning for students are various developmental levels and with differing prior experiences. Again virtually all of the candidates are in the acceptable and highly acceptable ranges on the two items shown in Table 16. The responses to the use of multidimensional assessment item (Table 17), although in the acceptable and highly

acceptable ranges, show an area that can be improved in the teacher preparation programs.

Table 16.

Responses from the Employer Survey  
“Encourages all students to achieve their potential?”

	Frequency	Percent
Not Applicable	1	.8
Unacceptable	6	4.5
Acceptable	47	35.3
Highly Acceptable	79	59.4
Total	133	100.0

Table 17.

Responses from the Employer Survey “Uses multidimensional assessment?”

	Frequency	Percent
Not Applicable	10	7.5
Unacceptable	4	3.0
Acceptable	71	53.4
Highly Acceptable	47	35.3
Total	132	99.2

**Element 8: Student Learning for Other Professional School Personnel**

*Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.*

**Educational Leadership**

The Educational Leadership Department’s program for school leadership is based on the four standards of Strategic Leadership, Instructional Leadership, Organizational Leadership, and Political and Community Leadership. The eight competencies of administration are interwoven into the curriculum, and the curriculum is focused on the technical level – the teaching and learning process – of the organization. All activities and instruction within the curriculum relate to how the levels and roles of administration relate to the teaching and learning levels of the organization.

In most of the core courses required of the candidates, the role of instructional leadership is defined, analyzed, and applied. Candidates gather, analyze and evaluate current school environments to determine their compatibility to different educational philosophies, learning theories, and instructional processes. Candidates are required to assess and compare student data with various learning environments and determine which are more effective. Finally, they work with the change process and planning, and determine strategies for developing and implementing effective learning environments, climates, and best practices within the school organizations.

The Department staff conduct surveys of program graduates’ of the supervisors to determine the extent to which the graduate is able to focus on student learning, develop learning environments, and plan, conduct, and evaluate change processes. Data from these surveys are used to improve and revise the Department’s program.



## **Speech Pathology and Audiology**

In their senior year in EDU 496 Organizations, candidates write lesson plans targeting learning standards. This experience requires knowledge of learning standards, collecting and analyzing data about the client's performance, creating a learning environment for the client and applying strategies for improving the candidate's knowledge as well as the skills of the client. These lesson plans are evaluated using a rubric.

In SHH 481, candidates critique and reflect upon their professional skills using a performance scale. This experience is evaluated using a checklist. The lesson plans in SHH 481 also focus on student learning, developing learning environments and plan and construct change. These are evaluated using a rubric mentioned above.

TEC evaluation of student teachers is used to determine the candidate's ability to focus on student learning, create and develop learning environments and plan, effect and evaluate change. Information from this survey is used in the Department retreat to improve the Department's program.

The above are examples of the requested information. Through carefully sequenced courses, the Department of Speech Pathology and Audiology provides the opportunity for all teacher candidates to analyze, synthesize, and evaluate information pertaining to normal and abnormal human development across the life span, speech, language hearing and communication disorders and differences (linguistic and cultural) and the prevention, assessment and intervention for people with communication disorders. They learn the standards of ethical conduct and use research and integrate the research principles into evidence-based clinical practice. They are encouraged to be abreast of contemporary professional issues and know about teacher certification, ASHA certification and licensure.

## **UNIT STANDARD 2: PROGRAM ASSESSMENT AND UNIT CAPACITY**

*The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.*

### **Element 1: Assessment System**

*The unit has developed an assessment system with its professional community that reflects the conceptual framework(s) and professional and state standards. The unit's system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and programs. Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points, and at program completion. Assessments used to determine admission, continuation in, and completion of programs are predictors of candidate success. The unit takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.*

The Teacher Education Candidate Assessment System (TECAS) is used to assess the performance of the candidates as they move through the teacher education programs. The candidates are assessed on the thirteen SUNY Cortland learning outcomes. The thirteen learning outcomes, based upon the [Conceptual Framework](#) and the [Learning Outcome Crosswalk](#), show the relationship among the learning outcomes, the Regulations of the Commissioner of Education, the INTASC Principles, the NCATE standards and, the SUNY Chancellor's New Vision. The SUNY Cortland candidates will:

1. Demonstrate a solid foundation in the arts and sciences.
2. Possess in-depth knowledge of the subject area to be taught.
3. Demonstrate good moral character.
4. Understand how students learn and develop.
5. Manage classrooms structured in a variety of ways to promote a safe learning environment.
5. Know and apply various disciplinary models to manage student behavior.
7. Apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
8. Integrate curriculum among disciplines, and balance historical and contemporary research, theory, and practice.
9. Use multiple and authentic forms of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students.
10. Promote parental involvement and collaborate effectively with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other caregivers, for the benefit of students.
11. Demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning.
12. Foster respect for individual's abilities and disabilities and an understanding and appreciation of variations of ethnicity, culture, language, gender, age, class and sexual orientation.

13. Continue to develop professionally as reflective practitioners who are committed to an on-going scholarly inquiry

### **Initial Program Checkpoints**

The thirteen learning outcomes are assessed at six checkpoints during an initial candidate's preparation to become a classroom teacher. These checkpoints are used for all bachelor's degree candidates as well as for candidates in the Master of Arts in Teaching (MAT) and Master of Science in Teaching (MST) programs. The TECAS provides multiple assessments of the candidate at each checkpoint to insure that the candidate is making satisfactory progress toward becoming a successful practicing teacher. The TECAS is available online to the candidate as well as the advisor so that the candidate can monitor their own progress. The six checkpoints are:

#### Checkpoints for Candidates in Initial Programs

- 1) application to the Teacher Education Program
- 2) completion of 100 hours of field work
- 3) eligibility to student teach
- 4) during the student teaching experience
- 5) completion of the program
- 6) post-graduation

Candidates in advanced programs, typically leading to professional or permanent certificates, are assessed at six different checkpoints as listed below.

#### Checkpoints for Candidates in Advanced Programs

- 1) application to the Program
- 2) acceptance to candidacy
- 3) eligibility for practicum/internship if required
- 4) completion of practicum/internship if required
- 5) master's project, comprehensive examination, or portfolio
- 6) post-graduation

The checkpoints for the initial programs are discussed in detail first. This is followed by a separate discussion of the checkpoints for the advanced programs.

### **Initial Program Checkpoint #1 Application to the Teacher Education Program**

College students who wish to become candidates in the SUNY Cortland teacher education program are first waitlisted, as evidenced in major codes like CED-W (Childhood Education-Waiting). The applicant submits the application, usually by the end of the sophomore year. Once accepted into the program, the Registrar removes the "W" from the major code. Copies of approved applications to the teacher education program are maintained in the NCATE Office and in the department housing the respective curriculum. In addition to academic review, a judicial screening is conducted for applicants. The department forwards questionable applications to the Teacher

Education Council (TEC) Teacher Education Application Review Committee for discussion and decision. Applicants are informed in writing of the Committee’s decision. Applicants who are denied admission to the program have the right to appeal based on extenuating circumstances. During the 2002-2003 academic year, the following decisions were made:

Table 18.  
Applicants Reviewed by Teacher Education Application Review Committee for 2002-03 Academic Year

Accepted Following Committee Review	Conditionally Accepted	Denied
21	5	3

Candidates in the Master of Arts in Teaching (MAT) and Master of Science in Teaching (MST) are enrolled in initial teacher preparation programs and subject to generally the same requirements as other initial (i.e. undergraduate) candidates. MAT and MST candidates must already hold a bachelor’s degree in an area appropriate for the certificate the hope to attain. Each candidate must have the equivalent course work that is required of SUNY Cortland undergraduate candidate in the same area. Any voids in coursework become prerequisites for the MAT and MST programs. For example, a candidate with an engineering degree may have many courses in applied mathematics but very little in theoretical mathematics that become prerequisites. Candidates work individually with advisors to determine these prerequisites.

**Initial Program Checkpoint #2 Completion of the 100 Hours of Fieldwork Prior to the Student Teaching Experience**

The NYSED and SUNY requirement of 100 hours of fieldwork prior to the student teaching experience is fulfilled in conjunction with concurrent coursework. The 100 hours of fieldwork are typically divided among 2-3 courses. Candidates keep a reflective journal and complete performance-based tasks as assigned by the course instructor. A Student Course Tracking Report, available on the Banner Web System, records completion of each fieldwork component. An annotation on the Banner Curriculum Advising and Program Planning (CAPP) and on the official transcript indicates completion of all fieldwork hours.

**Initial Program Checkpoint #3 Eligibility to Student Teach**

The semester prior to student teaching, candidates attend an orientation program and file paperwork with the Field Placement Office indicating intent to student teach the following semester.

The department reviews candidates’ dispositions, academic GPA, completion of the 100 hours of field work, completion of course prerequisites, and absence of incompletes. Completion of specific program prerequisites is tracked on the Banner

Student Course Tracking Report. The Director of Field Placement submits a comprehensive list of all candidates for student teaching to the Office of Judicial Affairs. A second judicial screening is conducted, and results are reported to departments and to the NCATE Office.

#### **Initial Program Checkpoint #4 During the Student Teaching Experience**

The student teacher is observed daily by the cooperating teacher and a minimum of three times per placement by the college supervisor. Each placement is eight weeks in length and each candidate completes two placements. Feedback is provided to the student teacher at the end of each observation in writing and via conferencing. The candidate is formally evaluated twice during each placement using the Student Teacher Evaluation form, once at the midterm point and once at the end of the placement, by the cooperating teacher, the college supervisor and through self-reflection. A common Student Teacher Evaluation form is used with additional evaluation specific to the discipline added. This on-line form is based on the INTASC Principles and the SUNY Cortland 13 Learning Outcomes. The STE is described in detail immediately after the description of checkpoint number six. Results are collected and aggregated by the Field Placement Office for distribution to departments and subsequent review for program improvement.

#### **Initial Program Checkpoint #5 Exit from Program**

Throughout the course of the teacher education program, candidates prepare a portfolio that demonstrates their progress toward program completion and meeting of the 13 Learning Outcomes. The following items were approved by the Teacher Education Council for inclusion in all candidate portfolios: Dispositions essay, at the beginning of the teacher education program; b) 100 hours sample journal entry; c) artifacts which demonstrate planning for instruction; d) evidence of technology use in planning and instruction; e) exit philosophy statement; f) resume at the time of exit from the program. Also included in the portfolio are artifacts that are specific to the program discipline and that indicate competency in the 13 Learning Outcomes as reflected in individual curricula. g) Evidence of P-12 student learning is another requirement of the portfolio.

Besides the portfolio, candidates are required to demonstrate technology competency as it pertains to their discipline and ability to use technology in a classroom setting. The respective program assesses portfolios. Exemplars of successful and unsuccessful portfolios are sent to the NCATE Office for the Exhibit Room.

#### **Initial Program Checkpoint #6 Post-Graduation**

The Office of Career Services administers one-year and five-year alumni surveys. Results for each program are disseminated to the respective departments.

The Office of Institutional Research and Assessment recently developed an employer survey. It was sent to area administrators who have hired recent graduates.

The questions posed reflect the 13 SUNY Cortland Learning Outcomes. Results from the Spring 2003 administration were disseminated to departments for review and program improvement and are available in the Exhibit Room at the time of the joint site visit.

There are 51 different indicator checkpoints used in the assessments for TECAS. The complete specifications for the TECAS system show the source of the data for each assessment and the decision rule for each. The TECAS system is described in more detail under element 2 of standard 2.

### **Student Teacher Evaluations**

The Field Placement Office places hundreds of teacher candidates in the schools every semester. In the spring of 2003, over 350 candidates were placed in area schools. These placements include candidates in elementary (childhood) and secondary (adolescence) education, physical education, health, and support service positions. The Student Teacher Evaluation (STE) is a mechanism for evaluating candidate performance in these placements. The STE functions as an integral part of TECAS. This section explains the development of the STE, summarizes preliminary data collected during the Spring 2003 semester, and outlines plans for improving the instrument and mechanisms for data collection.

Overview: Over the past two years, the Teacher Education Council (TEC) at SUNY Cortland has endeavored to create an assessment instrument to evaluate teacher candidates in their school placements. The aim of the TEC assessment committee was to develop a single instrument to provide systematic feedback to candidates as well as departments and programs. Initially, the targets of the assessment were developed through consensus of the college-wide committee assigned the task of determining outcomes shared by all the programs.

The process was challenging because the assessment serves two purposes: feedback to candidates and programs. The candidates need an instrument that provides enough detail to be helpful in improving their practice. For the candidate, the question is "what do I need to improve to become a good teacher?" Additionally, the college programs require an instrument that aggregates performance in an easily interpretable manner. For the college, the question is "what do we need to do to help the candidates become successful when placed in the schools?"

The initial Student Teacher Evaluation was developed in the fall of 2001 and implemented in the spring and fall semesters of 2002. The first version of the STE was extremely detailed in order to provide responsive feedback to candidates. The 124-item rating scale was developed by the consensus of the committee as to what constitutes successful candidate performance. Although guided by the committee's knowledge of best practices, the items were not specifically aligned with professional standards.

During the Spring 2002 and Fall 2002 semesters, field supervisors, cooperating teachers, and candidates completed the 124-item STE four times over the course of the

semester. The assessments were forwarded to each department for evaluation.

#### Student Teacher Evaluation Timeline

##### First Quarter

- Mid-quarter evaluation of first placement (3<sup>rd</sup> or 4<sup>th</sup> week)
- Final evaluation of first placement (6<sup>th</sup> or 7<sup>th</sup> week)

##### Second Quarter

- Mid-quarter evaluation of second placement (10<sup>th</sup>-11<sup>th</sup> week)
- Final student teaching evaluation (15<sup>th</sup>-16<sup>th</sup> week)

The evaluations were used to guide discussion with the candidates and then placed in their files. Given the large number of candidates, the frequency of the evaluations, and the number of items on each assessment, the aggregation of these data became an obstacle in using them for program evaluation. Therefore, summative data for program evaluation was not collected. Approximately 200 of the evaluations (from the Childhood Education Program) were randomly sampled from over 1200 submitted to determine how well items differentiated candidate performance. Additionally, interviews with the evaluators gave the committee valuable insights into the logistical issues involved in implementing such an extensive evaluation of the candidates.

In the fall of 2002, the TEC assessment committee addressed the shortcomings of the initial STE. The committee focused on creating a shorter assessment based specifically on INTASC principles. Instead of a lengthy rating scale, the committee opted for a 10-item assessment (with detailed performance rubrics). Each item could be scored "Target," "Acceptable," or "Unacceptable" and space for supporting comments was included to provide more detailed feedback to the candidates. Additionally, the revised STE was formatted into a web-based survey to facilitate aggregation. The revisions allowed evaluators to provide summative data for program evaluation and relevant details to candidates in a relatively short assessment.

In the spring of 2003, the 10-item web-based survey was made available for the candidates, cooperating teachers, and field supervisors. A memo from the Dean of Professional Studies (Dr. Malone) notified the stakeholders about the option of completing the STE over the web, but also requested hard copies to be submitted as well. Approximately 1400 evaluations were submitted for 348 teacher candidates in field placements.

Nearly all evaluators submitted on-line assessments over the course of the semester, but not for all of the four assessment periods. The majority of responses came from the Childhood and Early Childhood programs, but many evaluators in Health, Physical Education, and Adolescence Education Departments also submitted results (Table 19) This report is based on data collected prior to May 1<sup>st</sup>, 2003; therefore the data summarized do not include the final evaluations for the Spring 2003 semester.

Table 19.  
Counts of department responses to the STE

Childhood/Early Childhood Education	1074
Health Education	90
Physical Education	127
Adolescence Education	107
Total	1398

Candidate Feedback: The results of the candidate evaluations were shared individually during periodic meetings with field supervisors and cooperating teachers. Beginning with the first mid-quarter evaluation, supervisors and cooperating teachers explain what the candidate should focus on to become effective teachers.

Although teacher candidates receive extensive classroom involvement prior to student teaching, this one semester experience places the candidates “in charge” for the first time. Over the semester, candidates are expected to shift from participants to leaders. The process requires guidance along with an understanding that teaching skills do not develop in a uniformly sequential manner. Although a single assessment is used to evaluate the student teachers, it is not assumed that they will master these skills by the third or fourth week of the placement (the time of their initial evaluation). The initial evaluation, however, identifies those candidates who are experiencing extreme challenges and require extra support to become successful.

Beginning with the initial STE, candidate performance is reviewed by the Field Placement Office and the Departments to determine which candidates may be struggling. The combination of the rubric score and the qualitative comments provided by supervisors provide a quick, “triangulated” screening for candidates who require immediate intervention. The STE data is triangulated by sorting the quantitative summaries (ten 3-point rubrics yield a possible 30 points) and then by examining qualitative descriptions of the candidates. For example, early in a placement snow days may interrupt the normal teaching schedule and the supervisor has no opportunity to observe interactions that relate to the INTASC principles. The candidate may receive a low score on the scale tempered by the comments:

“The student teaching has included 14 days of school to this point. For the first 5, [he] observed. He then took attendance and taught from my lesson plan. He has written and taught two separate lessons so far. I do not feel there has been sufficient time for me to evaluate [him] in most areas.”

From submitted candidate evaluation (Spring, 2003)

This does not mean that the candidate is unsuccessful, only that there has been no opportunity to evaluate the performance. The comments clarify the reason for the low score and the only action necessary is to insure the opportunities to demonstrate the performances later in the semester. In another case, a low score combined with



comments may provide information about a candidate who requires immediate intervention:

“Lacks effective classroom behavior management strategies. Classroom instruction does not motivate students; enthusiasm is lacking and lesson delivery is slow and lacks creativity.”

From submitted candidate evaluation (Spring, 2003)

The STE data is also triangulated through the use of multiple raters. Field supervisors and cooperating teachers observe candidate performance from unique perspectives. Substantial agreement between these sources strengthens the validity of the evaluation. Disagreement between sources provides an opportunity for discussion between the candidate, supervisor and teacher.

Next Steps: The TEC assessment committee continues to improve the Student Teacher Evaluation. The committee is modifying the current form so the scales reflect both INTASC principles and the Conceptual Framework adopted by SUNY Cortland. In the summer of 2003 the committee began a systematic study of the qualitative responses included in the Spring 2003 STE. These responses will guide revisions in the wording of the rubrics and the format of the evaluation. Additionally, a summary of the qualitative data will be useful feedback to Departments seeking to improve the learning outcomes of their candidates.

The on-line form was also modified to address several technical concerns raised by evaluators. Those completing the evaluation will be able to print a copy to share with their candidates (a feature not currently available). Additionally, evaluators will be able to access evaluations they have already submitted to make revisions (also not currently possible). Finally, candidate evaluations will be stored in the secure Banner database where the information will be linked to the entire assessment profile of the candidate. These profiles will be distributed to individual departments and advisors to create a seamless system of individual and programmatic evaluation.

### **Advanced Program Checkpoints**

All advanced candidates are assessed at four checkpoints and some are assessed at two additional checkpoints when there is a required, formal practicum or internship. The six checkpoints differ slightly from the initial program checkpoints.

#### Checkpoints for Candidates in Advanced Programs

- 1) application to the Program
- 2) acceptance to candidacy
- 3) eligibility for practicum/internship if required
- 4) completion of practicum/internship if required
- 5) master's project, comprehensive examination, or portfolio
- 6) post-graduation

### **Advanced Program Checkpoint # 1 Application to the Program**

The first checkpoint for advanced teacher education program candidates is admission to graduate study and to the specific program. Since all of these are advanced teacher education programs, the applicants are required to hold a provisional or initial teaching certificate. This insures that the candidates have at least a bachelor's degree, passed the Liberal Arts and Sciences Test (Last), passed the Assessment of Teaching Skills-Written (ATS-W) tests, and have cleared a criminal background check. The candidate must have a minimum undergraduate grade point average set by the individual program as listed in the [Graduate Catalog](#) (e.g. Adolescence Education 2.5, Childhood Education 2.8, Literacy 2.8, Physical Education 2.5). Some programs also have higher GPA requirement for the undergraduate major and further requirements for admission. Applicants for the Certificate of Advanced Study program in School Administration must also have a master's degree and hold either a permanent or professional certificate.

Candidates in the Master of Arts in Teaching (MAT) and Master of Science in Teaching (MST) are enrolled in initial teacher preparation programs and subject to generally the same requirements as other initial (i.e. undergraduate) candidates. As such they use the Initial Program Checkpoints described earlier. SUNY Cortland also offers a number of master's degree programs in specific disciplines (e.g. MA in History) that are not teacher preparation programs.

### **Advanced Program Checkpoint # 2 Acceptance to Candidacy**

The second checkpoint for advanced program candidates is the admission to candidacy after completion of six credit hours of graduate courses approved by the candidate's department. The candidate must have an overall GPA of at least 3.0 in these courses.

### **Advanced Program Checkpoint # 3 Eligibility for Practicum/Internship**

Several advanced programs include practicums, internships, and other structured activities in schools. Candidates in those programs must meet the individual program requirements before they are allowed to engage in these activities. For example the Educational Leadership programs require an administrative internship and the requirements for enrolling are described in the manual entitled *Guide to the Internship Experience*.

### **Advanced Program Checkpoint # 4 Completion of Practicum/Internship**

Programs that include practicums, internships, and other structured activities in schools have specific requirements that must be completed during these activities. For example, the Teaching Students with Disabilities and the Literacy programs require the candidates to complete a case study on an individual P-12 student.

### **Advanced Program Checkpoint # 5 Master's Project, Comprehensive Examination, or Portfolio**

All advanced programs have a culminating experience at the end of the graduate program. Each program has unique requirements matching against the field of study. The culminating experiences take the form of a master's project, written comprehensive examination, portfolio, oral comprehensive examination, thesis, oral presentation, and professional development plan. Many programs require two or more of these activities as part of the culminating experience. In addition the candidates must meet all the program requirements outlined in the graduate catalog.

### **Advanced Program Checkpoint # 6 Post-Graduation**

After graduation the candidates are recommended for a NYSED professional or permanent certificate. The quality of the program is assessed through follow up surveys with employers and graduates.

### **Element 2: Data Collection, Analysis, and Evaluation**

*The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality. Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty and other members of the professional community. The unit maintains a record of formal candidate complaints and documentation of their resolution. These data are regularly and systematically compiled, summarized, and analyzed to improve candidate performance, program quality, and unit operations. The unit maintains its assessment system through the use of information technologies.*

The SUNY Cortland Teacher Education Candidate Assessment System (TECAS) provides a means to assess the preparation of candidates over their academic program. This system for initial candidates was brought online at the beginning of the spring 2004 semester. The system will be refined and tested over the spring semester. Based upon this testing the system for initial candidates will then be expanded to a system for advanced programs. The system is a dynamic system and is available online to the individual candidate as well as advisors, other faculty members, and administrators. Access to individual candidate records is controlled through Banner Web Access so that a candidate can access only their own record but faculty members can have access to appropriate multiple candidate records (e.g., advisees). The TECAS is available to candidates and advisors through a [web interface](#) and the report can be viewed on the computer screen or can be printed. The TECAS is designed to incorporate, complement, and use data from the Curriculum Advising and Program Planning (CAPP) report that shows all requirements for a candidate's major and the candidate's progress in meeting those requirements. The CAPP for advanced programs is already operational and will form the heart of the TECAS for advanced programs.

The TECAS is built around the 13 SUNY [Cortland Learning Outcomes](#). These outcomes are described in detail in the SUNY Cortland [Conceptual Framework](#). The learning outcomes are assessed at six checkpoints including: a) application to the Teacher Education Program, b) completion of 100 hours of field work, c) eligibility to student

teach, d) during the student teaching experience, e) completion of the program, and f) post-graduation. Within each outcome there are multiple indicators.

The table below shows the thirteen SUNY Cortland learning outcomes with one or more indicators below each outcome. The indicators measure various subparts of the learning outcome. The indicators are described in detail in the [TECAS specification document](#). The columns to the right show when that particular indicator is assessed during a candidates program. The column headings correspond to the six checkpoints. Once all of the planned assessments under an outcome have been met at a particular checkpoint then that Learning Outcome is considered met for that checkpoint.

Table 20.  
TECAS Learning Outcomes and Indicators with Assessment Checkpoints

Learning Outcome 1. Demonstrate a solid foundation in the arts and sciences.	TE App	100 hrs	ST eligible	During ST	Graduation	Post Grad.
Indicator 1A: Completion Required Hours of Liberal Arts & Sciences Requirements					Assessed	
Indicator 1B: Completion All College Requirements					Assessed	
Indicator 1C: Completion SUNY General Education Requirements					Assessed	
Indicator 1D: Subject Matter: The student teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.				Assessed		
Indicator 1E: Passing Score on Liberal Arts and Science Test (LAST)						Assessed
Learning Outcome 2. Possess in-depth knowledge of the subject area to be taught.	TE App	100 hrs	ST eligible	During ST	Graduation	Post Grad.
Indicator 2A: Completion Required Hours of Pedagogy (Adolescent Educ) Requirements					Assessed	
Indicator 2B: Subject Matter: The student teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.				Assessed		
Indicator 2C: Planning Instruction: The student teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.				Assessed		
Indicator 2D: Passing Score on Content Specialty Test						Assessed
Learning Outcome 3. Demonstrate good moral character.	TE App	100 hrs	ST eligible	During ST	Graduation	Post Grad.
Indicator 3A: Successfully complete judicial screening	Assessed		Assessed			
Indicator 3B: No felony convictions or major student conduct infractions.	Assessed					
Indicator 3C: Collaboration, Ethics, and Relationships: The student teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.				Assessed		
Indicator 3D: Clean criminal history background check						Assessed
Indicator 3E: Successfully academic dishonesty screening	Assessed		Assessed			
Learning Outcome 4. Understand how students learn and develop.	TE App	100 hrs	ST eligible	During ST	Graduation	Post Grad.
Indicator 4A: Completion of Child/Adolescent/Exceptionality/Educational Psychology Course					Assessed	
Indicator 4B: Experience across the range of student developmental levels		Assessed				

Indicator 4C: Student Learning: The student teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.				Assessed		
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Indicator 4D: Diverse Learners: The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.				Assessed		
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Indicator 4E: Instructional Strategies: The student teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.				Assessed		
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Learning Outcome 5. Manage classrooms structured in a variety of ways to promote a safe learning environment.	TE App	100 hrs	ST eligible	During ST	Graduation	Post Grad.
Indicator 5A: Learning Environment: The student teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.				Assessed		

Indicator 5B: Completion Child Abuse Recognition and Reporting Workshop					Assessed	
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Indicator 5C: School Violence Prevention and Intervention Workshop					Assessed	
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Indicator 5D: Passing Score on Assessment of Teaching Skills -Written (ATS-W)						Assessed
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Indicator 5E: Field Experience of 100 clock hours complete		Assessed				
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Learning Outcome 6. Know and apply various disciplinary models to manage student behavior.	TE App	100 hrs	ST eligible	During ST	Graduation	Post Grad.
Indicator 6A: Learning Environment: The student teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.				Assessed		

Learning Outcome 7. Apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.	TE App	100 hrs	ST eligible	During ST	Graduation	Post Grad.
Indicator 7A: Student Learning: The student teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.				Assessed		

Indicator 7B: Instructional Strategies: The student teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.				Assessed		
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Indicator 7C: Communication: The student teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.				Assessed		
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Indicator 7D: Planning Instruction: The student teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.				Assessed		
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Indicator 7E: Semester GPA $\geq$ 2.0 for semester before student teaching			Assessed			
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Indicator 7F: Overall GPA $\geq$ 2.5 for semester before student teaching				Assessed		
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Indicator 7G: Student Teaching Application filed				Assessed		
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Learning Outcome 8. Integrate curriculum among disciplines, and balance historical and contemporary research, theory, and practice.	TE App	100 hrs	ST eligible	During ST	Graduation	Post Grad.
Indicator 8A: Communication: The student teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.				Assessed		

Indicator 8B: Collaboration, Ethics, and Relationships The student teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.				Assessed		
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Learning Outcome 9. Use multiple and authentic forms of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students.	TE App	100 hrs	ST eligible	During ST	Graduation	Post Grad.
Indicator 9A: The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.				Assessed		

Learning Outcome 10. Promote parental involvement and collaborate effectively with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other caregivers, for the benefit of students.	TE App	100 hrs	ST eligible	During ST	Graduation	Post Grad.
Indicator 10A: Experience practicing skills for interaction with parents or caregivers				Assessed		

Indicator 10B: Collaboration, Ethics, and Relationships: The student teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.				Assessed		
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Learning Outcome 11. Demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning.	TE App	100 hrs	ST eligible	During ST	Graduation	Post Grad.
Indicator 11A: Instructional Strategies: The student teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.				Assessed		

Indicator 11B: Communication: The student teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.				Assessed		
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Indicator 11C: Passing grade in communication intensive course					Assessed	
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Learning Outcome 12. Foster respect for individual's abilities and disabilities and an understanding and appreciation of variations of ethnicity, culture, language, gender, age, class and sexual orientation.	TE App	100 hrs	ST eligible	During ST	Graduation	Post Grad.
Indicator 12A: Completion of SUNY Cortland General Education requirement 2, Prejudice and Discrimination, To educate students about the nature of prejudice and discrimination and their impact on the people of this country and throughout the world.					Assessed	

Indicator 12B: Diverse Learners: The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.				Assessed		
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Indicator 12C: Experience in high needs schools				Assessed		
Indicator 12D: Experiences with socioeconomically disadvantaged students				Assessed		
Indicator 12E: Experiences with students who are English language learners				Assessed		
Indicator 12F: Experiences with students with disabilities		Assessed				
Indicator 12G: Completion of Student Teaching in High Needs School				Assessed		
<b>Learning Outcome 13. Continue to develop professionally as reflective practitioners who are committed to an on-going scholarly inquiry.</b>						
Indicator 13A: Reflection and Professional Development: The student teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	TE App	100 hrs	ST eligible	During ST	Graduation	Post Grad.
				Assessed		

The summary section of a sample TECAS online report form is shown in figure 12. This is the information that a candidate or advisor would see on the computer screen when they access a TECAS report. In the sample, an indicator is measured at a checkpoint if it is marked as either “Not Met” or “Met”. For purposes of this sample some indicators are shown as “Not Met” and some are “Met”. Following the conventions established in the CAPP form, the word “Met” is displayed in green and the words “Not Met” are displayed in red. Cells marked “NA” are not assessed at the indicated checkpoint.

Figure 12  
Sample Summary Section Report from the Teacher Education Candidate Assessment System Online Screen Display

<p><b>SUNY Cortland Banner Web</b>  <b>Teacher Education Candidate Assessment System (TECAS)</b></p> <p>Information for DragonR@Cortland.edu                  State University of New York College at Cortland                  Teacher Education Candidate Assessment System (TECAS)                  This TECAS report reflects information as of Nov 04, 2003 06:56 pm                  Red T. Dragon</p>	
<p>Program: BS_CED                  Major: CED                  Minor: HIS                  Acad Standing: Good Standing</p>	<p>Catalog Term: 200290                  Eval. Term: 200390                  Advisor: Bitterbaum, Erik</p>
<p><b>Overall Teacher Education Candidate Assessment</b></p>	

	TE App	100 hrs	ST eligible	During ST	Graduation	Post Grad.
Overall	Met	Met	Not Met	Not Met	Not Met	Not Met
<b>Learning Outcome 1. Demonstrate a solid foundation in the arts and sciences.</b>						
Outcome 1	Met	Met	Met	Not Met	Not Met	Not Met
<b>Learning Outcome 2. Possess in-depth knowledge of the subject area to be taught.</b>						
Outcome 2	NA	NA	NA	Not Met	Not Met	NA
<b>Learning Outcome 3. Demonstrate good moral character.</b>						
Outcome 3	Met	NA	Not Met	Not Met	NA	Not Met
<b>Learning Outcome 4. Understand how students learn and develop.</b>						
Outcome 4	NA	Met	NA	Not Met	Not Met	NA
<b>Learning Outcome 5. Manage classrooms structured in a variety of ways to promote a safe learning environment.</b>						



Outcome 5	NA	Met	NA	Not Met	Not Met	Not Met
<b>Learning Outcome 6. Know and apply various disciplinary models to manage student behavior.</b>						
Outcome 6	NA	NA	NA	Not Met	NA	NA
<b>Learning Outcome 7. Apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.</b>						
Outcome 7	NA	NA	Not Met	Not Met	NA	NA
<b>Learning Outcome 8. Integrate curriculum among disciplines, and balance historical and contemporary research, theory, and practice.</b>						
Outcome 8	NA	NA	NA	Not Met	NA	NA
<b>Learning Outcome 9. Use multiple and authentic forms of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students.</b>						
Outcome 9	NA	NA	NA	Not Met	NA	NA
<b>Learning Outcome 10. Promote parental involvement and collaborate effectively with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other caregivers, for the benefit of students.</b>						
Outcome 10	NA	NA	NA	Not Met	NA	NA
<b>Learning Outcome 11. Demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning.</b>						
Outcome 11	NA	NA	NA	Not Met	Not Met	NA
<b>Learning Outcome 12. Foster respect for individual’s abilities and disabilities and an understanding and appreciation of variations of ethnicity, culture, language, gender, age, class and sexual orientation.</b>						
Outcome 12	NA	Met	NA	Not Met	Not Met	NA
<b>Learning Outcome 13. Continue to develop professionally as reflective practitioners who are committed to an on-going scholarly inquiry.</b>						
Outcome 13	NA	NA	NA	Not Met	NA	NA

With an actual candidate everything would be “Not Met” at the time of initial application. As the candidate moves through the program the indicators would change to “Met” until eventually everything is “Met” at graduation. This particular candidate has completed the application and 100 hours checkpoints but is not quite ready to be eligible for student teaching. All the information in the TECAS is automatically updated whenever the report is accessed through the web.

Separate sections for each outcome and the indicators for that outcome follow the summary section of the TECAS report. A [complete sample TECAS](#) for is available online. There is a summary row for each Learning Outcome. Once all the indicators for that learning outcome are met at a particular checkpoint, the appropriate cell in the summary row automatically changes to “Met”. Similarly, once all the Learning Outcomes under a particular checkpoint have been “Met”, the cell in the overall summary

line at the top of the form automatically changes to “Met”. Figure 13 shows an example of the screen display for the various indicators used to assess Learning Outcome 12.

Figure 13.

Sample outcome section report from the Teacher Education Candidate Assessment System online screen display

<b>Learning Outcome 12. Foster respect for individual’s abilities and disabilities and an understanding and appreciation of variations of ethnicity, culture, language, gender, age, class and sexual orientation.</b>						
	TE App	100 hrs	ST eligible	During ST	Graduation	Post Grad.
For Outcome 12	NA	Met	NA	Not Met	Not Met	NA
Indicator 12A: Completion of SUNY Cortland General Education requirement 2, Prejudice and Discrimination, To educate students about the nature of prejudice and discrimination and their impact on the people of this country and throughout the world.						
	NA	NA	NA	NA	Not Met	NA
Indicator 12B: Diverse Learners The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.						
	NA	NA	NA	Not Met	NA	NA
Indicator 12C: Experience in high needs schools						
	NA	NA	NA	Not Met	NA	NA
Indicator 12D: Experiences with socioeconomically disadvantaged students						
	NA	NA	NA	Not Met	NA	NA
Indicator 12E: Experiences with students who are English language learners						
	NA	NA	NA	Not Met	NA	NA
Indicator 12F: Experiences with students with disabilities						
	NA	Met	NA	NA	NA	NA
Indicator 12G: Completion of Student Teaching in High Needs School						
	NA	NA	NA	Not Met	NA	NA

Similar lists of indicators for each learning outcome are available in the complete [TECAS specifications](#).

The data for assessing each outcome for the candidate comes from several different sources. The complete TECAS specifications show the source of the data for each indicator and the decision rule for each indicator. Table 21 shows a sample for two of the seven indicators in Learning Outcome 12.

Table 21.

Sample decision rules for two of seven indicators under Learning Outcome 12

Indicator 12B: Diverse Learners The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.						
Source of Assessment: Student Teacher Evaluation Form #3						
Done by: Cooperating Teacher and Student Teacher Supervisor at end of first placement and second placement						
Entered by: Cooperating Teacher and Student Teacher Supervisor						
	TE App	100 hrs	ST eligible	During ST	Graduation	Post Grad.
Criteria at each checkpoint	NA	NA	NA	Target or Acceptable	NA	NA
Range of scores: T, A, U, NA (Target, Acceptable, Unacceptable, Not Applicable)						
Decision rule: IF at least 3 ratings at T or A by cooperating teacher I #3, supervisor I #3, cooperating teacher II #3, and supervisor II #3 then Met						

Indicator 12C: Experience in high needs schools						
Source of Assessment: Field Experience Observation Record “C. High Need School”						
Done by: Dynamic						
Entered by: Dynamic						
	TE App	100 hrs	ST eligible	During ST	Graduation	Post Grad.
Criteria at each checkpoint	NA	NA	NA	Experience Completed	NA	NA
Range of scores: Complete/Not Complete						
Decision rule: If (high needs placement in 100 hours) OR (high needs placement in student teaching) then Met						

Most of the data is available through existing online databases with information about the particular candidate. For example, several of the indicators come from the online Student Teaching Evaluation Form that is completed during the student teaching experience. This is an online form that is completed independently four times during student teaching by the candidate, the student teacher supervisor, and the cooperating teacher. Other data comes from sources such as the field experience assessment system and the Registrar’s Office records. There are a small number of indicators that are entered by hand when the indicator has been met.

The heart of the TECAS system is the Curriculum Advising and Program Planning (CAPP) system. This is a dynamic, online system that matches program requirements against a student’s record. The program requirements are matched against the candidate’s particular entry year for the college catalog. The CAPP checks both course requirements as well as other graduation requirements. The CAPP is available to

students, faculty, and administrators. Figure 14 shows the key parts of a sample CAPP report. Two complete CAPP reports are available for viewing online ([Sample CAPP for Some Student](#) and [Sample CAPP for D.R. Agon](#)). Once at Cortland, the BOE visiting team will have direct access to the real CAPP reports and TECAS reports for any student.

Figure 14.

Key Parts of Curriculum Advising and Program Planning (CAPP) Report

STATE UNIVERSITY OF NEW YORK COLLEGE AT CORTLAND

Curriculum Advising and Program Planning (CAPP)

This CAPP report reflects information as of Jan 15, 2004 06:46 pm

Some Student

C99-99-9999

<b>Program:</b> BSED_PEC	<b>All College Requirements</b>	<b>Act.</b>	<b>Req.</b>	<b>Met</b>
<b>Major:</b> PEC	<b>Total Credits:</b>	116.0	128.0	<b>No</b>
<b>Catalog Term:</b> 200190	<b>Overall GPA:</b>	2.96	2.50	<b>Yes</b>
<b>Eval Term:</b> 200420	<b>Liberal Arts Credits:</b>	78.0	60.0	<b>Yes</b>
<b>Advisor:</b> <a href="#">Pappalardi, Raymondo E.</a>	<b>Transfer Credits:</b>	11.0		
<b>Acad Standing:</b> Good Standing				

Green - Requirements Met Red - Requirements NOT Met Blue - Courses in Progress

<u>Subj/Attribute</u>	<u>Max</u>	<u>Act</u>	<u>Workshops and Field Experience</u>	<u>Met</u>
ACTV Activity Course	15.0	13.0	CAR Child Abuse Recog & Reporting	No
PART Participation Course	8.0	0.0	FEXP Field Experience for EDU 256	No
PED Physical Education	45.0	25.0	SAVE School Viol. Prev&Intervention	No
These requirements must be fulfilled in addition to coursework listed below.				

COURSES CALCULATING MAJOR GPA

Actual Credits= 46.0 GPA= 3.19

<u>Subj</u>	<u>Requirements</u>	<u>GPA/PEC</u>		<u>Actual Course/Exemption</u>		
	<u>Low-High</u>	<u>Course</u>	<u>Description</u>	<u>Crd</u>	<u>Grd</u>	<u>Term</u>
GPA		EDU 355	Phys Ed Curr: Plan & Practice	3.00	?	200420
		EXS 287	Soc-Psych Aspects of Phys Act	3.00	B	200290

BSED: Phys Educ Certification

Actual Credits= 70.0 GPA= 3.14 Requirements are NOT Met

<u>Requirements</u>	<u>PEC (Req NOT Met)</u>	<u>Actual Course/Exemption</u>
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<u>Subj</u>	<u>Low-High</u>	<u>Met</u>	<u>Course</u>	<u>Description</u>	<u>Crd</u>	<u>Grd</u>	<u>Term</u>
BIO	301	Yes	BIO 301	Human Anatomy & Physiology I	3.00	D+	200290
BIO	302	Yes	BIO 302	Human Anatomy & Physiology II	3.00	T	200360
STDNT TCH		No					
(Take fifteen hours of EDU 455 and 456)							

**All College Requirements**

Actual Credits= 40.0 GPA= 2.87 Requirements are **Met**

<u>Requirements</u>		<u>GE-PEC (Req Met)</u>					
<u>Subj</u>	<u>Low-High</u>	<u>Met</u>	<u>Course</u>	<u>Description</u>	<u>Crd</u>	<u>Grd</u>	<u>Term</u>
CPN	100	Yes	CPN 100	Academic Writing I	3.00	C	200190
GE1-AMER		Yes	HIS 201	The United States since 1877	3.00	?	200420

**SUNY General Education**

Actual Credits= 28.0 GPA= 2.94 Requirements are **Met**

<u>Requirements</u>		<u>GE-SUNY (Req Met)</u>					
<u>Subj</u>	<u>Low-High</u>	<u>Met</u>	<u>Course</u>	<u>Description</u>	<u>Crd</u>	<u>Grd</u>	<u>Term</u>
01-MATH		Yes	PED 434	Statistics & Assess-Phys Educ	3.00	A+	200390
02-NAT SCI		Yes	BIO 111	Principles of Biology II	3.00	D+	200220

**Liberal Arts & Science Req**

Actual Credits= 78.0 Required Credits= 60.0 GPA= 2.73 Requirements are **Met**

<u>Requirements</u>		<u>LAS/60 (Req Met)</u>					
<u>Subj</u>	<u>Low-High</u>		<u>Course</u>	<u>Description</u>	<u>Crd</u>	<u>Grd</u>	<u>Term</u>
			ANT 102	Intro: Cultural Anthropology	3.00	B-	200220
			BIO 111	Principles of Biology II	3.00	D+	200220

**Non Program Use:FREE Electives**

Actual Credits= 30.0 GPA= 3.16

<u>Requirements</u>		<u>NPEU</u>					
<u>Subj</u>	<u>Low-High</u>		<u>Course</u>	<u>Description</u>	<u>Crd</u>	<u>Grd</u>	<u>Term</u>
	0 - XXXX		ANT 102	Intro: Cultural Anthropology	3.00	B-	200220
			ANT 300	Human Evolution and Survival	3.00	?	200420

**Incomplete & Late Grades**

Actual Credits= 0.0 GPA= 0.00

<u>Subj</u>	<u>Requirements</u>		<u>INC-LG/UG</u>		<u>Actual Course/Exemption</u>		
	<u>Low</u>	<u>High</u>	<u>Course</u>	<u>Description</u>	<u>Crd</u>	<u>Grd</u>	<u>Term</u>
	0	9999					

**Courses With XE/E Grade**

Actual Credits= 17.0 GPA= 0.00

<u>Subj</u>	<u>Requirements</u>		<u>XE/E GRADE</u>		<u>Actual Course/Exemption</u>		
	<u>Low</u>	<u>High</u>	<u>Course</u>	<u>Description</u>	<u>Crd</u>	<u>Grd</u>	<u>Term</u>
XE/E							

**In-Progress Courses**

<u>Term</u>	<u>CRN</u>	<u>Sub</u>	<u>Num</u>	<u>Sec</u>	<u>Title</u>	<u>CrHr</u>	<u>Lv</u>	<u>Status</u>
200420	20882	ANT	300	002	Human Evolution and Survival	3	UG	RW
200420	23530	EDU	355	600	Phys Ed Curr: Plan & Practice	3	UG	RW

**Repeated Courses**

<u>Term</u>	<u>CRN</u>	<u>Sub</u>	<u>Num</u>	<u>Sec</u>	<u>Title</u>	<u>CrHr</u>	<u>Grd</u>	<u>E/I</u>	<u>Source</u>
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The TECAS for undergraduate programs was implemented in January of 2004 and is operational. The undergraduate TECAS is currently undergoing implementation testing and will be refined based upon feedback from candidates, faculty members, and administrators.

The TECAS for advanced programs will be modeled after the undergraduate TECAS system and will be implemented during the summer of 2004. The Curriculum Advising and Program Planning (CAPP) part of the TECAS for advanced programs is already operational showing all requirements for an advanced candidate's major and the candidate's progress in meeting those requirements. The full advanced program TECAS is currently under development and will be operational for the fall 2004 semester.

**Element 3: Use of Data for Program Improvement**

*The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit analyzes program evaluation and performance assessment data to initiate changes where indicated. Candidate and faculty assessment data are regularly shared with candidates and faculty respectively to help them reflect on their performance and improve it.*

The TECAS data is stored in an Oracle database on the same computers that store the candidate's academic records in the Registrar's Office. This data is available for planning and program improvement purposes through an SQL query. Any of the outcomes and indicators can be compared in any combination desired. This is a true

relational database system that can be queried in multiple ways to provide information for decision making at the program, school, and unit levels.

By using the same database as the candidate academic records, the variables in the TECAS can be analyzed along with the hundreds of records already in the database for each candidate. For example, the high school SAT score could be compared to successful completion of the outcomes to determine the strength of the predictability of the SAT. Since the TECAS system was recently implemented, the complete reporting system is still under development and will evolve over time as specific reports and information is needed for college decision-making.

Using this same database for all candidate records also simplifies the system with a single portal, a secure interface, and all candidate records accessible in a single location. The maintenance of the system is also simplified with mundane but time-consuming tasks such as changes to mailing addresses and telephone numbers being handled outside the teacher education assessment system.

Even though the system is still under development, it has provided useful data for program planning. For example, the system enabled the college to determine the specific course needs for the 53 new transfer candidates entering in the spring of 2004. Each of the candidates had different transfer courses and total number of hours. With the online system the college was able to match each candidate's courses against the program requirements to determine how many seats would be needed in specific courses to meet the needs of the transfer candidates. This analysis for the 53 transfer candidates took about 20 minutes. Without the system the determination of the needs for a single candidate could take more than 20 minutes.

Another example of the system providing data to improve the efficacy of programs and clinical experiences is in the assessment of the 100 hours of field experience. Initially, the college had planned for the candidate to interact with parents during the 100 hours of field experience. The TECAS database system showed that for many of the 100 hour placements there was not a logical place for this interaction with parents. During student teaching there are several places for parent interaction such as parent's nights, individual conferences, and Individual Education Program staffings. Thus, based upon use the data from the system the parental interaction requirement was changed to take place in either the field experience or the student teaching placement.

The Office of Institutional Research and Assessment provides each teacher education program with their respective candidates' NYSTCE scores and subscores for LAST, ATS-W and CST examinations. Programs conduct a review and, based upon persistent areas of weakness cited, revise programs in the appropriate areas. NYSTCE Examination scores and aggregated data are available in the Exhibit Room.

In addition, alumni surveys, administered each first and fifth year following graduation, provide data on quality of programs and preparation of teacher candidates. The results of these surveys are distributed to departments for use in improving program

offerings. On-line employer surveys are administered annually, and the results shared with programs for review and improvement as necessary. The results from the employer surveys are included under the respective elements in standard one.



**UNIT STANDARD 3:  
FIELD EXPERIENCES AND CLINICAL PRACTICE**

*The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.*

**Element 1: Collaboration between Unit and School Partners**

*The unit, its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills and dispositions. The unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate learning experiences.*

Many examples of collaboration between the Unit and School Partners exist. The Teacher Education Council Advisory Group is composed of school administrators, teachers, social service agency directors and parents. The group meets to discuss teacher education related issues. In addition, all members are invited to the regular meetings of the Teacher Education Council. The TEC Advisory Group has one vote on the Teacher Education Council. Members of the TEC Advisory Group participate on the NCATE Executive Board, the Global Learning Committee, the 100 Hours/Student Teacher Manual Committee, and other committees. Meetings are held after 3:00 p.m., to allow for school community members to participate.

The Center for Educational Exchange, housed in the School of Education, is a key office in outreach and partnership with area schools. Collaborative workshops and conferences are organized by that office, the most recent ones being a collaborative discussion of the 175 hours of professional development for new teachers, and the Cheney Conference, a day-long biannual conference on teaching and learning, and bi-annual visits from NYSED representatives. Numerous panels, workshops and a keynote address are presented. The topic for the 2003 Cheney Conference was Partnerships. A series of collaborative discussions on No Child Left Behind are taking place during the 2003-04 academic year.

Schools and the College collaborate in the area of field placements and student teacher placements. The Field Placement Office coordinates both and regularly sends a canvass letter to superintendents and principals requesting cooperating teachers for our student teachers. Information regarding Cortland's Conceptual Framework, Dispositions and criteria for cooperating teachers is found in the Student Teaching Handbook, which is sent to school administrators.

To ensure quality placements, a three-way evaluation takes place at the close of each student teaching placement. The cooperating teacher evaluates the college supervisor and the student teacher; the college supervisor evaluates the cooperating teacher and the student teacher; and the student teacher evaluates the cooperating teacher and the college supervisor. Evaluation forms are included in the Student Teaching Handbook, available in the Exhibit Room.

The college works closely with area school districts with several service programs including the [Migrant Education Opportunity Program](#), the Access to College Education (ACE), and Liberty Partnerships Program (LPP). In addition, college representatives sit on the administrative committees for several Teacher Centers. These programs although not directly related to field placements and student teaching provide an opportunity for dialogue and partnerships with area schools and reward to the school districts for supporting our field placements.

### **Element 2: Design, Implementation and Evaluation of Field Experiences and Clinical Practice**

*Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, assist teachers or other school personnel, attend school board meetings, and participate in education-related community events prior to clinical practice. Both field experiences and clinical practice reflect the unit's conceptual framework(s) and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and dispositions delineated in standards. Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to demonstrate proficiencies in the professional roles for which they are preparing. Criteria for clinical faculty are clear and known to all of the involved parties. Clinical faculty are accomplished school professionals. Clinical faculty provide regular and continuing support for student teachers and other interns through such processes as observation, conferencing, group discussion, email, and the use of other technology.*

In 1999, the New York State Board of Regents adopted new standards for teacher certification, published in [Teaching to Higher Standards: New York's Commitment](#). One of the new requirements for all candidates in a teacher education program is completion of 100 hours of fieldwork prior to the student teaching experience. This mandate is found in 52.21(b) of the [Regulations of the Commissioner of Education](#). In 2001, the Chancellor of the SUNY System reaffirmed NYSED's commitment to require 100 hours of fieldwork prior to the student teaching experience. This is published in the Chancellor's Action Agenda, [A New Vision in Teacher Education](#).

The purpose of the 100 hours requirement is to prepare every teacher candidate to teach all students in New York State. By providing early observation and participation in classrooms in a variety of school environments, teacher candidates are able to confirm early in their program their desire to teach. The variety of teaching settings required by the New York State Education Department provides early exposure to teaching students from diverse populations and different socioeconomic backgrounds. These hands-on experiences better prepare candidates to teach all students and enrich the pre-student teaching experience. At the same time the fieldwork provides a solid foundation for the capstone student teaching experience. NYSED 52.21 requires that all teacher candidates have experiences in the following areas: a) across the range of student developmental levels of the certificate, b) interacting with parents or caregivers, c) working in high-need schools, d) working with socioeconomically disadvantaged students, e) working with students who are English language learners, and f) working with students with disabilities.

The NYSED mandate requires all fieldwork to be attached to coursework. Typically, the 100 hours are divided into two or three components attached to separate courses. The listing of specific courses in each program with attached field experience hours is available in the Exhibit Room. Assignments for the fieldwork may include keeping a journal of the experiences, performance-based activities, and other activities as assigned by each instructor. The experiences are usually sequential in nature, beginning with activities such as observation, moving to one-to-one tutoring, progressing to assisting with small group work, and later microteaching and assisting the classroom teacher with other activities. The assignments for the 100 hours of fieldwork reflect the 13 Learning Outcomes of the SUNY Cortland Conceptual Framework. Exemplars are available in the Exhibit Room.

Each candidate keeps an attendance log that is signed by the host teacher at the end of each visit. At the end of the course, the candidate submits the completed log to the college instructor. The college instructor assigns grades for the coursework with the attached fieldwork component. Failure to complete the fieldwork component results in failure of the course. In that case, the candidate will be required to retake the coursework, including the fieldwork component. To ensure that all NYSED regulations concerning fieldwork have been met, placements are made by the college instructor and the Field Placement Office.

Tracking of completion of the 100 hours takes place at various levels. On the log form the host teacher indicates which of the six areas were completed at the respective placement. At the end of the semester the college instructor submits to the Field Placement Office a list of the names of candidates who have completed the fieldwork component. The Field Placement Office enters the information for each candidate into his or her database. Upon completion of the 100 hours of fieldwork, the Field Placement Office notifies the Registrar's Office. The Registrar posts an annotation on the CAPP degree audit of each candidate, as well as on the official transcript. In addition, departments have the ability to track course/fieldwork completion on the Student Course Tracking Report, which is accessed electronically through the Banner System. By allowing the department to view courses/fieldwork remaining, the report enhances the planning and scheduling ability of the department.

### **Student Teaching**

Following completion of the 100 hours of fieldwork, department verification of Learning Outcome readiness and preparation, maintenance of specific GPA's (minimum of 2.5 for undergraduate programs; some programs have higher requirements) and 3.0 for graduate programs, fulfillment of all course prerequisites, and completion of all incompletes, the candidate attends a student teacher orientation. An Intent to Student Teach form is filed, first with the program coordinator, who verifies preliminary eligibility, and then with the Office of Field Studies. The Office of Field Studies forwards the list of names of potential student teachers to the Office of Judicial Affairs for judicial screening. Upon approval of the Office of Judicial Affairs, the Office of Field Studies initiates placement procedures.

As part of the Chancellor's Action Agenda (2001), SUNY System Administration has mandated that one of the two student teaching placements must be in a high need area. NYSED has provided a listing of high need school districts, based on school lunch formulas, which is used by the Field Placement Office in determining placements.

Candidates are required to complete a minimum of 75 days of student teaching for the two student teaching placements. For purposes of tracking the placement periods the academic year is divided into four quarters with one and two in the fall semester and three and four in the spring semester.

Cooperating teachers, college supervisors, and student teachers complete an on-line [Student Teacher Evaluation Form](#) twice per placement, at the mid-point and at the end of the student teaching experience. The form is based on INTASC Principles and the SUNY Cortland 13 Learning Outcomes. The college supervisor and the cooperating teacher determine successful completion of the student teaching experience jointly. The college supervisor assigns the final grade and submits it on-line on the Banner Web System. The roles of the college supervisor and the cooperating teacher are clearly defined in the [Student Teaching Handbook](#), available in the Exhibit Room.

### **Advanced Programs**

Field experiences, clinical practice, practicums, or internships are required in several of the advanced programs. The Educational Leadership internships require a minimum of 450 clock hours of total work as an administrator. The department has an extensive internship guide that was developed in collaboration with area administrators. The Literacy program requires a practicum in a reading clinic held in multiple Cortland schools. The clinics are organized in collaboration with the school district to provide services to students with reading difficulties. Each Literacy candidate completes a case study on one of the students in the reading clinic. During the summer SUNY Cortland conducts a reading on the college campus. The Teaching Students with Disabilities advanced program requires all candidates to complete 100 hours of field experiences. The hours are tied to several courses with specific requirements in each course. The English as a Second Language advanced program requires 50 hours of field experience with speakers of languages other than English. The candidates in the Adaptive Physical Education advanced program complete a one credit hour field experience. The program works with the area Board of Cooperative Educational Services (BOCES) to organize an on campus program for students needing adaptive physical education.

### **Element 3: Candidates' Development and Demonstration of Knowledge, Skills and Dispositions to Help all Students Learn**

*Entry and exit criteria exist for candidates in clinical practice. Assessments used in clinical practice are linked to candidate competencies delineated in professional, state, and institutional standards. Multiple assessment strategies are used to evaluate candidates' performance and effect on student learning. Candidates, school faculty, and college or university faculty jointly conduct assessments of candidate performance throughout clinical practice. Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Field experiences and clinical practice provide opportunities for candidates to*

*develop and demonstrate knowledge, skills and dispositions for helping all students learn. All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups.*

SUNY Cortland Learning Outcome #7 states that all teacher candidates will “apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.” Teacher candidates at SUNY Cortland receive training and instruction in multiple intelligences, developmental issues, adaptive/assistive technology, and student with special needs. Child and Adolescent development is learned in the PSY 231—Child Psychology, PSY 232 –Adolescent Psychology, and PSY 332—Educational Psychology courses. In the case of the adolescence programs the training in multiple intelligences and students with special needs occurs primarily in the methods courses. In Childhood Education, Early Childhood Education, and Special Education, candidates enroll in a specific course that addresses students with special needs (SPE 270—Introduction to Special Education.) Adolescence education candidates acquire an awareness of students with special needs and teaching strategies for teaching all students in their respective methods classes. All teacher candidates are trained in literacy issues within the six hours of literacy and language development that is required by NYSED. Candidates have an opportunity to apply theory to practice in the 100 hours of field experience and in the student teaching experience. Candidates are required to interact with diverse student populations in the fieldwork and student teaching experiences.

Formal evaluation of the application of teaching strategies to enhance all-student learning is made during the student teacher observation and evaluation process. Cooperating teachers and college supervisors are first oriented in expectations of the student teaching experience. Depending upon the size of the program, this is accomplished via large group meetings held each semester, or on a one-to-one basis. The College strives to employ cooperating teachers who teach the way we want our student teachers to teach, and who are familiar with the SUNY Cortland Conceptual Framework and 13 Learning Outcomes. Information on the Conceptual Framework and the 13 Learning Outcomes is provided in the Pre-Student Teaching Manual and the Student Teaching Handbook and is discussed during orientation. In rare cases when the cooperating teacher/student teacher match is unsuccessful, the student teacher is removed from that classroom and another placement is assigned.

A Student Teacher Manual is provided to each cooperating teacher, college supervisor, school administrator, and student teacher. This manual details the expectations of the clinical experience and outlines the roles of each contributor to the experience.

The college supervisor observes the student teacher a minimum of three times during each placement. The cooperating teacher, the college supervisor, and the student teacher individually complete the Student Teacher Evaluation Form twice per student teaching placement. A required component of the professional portfolio for each teacher candidate is demonstration of successful P-12 learning. Each student teacher extracts examples of successful P-12 learning from lesson plans and activities, including use of

technology, developed and executed within the classroom during the student teaching experience. Results of the activities are analyzed for possible improvement.

The SUNY system has recently established a student teaching center in New York City called the [SUNY Urban Teacher Education Center \(SUTEC\)](#). This center arranges placements with the New York City schools and provides housing and meals for the candidates. Due to the high cost of short term housing in the New York City, student teaching there was not a possibility for many candidates. With SUTEC these financial impediments have been removed and student teaching in the city is a feasible alternative for many candidates. Although the SUTEC program is very new, the college is seeing increasing interest from candidates to student teach in New York City and expect these numbers to grow substantially in the future.

#### **UNIT STANDARD 4: DIVERSITY**

*The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.*

##### **Element 1: Design, Implementation, and Evaluation of Curriculum and Experiences**

*The unit clearly articulates the proficiencies that candidates are expected to develop during their professional program. Curriculum and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning. Candidates learn to develop and teach lessons that incorporate diversity and develop a classroom and school climate that values diversity. Candidates become aware of different teaching and learning styles shaped by cultural influences and are able to adapt instruction and services appropriately for all students, including students with exceptionalities. They demonstrate dispositions that value fairness and learning by all students. Assessments of candidate proficiencies provide data on the ability to help all students learn. Candidates' assessment data are used to provide feedback to candidates for improving their knowledge, skills, and dispositions.*

All SUNY Cortland teacher candidates are required to complete coursework from the General Education 2 Category on Prejudice and Discrimination. As outlined in the 2003-04 SUNY Cortland College Catalog, "The goal of this category is to educate students about the nature of prejudice and discrimination and their impact on the people of this country and throughout the world." (p. 35) By taking a course in this area, teacher candidates are exposed at an early point in their program to the roots of discrimination, raise their personal awareness of the characteristics of prejudice and discrimination, and are empowered to take steps to eliminate prejudice and discrimination on campus and in the world beyond Cortland. A list of existing courses dealing with diversity is available in the Exhibit Room.

In Fall 2002, the Provost convened the campus-wide Multicultural Initiatives Committee. This comprehensive body was composed of faculty, administrators, and professional staff. Three sub-committees were identified, one of which was charged to address the infusion of diversity into the curriculum. The subcommittee, through the deans, identified courses in the curriculum that currently contain a diversity component, in addition to GE-2 courses. The School of Professional Studies identified 58 courses plus all courses in the Health Department as having diversity components. The School of Arts and Sciences identified 140 courses in addition to all courses in African American Studies, Anthropology, and International Communications and Culture (foreign language department).

A final recommendation of the Subcommittee on Infusing Diversity into the Curriculum was that the College should then "provide incentives to faculty members and departments to create more and/or strengthen existing courses that address diversity and multicultural issues." (Committee Final Report, p. 6) The suggestion was made to develop new courses in diversity, using the technology course development model implemented for the Title III grant. Within the teacher education program, candidates discuss and reflect upon issues of diversity in P-12 student learning. Candidates discuss

case studies and write reflective journal entries on their field experiences dealing with diverse student populations, as well as during their student teaching experiences. Candidates develop lesson plans demonstrating diversity during their methods courses and student teaching. Evidence is available in course syllabi and in candidate portfolios located in the Exhibit Room.

**Element 2: Experiences Working with Diverse Faculty**

*Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty from diverse ethnic, racial, and gender groups. Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with students from diverse cultural backgrounds, including students with exceptionalities. The affirmation of the value of diversity is shown through good-faith efforts made to increase or maintain faculty diversity.*

The recruitment of high quality, under represented faculty has been fostered through collaboration between the Affirmative Action Officer and the Departments. Faculty vacancy announcements are posted in nationally recognized, widely distributed publications (e.g., *The Chronicle of Higher Education*, *The NCAA News*, *Black Issues in Higher Education*, *Hispanic Outlook*, *HigherEdJobs.com*) as well as discipline-specific listservs to ensure that the opportunity to apply is provided to as large a population as possible. Vacancy notices are also provided to all SUNY campuses via a system-wide process, as well as the New York State Department of Labor, which posts the opportunity on America's Job Bank. Each department is provided a list of prospective graduates from doctoral programs who appear to meet the criteria for employment. In addition, individual vacancy announcements with a letter of invitation to apply are sent to women and minority candidates identified in Minority & Women Doctoral Directory. Administrators are encouraged to build relationships with institutions such as HBCUs to open networks for recruiting minority candidates.

In addition, President Taylor took a leadership role in preparing teachers equipped to teach in urban environments. He has secured a grant from the Carnegie Corporation of New York for SUNY-wide planning of urban centers to improve the efficiency and numbers of candidates who can student teach in New York City. To this end, faculty have chosen to resurrect an urban studies minor which brings together courses in such programs as Sociology, Political Sciences, and Education to provide candidates with a foundation sufficient to understand urban schools.

In 1999-2000, former President Taylor appointed an Affirmative Action Task Force Committee to research campus recruitment needs and to develop a strategic plan for recruitment of minority faculty and staff. The Committee explored the issues of: a) filling vacancies and creating new positions; b) the recruitment process; c) institutional commitment; d) providing opportunities for minority faculty and staff; e) promoting retention of minority faculty and staff; f) making recommendations based on current literature. In Spring 2000, the Committee made the following recommendations. The Institution should:



- Take a proactive role institutionally in filling positions and creating positions that help develop a more diverse work force on campus, by researching venues to advertise for positions, soliciting recommendations from national programs for potential minority candidates, and making special invitations to qualified women and minorities to apply for vacant positions.
- Encourage individual departments to ensure that searches actively focus on women and minorities. Candidates should be encouraged to meet with colleagues across the disciplines, and campus materials should reflect the institution's commitment to such recruitment. A brochure should be designed to highlight the opportunities at Cortland and in the surrounding communities for women and minorities.
- The Affirmative Action Committee could serve as a support for departments as they research, interview and hire candidates. The Committee can also assist in acclimating and welcoming new minority and women hires. A separate committee should be established by the President's Office to assess the College's efforts to diversify faculty and staff.
- The Committee recommends the creation and adoption of new positions that make use of programs such as Job-Sharing; Mentoring; Partner-Employment-Search and Support; Adjusted-Tenure Clock Program; A Mom's Hours Work Program; and an Academic-With-Kids Program.
- The College should actively work to improve retention rates of women and minorities by implementing efforts that reflect a genuine commitment to hiring and promoting these individuals. Support for new hires upon arrival and assistance with the acclimation process should be a part of this retention plan.
- The Committee recommends that the institution provide financial support for innovative programs such as "Centralized Funding;" "Bridge Funding;" "Early Transition;" "Faculty Exchange" Programs, as well as "Affirmative Action Appointments, to attract and retain diverse faculty and staff candidates.

Responses to these recommendations follow:

- All departments in the College with active faculty searches now follow the same guidelines for identification of prospective candidates.
- All position announcements reflect the College's strong commitment to diversity, and the same message is published on the College's [Affirmative Action website](#).
- The "Affirmative Action Program for State University of New York College at Cortland" handbook is distributed annually to departments and offices.
- The Office of Human Resources distributes an extensive "welcoming/orientation to the area" package to applicants.
- New faculty hires have faculty mentors within the School of Arts and Sciences, the School of Education, and the School of Professional Studies who meet with them regularly and offer advice and support throughout the first year of work at Cortland.
- The Cortland Child Care Center facility is located on campus and is available for children of candidates, faculty and staff.
- Created a grant for underrepresented tenure track full-time faculty to support scholarly publication with course release time.

- Provided grants to underrepresented departments to recruiting in non-traditional ways

Further responses to the President's Affirmative Action Task Force Committee and the President's Task Forces on Minority Student Recruitment include the following actions that were taken in the 2001-2002 academic year:

- The President made the commitment to "Increase the ethnic minority student and faculty populations and provide opportunities leading to an improved understanding of diversity" as Goal #5 of the SUNY Cortland 2000 Long Range Planning Goals.
- The Multicultural Resource Team was established to provide support to the campus community in addressing instances of unfair treatment and/or harassment.
- A monetary commitment of \$40,700 through Spring 2002 was granted for the following initiatives:
  - + to support the work of the Multicultural Resource Team
  - + to develop an Affirmative Action award for units that excel in the area of diversity
  - + to offer diversity and conflict training to the campus community
  - + to develop multicultural interest groups for candidates
  - + to increase support to the Multicultural Affairs Council
  - + to develop a support network to assist in retaining minority faculty and staff
  - + to employ additional search strategies for units that do not succeed in hiring minority candidates
  - + to develop additional programs that are committed to Affirmative Action issues

Several SUNY Cortland efforts to collaborate with schools with large minority populations have been initiated in the 2001-2002 academic year. These initiatives represent some recruitment efforts as well as opportunities for SUNY Cortland preservice teachers to interact with diverse student populations:

- Twenty-First Century Learning Centers: The College is exploring partnerships to allow SUNY Cortland preservice teachers to participate in after school academic programs at four elementary schools and four middle schools in Syracuse. Implementation to take place in Fall 2002.
- The Childhood Education partnership with Blodgett Elementary School, Syracuse; continues to be successful.
- Collaboration took place this year with Syracuse City Schools on an NSF grant proposal, in part, to encourage interested high school students to become science and mathematics teachers via enrollment in SUNY Cortland teacher education programs after high school graduation. Although the grant proposal was not funded, SUNY Cortland and Syracuse City Schools remain committed to seeking ways to implement this initiative.
- SUNY Cortland has developed an articulation agreement with Purchase College, to bring graduated Purchase College Literature majors to SUNY Cortland for

admission into the Adolescence Education-English (7-12) M.A.T. program. Student teaching will be completed in the New York City area. We anticipate that this articulation will serve as a model for similar programs in science education, mathematics education and childhood education and will serve as a means of attracting minority graduate candidates from the downstate area.

- Two year/four year teacher education program articulation agreements are currently being discussed with Broome Community College, Tompkins-Cortland Community College, Corning Community College and Onondaga Community College.
- Arts and Sciences Secondary Education Council: The Arts and Sciences Secondary Education Council, composed of coordinators of the Adolescence Education programs (Biology, Chemistry, Earth Science, Physics, English, French, Mathematics, Spanish and Social Studies), made collaborative presentations at both Fall 2001 Admissions Open Houses. Between one hundred and one hundred fifty parents and prospective candidates interested in secondary teaching attended each session.

Table 22  
Gender and Ethnic Minority for Full-Time Faculty

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Full-Time Faculty	243	246	252	260	257
Female (%)	88	98	99	104	106
Male (%)	155	148	153	156	151
Asian/Pacific Islander	8	9	10	10	9
Black, Non-Hispanic	7	9	10	10	10
Hispanic	6	6	8	8	9
Amer. Indian/Alaskan	0	0	0	0	0
Non-Resident Alien	4	5	8	4	2
Other	0	0	0	0	0
Unreported	0	0	0	0	0
White, Non-Hispanic	218	217	216	228	227

**Element 3: Experiences Working with Diverse Candidates**

*Candidates interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus and in schools. Candidates from diverse ethnic, racial, gender, and socioeconomic groups work together on committees and education projects related to education and the content areas. The affirmation of the values of diversity is shown through good-faith efforts made to increase or maintain candidate diversity.*

Recruitment of Minority Candidates: Part of SUNY Cortland’s College Mission Statement, “Making a Difference: Educating for the Common Good,” reads: “. . . we focus on helping candidates become good citizens with a strong social conscience and an appreciation of the environment and diverse intellectual and cultural heritages. . . . State University of New York College at Cortland is dedicated to the affirmation and promotion of diversity in its broadest sense.” (College Catalog, 2003-2004, p. 7) To address the issue of recruitment and retention of minority candidates, in fall 1999,

President Taylor appointed a Task Force Group on Recruitment and Retention of Ethnic Minority Students. Research of campus activities and recruitment policies was reviewed and the Committee interviewed ethnic minority candidates. At the end of their review in 2000, the Task Force Group on Recruitment and Retention of Ethnic Minority Students made the following recommendations:

- The Admissions Office should recruit in schools with highest minority populations.
- The Admissions Counselors should pay attention to the entire range of family incomes when recruiting ethnic minority candidates.
- The Coordinator for Minority Admissions should be provided with additional funding support to enhance the recruitment process.
- The College should intensify ethnic minority recruitment efforts in Upstate New York metropolitan areas within 150 miles of SUNY Cortland.
- The College should cultivate arrangements such as the adoption of urban minority schools in Upstate New York as part of a long-range minority recruitment plan.
- The College should develop a special publication to market or highlight ethnic minority programs and accomplishments.
- The Financial Aid Office should identify scholarships to support the recruitment of ethnic minority candidates. The Financial Aid Office should designate a specific person with the appropriate commitment, sensitivity and communication skills to coordinate Financial Aid for ethnic minority candidates. The Financial Aid Office should organize a group of peer counselors and faculty assistants who would assist ethnic minority parents in filling out financial aid applications.
- The EOP Summer Institute should become a mandatory part of EOP admissions.
- The College should establish an exit interview (in person or by phone) to be conducted with every ethnic minority candidate who leaves the College to learn the reasons for their departure.
- The College should establish on-going assessment of what is being accomplished related to campus climate and issues pertinent to diversity.

In response to the recommendations of the two task forces, the following initiatives were taken to increase minority candidate enrollment during the 2001-2002 academic year.

#### Admissions Office

- One of the College-wide commitments to the recommendations of the President's Task Force on Recruitment and Retention of Minority Students is to increase minority enrollment by 10% annually through 2003. Since 1997, freshmen minority applications have increased from 469 to 1198 applications for Fall 2001, representing an increase of 155%. Acceptances during that time period rose from 223 to 451, or 102%. Paid deposits during that period rose from 32 to 112, or 250%. Fall 2000 minority freshmen enrollment rose to 99, representing an increase of 51%. In 2001-2002, the Admissions Office increased recruitment of prospective freshmen and transfers in areas of high minority population by 13% (112 minority freshmen enrolled.)

The total ethnic minority candidate population at SUNY Cortland as of Fall 2003 was 454, or 6.2% of the total candidate population, up from 337, or 5.0% in 1993. Over the past ten years, SUNY Cortland has increased minority enrollment by 35% while the total enrollment has increased by only 9 %.

Table 23.  
Ethnic Distribution for SUNY Cortland Undergraduate Candidates for Fall Semester

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
White	5026	5114	4921	4709	4840	4955	5322	5333	5179	4985	4839
Black	116	115	119	103	102	96	97	112	118	119	146
Hispanic	120	128	134	125	116	120	114	140	173	187	190
Asian/Pacific Isl.	54	49	54	43	41	40	41	38	46	53	70
Amer Indian/Alaskan	25	21	24	25	22	26	26	19	20	18	15
Non-Res. Alien	16	18	10	14	16	15	9	6	8	31	30
Unknown	0	0	0	0	0	0	0	0	306	360	506
<b>TOTAL</b>	<b>5357</b>	<b>5445</b>	<b>5262</b>	<b>5019</b>	<b>5137</b>	<b>5252</b>	<b>5609</b>	<b>5648</b>	<b>5850</b>	<b>5753</b>	<b>5796</b>

Table 24.  
Ethnic Distribution for SUNY Cortland Graduate Candidates for Fall Semester

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
White	1316	1341	1271	1198	1128	1242	1269	1490	1728	1554	1411
Black	14	11	9	11	12	7	9	19	18	14	17
Hispanic	5	6	6	3	4	4	6	11	16	16	9
Asian/Pacific Isl.	2	6	2	1	2	1	5	7	9	10	5
Amer. Indian/Alaskan	1	3	2	2	3	3	2	3	5	5	2
Non-Resident Alien	17	15	25	3	10	2	1	0	0	1	1
Unknown	0	0	0	0	0	0	0	0	79	91	96
<b>TOTAL</b>	<b>1355</b>	<b>1382</b>	<b>1315</b>	<b>1218</b>	<b>1159</b>	<b>1259</b>	<b>1292</b>	<b>1530</b>	<b>1855</b>	<b>1691</b>	<b>1541</b>

Admissions Office Strategies for Recruitment of Minority Candidates

- Bus were chartered to bring prospective candidates from the NYC area were brought to campus Open Houses, and Admissions Counselors increased the number of visitations to NYC schools.
- Recruitment was also increased in the Big Five (New York City, Yonkers, Syracuse, Rochester, and Buffalo) areas.
- The Admissions Office purchased Candidate Search names from junior minority SAT takers who identified their ethnic status as “other than white.” Geographic regions of candidate names requested included those from upstate and downstate New York as well as New Jersey and Massachusetts.

- A special cover letter highlighting multicultural opportunities and Cortland's commitment to diversity was sent with additional recruitment literature (scholarship brochure, C.U.R.E. brochure, etc.).
- The Admissions Office also identified a special minority honors group for test takers with composite scores exceeding 1,000. These candidates were sent Honors Program brochures in addition to the initial recruitment pieces.
- High schools from around New York State with minority populations exceeding 15% of the population were targeted for recruitment travel. Admission counselors made several individual school visits in NYC and throughout Upstate New York.
- The Admissions Office is also developing a brochure highlighting opportunities offered on the Cortland campus for ethnic minority candidates.
- The Admissions Office sought the input of ethnic alumni in recruiting ethnic candidates.

#### EOP Office

- The EOP Office made the EOP Summer Institute mandatory for incoming EOP freshmen.
- The EOP Office regularly publishes a brochure for prospective candidates, which highlights Cortland programming.
- All EOP candidates have knowledgeable advisors who are available on a daily basis.
- The Academic Support and Achievement Program (ASAP) is available daily to all candidates in need of improvement of reading, writing, mathematics, time management, and study skills.
- Supplemental Instruction sessions are offered in academically high-risk areas, including mathematics, the sciences and psychology.

#### Financial Aid

- Candidate [scholarship information](#) is available at the Financial Aid Office website. Included in the listing is information regarding the C.U.R.E. ([Cortland's Urban Recruitment of Educators](#)) Scholarships for incoming ethnic minority freshmen who are interested in careers in teaching.
- Additional funding was allotted to double the number of C.U.R.E. Scholarships available for the 2001-2002 academic year (a total of 21 C.U.R.E. new and continuing scholarships were awarded;) an additional 10 scholarships will be awarded for the 2002-2003 academic year. Currently there are 42 students in the C.U.R.E. program with 35 on scholarships.
- The Financial Aid Office participates regularly in Financial Aid Nights at schools and has an open door policy for those families needing assistance in completing financial aid forms.
- A Financial Aid Officer has been designated to work with EOP candidates.

Further responses to the President's Affirmative Action Task Force Committee and the President's Task Forces on Minority Student Recruitment include the following actions that were taken in the 2001-2002 academic year:

- The President made the commitment to “Increase the ethnic minority candidate and faculty populations and provide opportunities leading to an improved understanding of diversity” as Goal #5 of the SUNY Cortland 2000 Long Range Planning Goals.
- The Multicultural Resource Team was established to provide support to the campus community in addressing instances of unfair treatment and/or harassment.
- A monetary commitment of \$40,700 through Spring 2002 was granted for the following initiatives:
  - + to support the work of the Multicultural Resource Team
  - + to develop an Affirmative Action award for units that excel in the area of diversity
  - + to offer diversity and conflict training to the campus community
  - + to develop multicultural interest groups for candidates
  - + to increase support to the Multicultural Affairs Council
  - + to develop a support network to assist in retaining minority faculty and staff
  - + to employ additional search strategies for units that do not succeed in hiring minority candidates
  - + to develop additional programs that are committed to Affirmative Action issues

#### Ethnic Minority Organizations on Campus

- Information on [ethnic minority organizations on campus](#) is available online. Information is also made available at Admissions Open Houses, Summer Freshmen and Transfer Orientations and campus organization fairs held during the academic year.
- Announcements of ethnic and other candidate organizational meetings are widely published via e-mail.
- The Multicultural and Gender Studies Council supports the Challenge for Success Awards Program, held annually to recognize candidates of color.
- The Kente Cloth Commencement Ceremony is held annually to recognize the achievements of candidates of color. The event is held prior to the College-wide commencement exercises.

#### **Element 4: Experiences Working with Diverse Students in P-12 Schools**

*Field experiences or clinical practice in settings with exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups are designed for candidates to develop and practice their knowledge, skills, and dispositions for working with all students. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.*

[NYSED Regulation 52.21](#) requires that all teacher candidates have experiences in diverse classroom settings during the 100 hours and/or student teaching experience including differing socioeconomic populations, ESL students, and inclusive students. The SUNY Chancellor’s mandate, entitled [A New Vision in Teacher Education](#), requires that all teacher candidates have at least one student teaching experience in a high need school. “High Need School Districts” are defined by NYSED as “The top 25 percent of

school districts ranked according to Extraordinary Needs percent, a measure used in current law provisions that assesses student poverty, limited English proficiency, and geographic scarcity.” A list of [high need schools](#) is available online as is an enhanced formula for determining high need school districts. The Field Placement Office makes the placements to ensure compliance and the office also tracks completion of high need placements on their database.

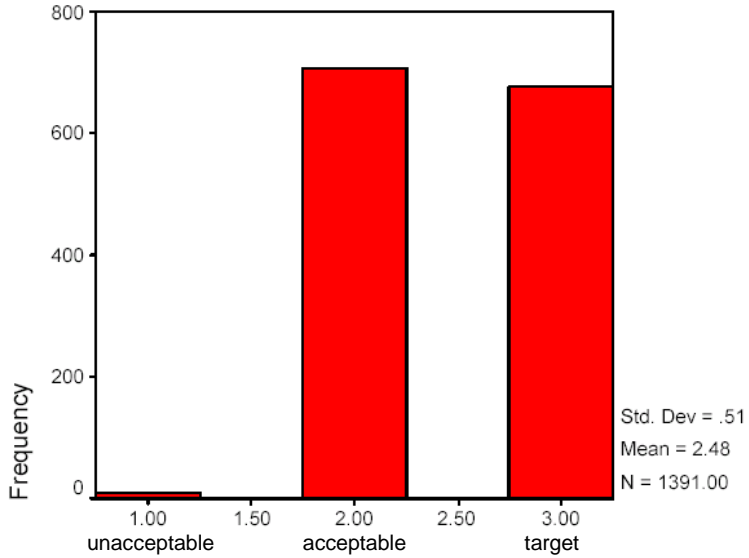
SUNY Cortland is providing at least one high need placement during one of the eight week student teaching placements to ensure contact with diverse students in P-12 schools. Some candidates have additional high needs placements in field placement and the other eight weeks of student teaching. The high need placements have been phased in over the past several semesters and there are a few candidates, largely in physical education, for the spring of 2004 who do not have high need placements. This phase in will be complete for the fall of 2004 with all candidates having a high need placement. The field experience placements are normally in schools in close proximity to Cortland. The student teaching placements are made all over the state of New York with placements ranging from Long Island to Buffalo. Reports with the number of students placed in each school district are available in the Exhibit Room.

Historically, SUNY Cortland has placed large numbers of candidates in the neighboring Ithaca City School District and will continue to do so in the future. The school district is one of the most ethnically diverse in the country but does not meet the New York definition of a high need school district. For example, in one elementary school the students speak 38 different native tongues. Since Ithaca is the home of Cornell University, the school district has large numbers international children whose parents are graduate students and visiting researchers at the university. This provides a rich ethnic diversity environment for our candidates but it does not meet the state regulation for high need placements.

The student teaching evaluations show that SUNY Cortland candidates are prepared to effectively work with diverse P-12 student bodies. The figure below shows that virtually all student teachers are in the acceptable and target ranges on the diversity component of the evaluation.



Figure 15.  
Student Teacher Evaluation  
on Diversity Component.



The employers rated (Table 25) the SUNY Cortland graduates even higher on diversity with almost 60% at a highly acceptable level and another 36% at an acceptable level. The SUNY Cortland graduates are prepared to embrace the various dimensions of diversity to create classrooms where all students can learn.

Table 25.  
Responses from the Employer Survey  
“Embraces diversity?”

	Frequency	Percent
Not Applicable	6	4.5
Acceptable	48	36.1
Highly Acceptable	79	59.4
Total	133	100.0

As discussed earlier, SUNY Cortland is developing more placements in New York City through the [SUNY Urban Teacher Education Center \(SUTEC\)](#). This will expand the number of candidates completing student teaching in the largest urban environment in the country.

An excellent source of fieldwork is the [Summer in the City Program](#), whereby teacher education candidates go to New York City in the summer to work in summer school at risk P-12 students. This program is sponsored by the New York City Public Schools. SUNY Cortland teacher candidate data indicates strong participation over the past several years. Interest and activity related to the program has steadily increased since program inception in 2000. SUNY Cortland has had strong representation and has had more candidate participants than any other college or university in New York State. In 2003, SUNY Cortland represented roughly 17% of all college candidates participating in the program.

Table 26.

SUNY Cortland Teacher Candidate Participation in Summer in the City

Year	2000	2001	2002	2003
Applications	17	70	115	93
Acceptances	17	59	95	NA
Participants	13	53	90	73
Program-wide Applications	not available	not available	750	527
Program-wide Participants	not available	not available	425	422

**UNIT STANDARD 5:**  
**FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT**

*Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.*

**Element 1: Qualified Faculty**

*Professional education faculty at the institution have earned doctorates or exceptional expertise that qualifies them for their assignments. School faculty are licensed in the fields that they teach or supervise, but often do not hold the doctorate. Clinical faculty from higher education have contemporary professional experiences in school settings at the levels that they supervise.*

The SUNY Cortland Teacher Education Unit includes faculty members from 22 academic departments with teacher education programs spanning across all three schools. This includes virtually all of the faculty members at SUNY Cortland except for faculty in Art, Communication, Philosophy, and Performing Arts. Many faculty members in these departments consider themselves as “teacher educators” since many of the candidates in their classes are studying to be teachers.

SUNY Cortland is one of the largest programs in the country for the preparation of teachers and other educational personnel ranking clearly in the top twenty in size and possibly in the top ten. Approximately 70 percent of the candidates at SUNY Cortland are studying to be teachers and other educators. Teacher education is pervasive through the campus. The SUNY Cortland Conceptual Framework is built upon a strong foundation in Liberal Learning. All candidates take substantial parts of their programs in the traditional liberal arts and sciences departments.

Almost all of the 257 faculty members at SUNY Cortland are involved in the preparation of teacher candidates. Even the faculty members in the four departments without teacher preparation programs are likely to have candidates in their general studies or elective courses. Unlike many institutions with all the teacher educators in one or a few department, SUNY Cortland has teacher educators throughout the campus. The [list of all faculty members](#) is available online.

There are, however, 79 faculty members who have all or most of their responsibilities in what is “traditionally” considered teacher education such as “methods” and “foundations” courses. Professional education faculty members at SUNY Cortland have earned doctorates or exceptional expertise that qualifies them for their assignments. All faculty members in the SUNY Cortland Teacher Education Unit are professionally prepared in their respective fields. Evidence of academic preparation is available in the Exhibit Room on the abbreviated and the full-length curricula vitae. Curricula vitae for both full-time and part-time faculty teaching in the teacher education program are available. The following table includes summary information on the faculty members who devote most or all of their efforts to directly to teachers education programs.

Table 27.  
Full-Time Teacher Education Faculty

Department	Rank	Doctorate	Master's
Childhood/Early Childhood	Professor	2	
	Associate Professor	4	
	Assistant Professor	7	
	Instructor		1
	Lecturer		4
Foundations and Social Advocacy	Professor	2	
	Associate Professor	3	
	Assistant Professor	2	
	Lecturer		1
Literacy	Professor	2	
	Associate Professor	2	
	Assistant Professor	4	
Educational Leadership	Associate Professor	1	
	Assistant Professor	2	
Adolescence Education – English	Professor	9	
	Associate Professor	2	
	Assistant Professor	2	
	Lecturer		1
Health Education	Professor	1	
	Associate Professor	2	
	Assistant Professor	1	
Adolescence Education - International Communications and Culture	Professor	2	
	Assistant Professor	3	
Adolescence Education – Mathematics	Associate Professor	1	
	Assistant Professor	1	
Physical Education	Professor	4	
	Associate Professor	5	
	Assistant Professor	4	1
	Lecturer		3
Adolescence Education – Biology	Professor	4	
	Associate Professor	1	
Adolescence Education – Chemistry	Professor	1	
	Associate Professor	2	
Adolescence Education – Geology/Earth Science	Professor	1	
	Associate Professor	2	
	Assistant Professor	2	
Adolescence Education – Physics	Professor	2	
	Associate Professor	1	
	Assistant Professor	2	

Adolescence Education – Social Studies	Professor	1	
	Associate Professor	1	
	Assistant Professor	1	
Speech Pathology and Audiology	Associate Professor		1
	Assistant Professor	1	
	Lecturer		3

Faculty members are expected to be active in the areas of teaching, scholarship and service, as outlined in the [SUNY Cortland College Handbook, 2002-2004](#), pp. 30-31, and in the SUNY Cortland Promotion and Tenure forms, both of which are available in the Exhibit Room under Unit Standard V. At the close of each academic year, part-time and full-time faculty members submit an annual report of activities to their department chair. The department chair combines individual reports into a single departmental report, which is submitted to the dean of the respective school. Each dean summarizes departmental reports into a comprehensive annual report, which is submitted to the Provost and Vice President for Academic Affairs. Examples of individual faculty annual reports for 2002-2003 and the school annual reports for the past five years are available in the Exhibit Room, under Unit Standard V.

### **Element 2: Modeling Best Professional Practices in Teaching**

*Faculty have a thorough understanding of the content they teach. Teaching by professional education faculty reflects the unit's conceptual framework and research, theories, and current developments in their fields and teaching. Faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions. Faculty use a variety of instructional strategies that reflect an understanding of different learning styles. They integrate diversity and technology throughout their teaching. They assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.*

Faculty members model best practices in the classroom. This is evidenced in several ways through course syllabi, course evaluations, and teaching awards.

Candidates evaluate evidence of faculty teaching ability and mastery of subject matter at the end of each semester, via the Course Teacher Evaluation (CTE) form, available in the NCATE Office, under Unit Standard V. The faculty member is supplied with general feedback on their course with several Likert type scales. The faculty member also receives written comments on various aspects of the course.

Following each third offering, each course is evaluated by the department curriculum committee with recommendations forwarded to the instructor. This evaluation insures that course meets the departmental needs and is taught in the way planned by the department. Feedback from this evaluation enables the faculty member to improve both the course and their delivery of the course.

Each faculty member completes an annual report of their teaching, scholarly work, and service activities during the past year. This annual review provides an opportunity for faculty members to reflect on their past success and failures while

mapping strategies for the future. Copies of sample annual reports are available in the Exhibit Room.

Faculty members applying for reappointment, promotion, and tenure must submit a dossier showing their work over the time since the last review. This is a complete dossier with artifacts and faculty reflections about their work.

Faculty members assess teacher candidates continuously throughout the teacher education program, in coursework, performance-based field experience assignments, and student teaching. Examples of faculty assessment of teacher candidates are available in syllabi, fieldwork expectations and the student teacher evaluation form, available in the Exhibit Room.

All teacher education programs integrate use of classroom technology into the curriculum. Technology plans for each teacher education program are available in the Exhibit Room. Evidence of discussions regarding diversity issues and performance-based fieldwork assignments is found in pedagogy syllabi, available in the Exhibit Room.

SUNY Cortland faculty members encourage candidates' development of reflection and critical thinking skills and model best practices. SUNY Cortland faculty teaching content and pedagogy in teacher education programs have received the SUNY Chancellor's Award for Excellence in Teaching. Faculty awardees are listed in the following chart.

Table 28.  
Faculty Awards for Teaching Excellence

Award	Number
Excellence in Scholarship & Creative Activities	2
Excellence in Teaching	28
Rozanne Brooks Dedicated Teacher Award	5
Distinguished Faculty	13

**Element 3: Modeling Best Professional Practices in Scholarship**

*Professional education faculty demonstrate scholarly work in their fields of specialization. They are engaged in different types of scholarly work, based in part on the missions of their institutions.*

The professional education faculty members demonstrate scholarly work in their field of specialization. The specific titles of the scholarly work are listed on the faculty vita and samples are on display in the Exhibit Room. Table 29 shows a summary of faculty activities during the 2002-2003 academic year.

Table 29.  
Faculty Scholarly Activity 2002-2003 Academic Year

School	Books/ Book Chapters/Articles	Reviews	Workshops & Presentations
Arts & Sciences	123	24	175
Education	Education part of Professional Studies before July 2003		
Professional Studies	305	N/A	367

The [Office of Sponsored Programs](#) reports the following grant activity among members of the Teacher Education Unit for academic year 2002-2003. Complete descriptions of grant activities including proposals submitted and internal grants are available in the Exhibit Room.

Table 30.  
Sponsored Grant Activity for 2002-2003

PI	Dept.	Sponsor	Title	Amount
Kelly, Michelle	Education	NYSED	Meeting Urban Education Challenges, 2002-2003	29,161
McRoberts, Chris	Geology	Am. Chemical Society	Integrated Biochronology & Paleocology of the..	46,350
Wood, Gail	Library	NYSED/SCRLC	Coordinated Collection Development Aid	11,530
Steck, Henry	Political Science	CIES/Fulbright	Zdenka Kalnicka Fulbright Scholar-in-Residence	12,500
Jampole, Ellen	Outreach Svcs	NYSED	Liberty Partnerships Program	312,000
Cirmo, Christopher	Geology	NSF	Collaborative Research at Undergraduate Inst...	20,000
Lickona, Thomas	Education	Multiple Sponsors	Center for the 4th and 5th Rs	4,150
Kennedy, Deverea	Soc. / Anthro.	USDOE/FIPSE	Dragon Planet: Giving the First Global Generation	84,597
Jampole, Ellen	Outreach Svcs	ACE Consortium	Access to College Education	37,657
Lehr, Sue	Education	NYSED/VESID	Autism Spectrum Disorders	24,848
Davis-Russell, Eliz	Provost	USDOE / Title III	Strengthening SUNY Cortland Enrollment through	350,000
Nagel, Mechthild	Philosophy	NYS/UUP	Wagadu: Journal for Transnational Women's ...	13,123
Steck, Henry	Political Science	USDOS	SUNY Cortland-University of NIS Partnership	179,861
Barduhn, Marley	Prof. Studies	NYSED	Migrant Education Outreach Program	730,495
Cirmo, Christopher	Geology	Penn State University	The Development of National Aquatic Ecosystem	128,383
Lickona, Thomas	Childhood/Early	John Templeton Fdn.	Educating for Character in the High School: ...	199,419
Garofalo, John	Environ. Health	NYS DOL and Health	Laboratory Safety Training	18,572
Martens, Mary Lee	Foundations	NYSED	An Integrated Approach to Teacher Preparation	51,000
Davidenko, Susana	Childhood/Early	Syracuse City Schools	Seymour Magnet School Agreement	1,250
Conklin, Patricia	Bio. Sciences	Cornell University	Controls over Assimilation & Emission of Atmo...	10,411
Nagel, Mechthild	Philosophy	NYS/UUP	Wagadu: Journal for Transnational Women's ...	1,650
Barduhn, Marley	Prof. Studies	Geneseo BOCES	Geneseo Migrant Ctr. BOCES Even Start Family...	8,775
Fitzgerald, Terrenc	Bio. Sciences	Rood & Riddle PSC	Mare Reproductive Loss Syndrome	6,500
Forster, Robyn	Counseling Ctr	NYS OASAS	Healthy Campus-Community Demonstration Proj.	12,500
Karen Coombs	Library	NYS/UUP	Master of Science in Info Management Coursework	2,168
Gretchen Hermann	Library	NYS/UUP	Neighborhood Garage Sales and the Creation of Comm	3,000
Conklin, Patricia	Bio. Sciences	Cornell University	Molecular Mechanics of Plant Vitamin C Biosynthesis	117,329
Davidenko, Susana	Childhood/Early	Syracuse City Schools	South Seneca Central School Agreement	5,065
Shirley, John	Career Svcs.	SUNY Cortland	Teacher Recruitment Day 2003	727
Jampole, Ellen	Outreach Svcs	Wilkins Fdn.	The Ralph R. Wilkins Foundation Grant	1,500
Kramer, Kathryn	Art & Art History	IMLS	2003 IMLS Museum Assessment Program	2,970
			Total	2,427,491

In the 2001-2002 academic year, eight faculty members received seed grant money for Title III incorporation of technology into the classroom (WebCT and other initiatives). Forty faculty development grants for curriculum improvement and research development were awarded to faculty in the 2003-2003 academic year.

The faculty members are engaged in different types of scholarship, based in part on the SUNY Cortland mission. The criteria for promotion in the [College Handbook](#) (pages 30-31) describe the acceptable evidence in the area of Scholarly, Intellectual, and Creative Achievements. Discretionary Salary Increases (DSI) are based on professional achievements. The President’s memorandum regarding criteria for the awarding of DSI is available in the Exhibit Room.

**Element 4: Modeling Best Professional Practices in Service**

*Professional education faculty provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit’s mission. They are actively involved with the professional world of practice in P-12 schools. They are actively involved in professional associations. They provide education-related services at the local, state, national, or international levels.*

Faculty members in the Teacher Education Unit have worked diligently on numerous NCATE accreditation and NYSED program registration committees on campus. In addition, full-time faculty serve regularly on campus-wide committees related to teacher education, field placements, multiculturalism, curriculum, and educational policy. Sixty-five of the eighty-one members of the Teacher Education Council are faculty. A list of current membership on NCATE-related committees is available in the Exhibit Room.

In addition, many faculty members participate actively on statewide and national committees in their respective fields. The annual reports and vitae, available in the Exhibit Room, provide documentation of extensive professional service by the college faculty.

**Element 5: Collaboration**

*Professional education faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.*

Faculty members collaborate frequently with school administrators and teachers. The collaborative partnerships are outlined in the School annual reports available in the Exhibit room. In the 2002-2003 academic year, the following numbers of collaborative partnerships were reported in annual reports, available in the Exhibit Room.

School	Teacher Education Partnerships	Other Partnerships Articulations
Arts and Sciences	8	7
Education	Education part of Professional Studies before July 2003	
Professional Studies	3	11



In addition, SUNY Cortland faculty and school administrators and teachers work collaboratively in the Teacher Education Council, the NCATE Executive Board, and other accreditation/certification-related committees. Given the nature of the Professional Education Unit there is extensive collaboration among faculty in the three schools and all the departments at SUNY Cortland.

School administrators and teachers collaborated with SUNY Cortland faculty on the drafting of the Conceptual Framework. College faculty and school administrators and teachers collaborated on two Goals 2000 grants, one with Cortland City Schools and Groton School, and one with Syracuse City Schools. Collaborative discussion continues among the participants. College faculty and area teachers work together in the evaluation of student teachers (see Unit Standard III.) The college is collaborating with the Cortland, McGraw, and Cincinnatus school districts through a Teacher/Leader Quality Partnerships (TLQP) grant.

College faculty and area teachers also collaborate regularly in professional conferences such as the Educators in Training (Childhood and Early Childhood Education) and the Department of International Communication and Culture's ICC Teachers in Training Conferences. Workshops on topics such as infusing technology into the classroom are offered on campus and are available to area teachers and administrators.

The college collaborates closely with area school districts through with several service programs including the [Migrant Education Opportunity Program](#), the Access to College Education (ACE), and Liberty Partnerships Program (LPP). In addition, college representatives sit on the administrative committees for several area Teacher Centers. The college belongs to the Central New York Consortium that brings together school district and higher education leaders to improve education in the area.

#### **Element 6: Unit Evaluation of Professional Education Faculty Performance**

*The unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of professional education faculty are used to improve teaching, scholarship and service of unit faculty.*

Faculty members in the Teacher Education program are evaluated by candidates at the end of each semester via the Course Teacher Evaluation (CTE) form. Faculty are reviewed for renewal and promotion according to the criteria set forth in the [SUNY Cortland College Handbook, 2002-2004](#), pp. 23-30, 30-31 available in the Documents Room.

All non-tenured faculty members are reviewed for reappointment on an annual or bi-annual basis. This review includes preparation of a portfolio by the faculty member. The portfolio is then reviewed by the department personnel committee, the department chair, the school personnel committee, the dean, the provost, and the president. These

reviews are in addition to the promotion reviews and continuing appointment (tenure) reviews.

The faculty union contract that expired in June of 2003 included a provision for Discretionary Salary Increases (DSI). These increases were based upon faculty performance. The faculty member submitted an application that was reviewed by the department chair, the dean, and the provost. In the latest round, 159 faculty members received increases in their base pay ranging from \$500 to \$1,000. The faculty contract is currently in negotiation but the DSI provision will likely be included in the new contract.

### **Element 7: Unit Facilitation of Professional Development**

*Based upon needs identified in faculty evaluations, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework(s), performance assessment, diversity, technology, and other emerging practices.*

The Faculty Development Center provides and coordinates activities to improve the professional activities of faculty. These activities include teaching, the pursuit of scholarship, and the establishment generally of an intellectual climate that will enhance the experiences of all those involved with the college. As with most faculty endeavors, improvement of these activities rests largely with the individual. The institution, however, can provide an environment in which faculty development is most likely to take place.

The [Faculty Development Center](#) provides a catalyst for such an environment. It does so primarily through building among the faculty a sense of community, where communication about professional activities is easy and open, so that individuals can explore with others new ways of being more effective teachers and scholars. In this regard, creating institutional ways of bringing faculty together and promoting collegial interaction is the highest priority. The College recognizes also the need to pursue initiatives that are likely to make the professional endeavors of faculty more exciting, rewarding, and effective, and it commits significant resources to achieve these ends. Thus, institutional efforts in faculty development may also include grants for teaching initiatives and research, lecture programs, teaching and research award programs, educational programs on new teaching and research technologies, and more.

There are several avenues on the campus that support faculty development activities. These include grants from the Auxiliary Services Corporation (ASC), The Cortland College Foundation, and the Sponsored Programs Office. The college regularly supports sabbatical leaves for tenured faculty members.

There is a formal program for all new faculty members with a two-day seminar before classes start in the fall. This initial seminar is followed by sessions throughout to meet the needs of new faculty members. In early October the entire group of new hires spends a weekend at Raquette Lake with the Provost, Deans, and other key administrators. This weekend provides an opportunity for new faculty to interact directly with the administration and to learn about the operation of the college.

The library provides a [series of workshops](#) for faculty members on the use of technology in the classroom. In addition the library provides instructional design support for faculty members along with WebCT. The Office of Sponsored Programs keeps faculty abreast of larger grant opportunities via their listserv. This Office works with teacher education faculty to assist in grant writing and to facilitate submission of grants.

## **UNIT STANDARD 6: UNIT GOVERNANCE AND RESOURCES**

*The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

### **Element 1: Unit Leadership and Authority**

*The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively manages or coordinates all programs so that their candidates are prepared to meet standards. The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services such as advising and counseling. Faculty involved in the preparation of educators, P-12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.*

### **Unit and Unit Head**

The teacher education unit at SUNY Cortland spans all three schools: the School of Arts and Sciences, the School of Education, and the School of Professional Studies. All schools have multiple teacher preparation programs at the undergraduate and graduate levels. The Provost and Vice President for Academic Affairs is the Professional Education Unit Head. She oversees all curriculum in the College and in this capacity, serves as the official Unit Head of the Professional Education Unit. The organization chart for the unit is provided in the introduction to this report. She has direct budget and supervisory authority over all of the teacher education programs on the campus.

The teacher education programs at SUNY Cortland, with approximately 5,000 candidates, is the largest in New York State and one of the largest in the country. Approximately 70 percent of the SUNY Cortland students are candidates in teacher education programs. This 70 percent ratio is one of the highest in the United States if not the highest. Because virtually all of the institution is involved in preparation of teacher education candidates either directly or indirectly, the professional education unit spans the entire college with the provost as the unit head.

The curriculum approval process for new teacher education programs, changes to existing programs, and for new courses moves through the following stages: a) Program Faculty, b) Department Faculty, c) Department Chair, d) School Curriculum Committee, e) School Dean, f) College Curriculum Committee, g) Teacher Education Council Curriculum Committee, h) Unit Head/Provost, h) SUNY System Office, and i) New York State Education Department.

The provost has delegated the day-to-day operation of the unit to the Dean of the School of Education. The Provost, however, retains responsibility for all policy

decisions, budget allocations, and personnel appointment. As Unit Head Designee, the Dean of the School of Education assumes the responsibilities listed below:

- Oversee all teacher education programs in the unit in areas of curriculum, adherence to NCATE standards, and assessment
- Oversee NCATE Accreditation budget; provide advocacy at administrative levels;
- Co-chair, with the Dean of Arts and Sciences and the Dean of Professional Studies, the Teacher Education Council, the governing body of the unit
- Chair the Teacher Education Council Advisory Committee; foster collaborative discussion among college faculty, area teachers, school district administrators and members of the community
- Promote meaningful dialog among all members of the unit in matters related to teacher education
- Ensure that the policies adopted by the Teacher Education Council are implemented by all teacher education programs in the unit
- Review and present policies to the Teacher Education Council for consideration of revision and/or adoption
- Attend conferences and meetings related specifically to NCATE accreditation, teacher education issues (AACTE, NCATE, PETE, NYACTE/NYSATE, NYSED, SUNY, TECSCU, etc.), and report findings to the Teacher Education Council
- Represent the Institution in informing school districts and the community about the NCATE Accreditation process and fostering collaboration with the unit
- Provide regular updates on NCATE Accreditation and NYSED program registration at SUNY Cortland Administrative Conferences and other venues at the Institution
- Foster collaborative discussion among Arts and Sciences, Education, and Professional Studies faculty
- Respond to department requests regarding teacher education issues
- Serve as the Certification Officer for the college

### **Teacher Education Council**

The governing body of the unit is the Teacher Education Council (TEC). The TEC is comprised of approximately 81 representatives from each of the teacher education programs and from other key offices on campus, such as associate deans, registrar, admissions, field studies, TEC Advisory Group representative, and the library. The TEC is co-chaired by the Deans of the three Schools, who, on behalf of the TEC, report directly to the Provost and Vice President for Academic Affairs. The TEC has the full support of the President of the College.

The TEC is responsible for:

- establishment of policies and procedures related to teacher education
- curriculum review
- candidate assessment

- unit assessment
- development of the Conceptual Framework
- maintenance of high quality standards in teacher education

The group holds regular meetings every two weeks. TEC Standing Committees include: Policy; Operations and Personnel; Unit Assessment; Global Education; Curriculum; Faculty; Grants and Sponsored Programs; Conferences, Lectures and Programming; External Affairs; Conceptual Framework; Students and Advisement. Additional committees are approved by TEC as necessary. The Teacher Education Council is the governing body of the unit, and as such, is responsible for determining policies and procedures of the unit.

### **NCATE Executive Board**

The NCATE Executive Board is composed of a group of nine representatives from all three schools, and is co-chaired by the deans. It is responsible for identifying major issues to be brought to the TEC for discussion; creating a unit assessment plan for presentation and vote by the TEC; providing assistance in the drafting of the Preconditions Report and Institutional Report; and providing leadership in discussions within TEC.

A description of the charge to the NCATE Executive Board is listed below:

- Prioritize issues for focused discussion at the Teacher Education Council (TEC)
- Make decisions regarding needs of the unit, for presentation and discussion at the Teacher Education Council
- Create a Unit Assessment Plan for presentation and discussion at the Teacher Education Council
- Conduct ongoing review of policies and procedures of the unit, with referrals to the TEC Policy Committee as needed
- Review and provide input into writing of the Preconditions Document and Institutional Report
- Identify areas of improvement for the unit, for presentation and discussion at the Teacher Education Council
- Maintain compliance with standards and assessment by all members of the unit

### **Teacher Education Council Advisory Group**

The Teacher Education Council Advisory Group is composed of approximately twenty-five area teachers, school administrators, college supervisors, and teacher candidates. It is chaired by the unit head and convened by the NCATE coordinator. The body engages in collaborative discussions of teacher education issues that are under review by the Teacher Education Council and makes recommendations to the TEC. Teacher Education Council Advisory Group members are invited to participate in all TEC meetings. The TEC Advisory Group chair or designee is a voting member of the TEC.

**Element 2: Unit Budget**

*Unit budgetary allocations permit faculty teaching, scholarship, and service that extend beyond the unit to P-12 education and other programs in the institution. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the unit and its school partners.*

Department budgets support teacher education programs located therein. In addition, there exists a separate annual accreditation budget. This budget supports staffing of the accreditation office and covers cost of supplies; duplicating expenses for the TEC; telephone and mail expenses; travel; program reviews; consultant expenses; professional memberships; and site visit costs.

The teacher education program budgets are distributed among the three Schools and are under the direct supervision of the unit head and the three deans. The complete details of the college budget for the teacher education programs are available in the Exhibit Room.

Table 31 shows the total expenditures for each academic department during the 2002-2003 academic year (FY 2003). The table also shows the total student credit hour production for each department and school along with the expenditures per credit hour. The average campus cost per credit hour was \$103.89 during 2002-2003. The costs ranged from a high of \$190.58 in Physics to a low of \$68.59 in Health. Nine of the departments were with a range of \$89.00 to \$119.00, approximately \$15.00 above and below the average campus cost per credit hour.

**Element 3: Personnel**

*Workload policies, including on-line course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. Faculty loads for teaching on campus and on line generally do not exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member. The unit makes appropriate use of full-time, part-time, and clinical faculty as well as graduate assistants so that the program coherence and integrity are assured. The unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology*

In the 2002-2003 academic year, SUNY Cortland reported a total of 79 full-time faculty, 39 part-time faculty, and 73 adjunct faculty in teacher education programs. A total of 22 departments have teacher education programs. Most departments employ a full-time secretary and one or more work-study students.

Table 31.  
Expenditures Per Credit Hour during 2002-2003 for each Department and School

School & Department	Total Student Credit Hours Produced Per Dept.			FY02-03 Expenditures	Expenditures per Credit Hour
	Fall 2002	Spring 2003	Total for year		
<b>SCHOOL OF ARTS &amp; SCIENCES</b>					
Art & Art History (no teacher education)	1532.0	2111.0	3643.0	482,070.38	132.33
Biological Sciences	4253.0	4591.5	8844.5	1,042,900.15	117.92
Chemistry	1073.0	1170.0	2243.0	401,294.81	178.91
Comm. Studies (no teacher education)	3053.0	3313.0	6366.0	546,950.39	85.92
Economics	3230.0	3376.0	6606.0	610,481.37	92.41
English	7112.0	8323.0	15435.0	1,518,627.29	98.39
Geography	1020.0	1266.0	2286.0	308,707.55	135.04
Geology	1455.0	1921.0	3376.0	336,312.33	99.62
History	5738.0	6002.0	11740.0	892,522.70	76.02
International CC	3775.0	4133.0	7908.0	672,782.63	85.08
Mathematics	2570.0	2642.5	5212.5	677,988.06	130.07
Performing Arts (no teacher education)	1719.0	1759.0	3478.0	514,983.54	148.07
Philosophy (no teacher education)	896.0	987.0	1883.0	255,886.45	135.89
Physics	996.0	831.0	1827.0	348,183.60	190.58
Political Science	2454.0	2849.0	5303.0	588,465.24	110.97
Psychology	4750.0	5374.0	10124.0	1,074,030.49	106.09
Sociology/Anthropology	4339.0	4418.0	8757.0	938,344.17	107.15
<b>TOTAL</b>	<b>49965</b>	<b>55067</b>	<b>105032</b>	<b>11,210,531.15</b>	<b>106.73</b>
<b>SCHOOL OF EDUCATION</b>					
Childhood/Early Childhood	7493.0	7076.0	14569.0	1,231,799.82	84.55
Educational Leadership	1473.0	1325.0	2798.0	320,171.13	114.43
Foundations & Social Advocacy	1993.0	2100.5	4093.5	497,300.38	121.49
Literacy	2729.0	2569.0	5298.0	408,578.79	77.12
<b>TOTAL</b>	<b>13688</b>	<b>13070.5</b>	<b>26758.5</b>	<b>2,457,850.12</b>	<b>91.85</b>
<b>SCHOOL OF PROFESSIONAL STUDIES</b>					
Exercise SSS	4217.5	5274.5	9492.0	905,470.10	95.39
Health	5782.0	5343.0	11125.0	763,027.04	68.59
Physical Education	6679.0	4570.5	11249.5	1,414,449.92	125.73
Recreation & Leisure Studies	1921.0	1763.0	3684.0	485,395.22	131.76
Speech Pathology & Audiology	987.0	894.0	1881.0	343,231.71	182.47
<b>TOTAL</b>	<b>19586.5</b>	<b>17845</b>	<b>37431.5</b>	<b>3,911,573.99</b>	<b>104.50</b>
<b>GRAND TOTAL</b>	<b>83239.5</b>	<b>85982.5</b>	<b>169222.0</b>	<b>17,579,955.26</b>	<b>103.89</b>

Faculty members who teach exclusively at the undergraduate level teach no more than 12 student credit hours each semester. Faculty members who teach exclusively at the graduate level teach no more than 9 student credit hours each semester. Faculty members who teach a combination of undergraduate and graduate courses teach no more than 21 student credit hours each year, typically 9 one semester and 12 the other. The complete [faculty workload summary for the fall 2003](#) semester is available online. Similar reports are available for the [spring 2003 semester](#) and the [fall 2002 semester](#).

Faculty members supervising student teachers are assigned 15 to 18 candidates as the equivalent of a full teaching load. Faculty members who both supervise student



teachers and teach regular classes receive proportionate loads of student teachers and classes.

The faculty and professional staff are represented by [United University Professions \(UUP\)](#) an affiliate of the American Federation of Teachers. The UUP represents faculty and professional staff members at all SUNY operated campuses. There is a common contract covering the entire state. The current faculty contract expired in the summer of 2003 and the new contract is currently open for negotiation. Most of the provisions of the previous contract automatically carry forward until a new contract is accepted.

Discretionary Salary Increase (DSI) is available to part-time and full-time faculty and professional staff. Among criteria for the award are significant achievement in the areas of teaching, scholarship, and service.

#### **Element 4: Unit Facilities**

*The unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidates' use of information technology in instruction.*

SUNY Cortland facilities consist of 111 buildings, with the 59 buildings located on the [main Cortland campus](#). The total amount of space available on the SUNY Cortland campus is 2,306,553 square feet. Of that space, the major buildings on the upper campus used for teacher education program's (excluding physical education) classroom space and faculty offices are the following:

- Bowers Hall, 142,097 square feet
- Cornish-Van Hoesen Hall, 124,176 square feet
- McDonald Building, 10,272 square feet
- Moffett Center, 84,448 square feet
- Old Main, 139,800 square feet
- Sperry Learning Center, 56,790 square feet

Bowers Hall houses most of the science departments and laboratories. Cornish-Van Hoesen houses all of the School of Education and some Student Services departments. The Cornish-Van Hoesen complex is in the current capital budget allocation for a major renovation and expansion. The McDonald Building is a former house located just off campus housing the Speech Pathology and Audiology Department. The off campus location provides easy access for the community to the department clinics. The Moffett Center houses the Mathematics and Health Departments. Old Main is a classic old building that was renovated and updated in the late 1990's and houses many of the Arts and Sciences departments. The Sperry Learning Center is a classroom building used by all departments with several large lecture halls and will be the next major renovation project at the college.

In addition, an entirely separate physical education complex on the lower campus is available for physical education teacher preparation programs with 281,601 square feet available. Most of this space is in the Park Center with gymnasiums, classrooms,

swimming pool, ice rink, and other specialized physical education spaces. This facility is surrounded by playing fields for various sports.

The SUNY [Cortland Center for Environmental and Outdoor Education \(CEOE\)](#) is located on Raquette Lake in the Adirondack Mountains approximately three hours north of Cortland. The CEOC provides an outstanding natural setting for candidates to examine most aspects of the environment. The CEOC's forests, bogs, and ponds serve as natural laboratories for courses in the biological sciences. Raquette Lake provides an elaborate research area in which candidates examine the unpolluted waters. Physical education and recreation candidates also make extensive use of the CEOC for selected courses. Candidates from all disciplines enjoy opportunities at the Center to learn how to use the outdoors as a classroom for academic subjects and to learn to develop an appreciation for the outdoor environment. The center includes both Camp Huntington and The Antlers on opposite sides of the lake. Camp Huntington was the original "Adirondack Great Camp" owned by the Huntington Family. The Antlers facility serves both as a docking area for those going to Camp Huntington and as a site for conferences and classes.

#### **Element 5: Unit Resources Including Technology**

*The unit allocates resources across programs to prepare candidates to meet standards for their fields. It provides adequate resources to develop and implement the unit's assessment plan. The unit has adequate information technology resources to support faculty and candidates. Faculty and candidates have access both to sufficient and current library and curricular resources and electronic information.*

#### **Technology**

The SUNY Cortland campus network is a converged IP voice/video/data layer 3 network using gigabit Ethernet as the backbone, scalable to 10 gigabit. The network is fully redundant and is comprised of 500 switches and network equipment and 11,000 data ports that will support more than 5000 faculty, staff and candidate computers, as well as 4100 phones - approximately 600 IP-based phones and 3500 analog phones. The college received the 2003 EDUCAUSE Award for Excellence in Networking for an IP communications initiative with merged voice and data networks.

Fiber risers within the buildings connect each building entry point to hub stacks that feed the end user. Each hub stack riser is a dedicated switched 100 MB link. There will be a maximum of 48 end users on each hub stack. A project to run fiber optic cable to all campus buildings was completed in May 1997. An initiative to internally wire the remaining Academic/Administrative buildings was completed in the spring of 1998. A project completed in spring 1997 has brought network cabling to every dorm room on campus. There is a data connection for every bed on campus, allowing candidates access to the Internet, e-mail and the Library on-line catalog via the HallNet network.

The college has 40 state-of-the art campus [computer labs](#) available for individual and instructional use with Dell Pentium and Macintosh computers. In addition, there are 34 modern technology enhanced classrooms and 2 distance learning

classrooms used for teaching. The labs and classrooms are distributed throughout the campus in all academic buildings.

All full-time and part-time faculty members have office space, computer access, and technical assistance. Virtually all full-time faculty members have private offices while part-time faculty members usually share offices. All faculty members have computers in their offices along with a full complement of office furniture. All faculty offices are clustered by department, enhancing communication among the faculty members in the department.

Academic Computing Services (ACS) has responsibility for 40 computer labs, campus software licensing management, and the all computing related to academic programs. ACS provides technical support campus-wide through its teams, the Customer Care Center, Technical Services Groups and the Technology Help Center. ACS is also responsible for managing a variety of campus-wide computer and technical support programs, such as computer purchase and loan programs, the Student Computer Access Program (SCAP), the Faculty Access to Computer Technology (FACT) program, and campus-wide hardware inventory.

Administrative Computing Services had provided support for the development of the Teacher Education Candidate Assessment System (TECAS) and the Curriculum Advising and Program Planning (CAPP). In addition, this group provided support for the online Student Teacher Evaluation system.

## **Library Resources**

The [SUNY Cortland Library](#) houses 411,248 volumes and subscribes to 1,123 periodicals. Candidates have access to over [300 online databases](#) covering the range of disciplines offered at the college. The library collection also includes 839,673 microtext documents, 5,891 media materials, and 31,021 government documents. The total library budget for FY 2003 was \$1,843,697 with a circulation of 55,264 items during the same period. Each academic department has an assigned bibliographer who manages the collection needed for the department programs.

The Cortland Memorial Library houses the Teaching Materials Center (TMC), a “library within a library” that is designed to provide preservice teachers with curricular materials that they are likely to encounter as teachers. These materials include books, media and links to web-based materials found on the [library website](#). Located within the TMC is the Children’s Reading Center that was developed last year in partnership with the Child Care Center and faculty from the Childhood/Early Childhood Education Department. Over the next few years, the library’s goal is to move the TMC from a collection-based service to an active teaching learning center. Through SCAP funds, wireless hubs have been installed and the intention is to purchase laptops to use as a “moveable” classroom. There is a librarian in charge of the TMC who also serves as the bibliographer to the departments in the School of Education. The TMC librarian teaches a heavy schedule of library instruction. In the 2001-2002 fiscal year, 35 sessions were

taught by the TMC librarian. In addition, several children reading sessions were organized and implemented.

### **Multimedia and Technology Facilities**

The library maintains three computer labs that are available during all library hours. The PC Lab has 26 PC computers. The lab is used for teaching and is an open lab when there are no classes scheduled. The MAC Lab has 20 Macintosh computers, a scanner, and some specialized software. This lab is used for teaching and is an open lab when no classes are scheduled. The Late Night Reading Room is an open lab of both MACs and PCs. The Multimedia Studio contains higher end MACs and PCs aimed to provide services to candidates producing multimedia projects and instructional materials. A long-term goal for the Studio is to integrate this service with the activities of the TMC.

### **Student Computer and Information Literacy (SCIL) Workshops**

Offered in the fall semester, these workshops are aimed at providing candidates with survival skills in a variety of software programs, databases and technology-based processes. Currently the candidates voluntarily attend these workshops. In addition to the services above, the Library offers collections, reference services and interlibrary loan services in support of all the curricula of the College.

### **Faculty Training Center**

The Library offers numerous faculty development technology workshops for faculty throughout the year. Workshops range from PowerPoint to WebCT, to individualized assistance with special projects. A list of [monthly offerings](#) is available on the library website.

## ABBREVIATIONS AND DEFINITIONS

ACS--Academic Computing Services: The campus technology support group.

ASC—Auxiliary Services Corporation: A freestanding corporation whose sole purpose is to serve the needs of SUNY Cortland with services such as food service, bookstore, and real estate holding.

ATS-W—Assessment of Teaching Skills—Written Test: One of the teacher certification examinations with separate tests at the elementary and secondary levels. The test is not required for graduation but is required for certification.

Big Five School Districts: The five largest city school districts including New York City, Yonkers, Syracuse, Rochester, and Buffalo.

Chancellor of SUNY: The chief administrator of the SUNY system.

Chancellor of USNY: The “chairperson” of the Board of Regents.

Commissioner of Education: The chief administrator of the University of the State of New York (USNY).

Cortland College Foundation: A freestanding foundation with the purpose of fund-raising and managing the SUNY Cortland college endowment and other related funds.

CST-- Content Specialty Test: The Teacher Certification examination covering the content and Pedagogical Content Knowledge for the certification area. The test is not required for graduation but is required for certification.

CUNY—City University of New York: The public higher education system for New York City.

C.U.R.E.: Cortland’s Urban Recruitment of Educators program

Downstate: The New York City metropolitan area and Long Island south of an imaginary line half way to Albany.

Initial Certification: The current first level of teacher certification generally granted after completion of a bachelor’s degree and other requirements.

LAST--Liberal Arts and Science Test: The teacher certification test of general education and the arts and sciences required of all candidates for teacher education. The test is not required for graduation but is required for certification.

New York State Board of Regents: The statewide “board of education” with authority and powers that far surpass the boards in most states.

NYSED—New York State Education Department

**Permanent Certification:** The former second level of teacher certification granted after completion of a master's degree within five years and other requirements. Teachers who earned a provisional certificate before February 2, 2004 can earn a permanent certificate.

**Professional Certification:** The current second level of teacher certification granted after completion of a master's degree within three years and other requirements.

**Provisional Certification:** The former (expired February 2, 2004) first level of teacher certification granted after completion of a bachelor's degree and other requirements.

**Research Foundation of the State University of New York:** A freestanding corporation for all grants and sponsored programs. All grants are administered through the Research Foundation and individuals employed full-time on grants are paid through the foundation.

**S.A.V.E.--New York State Schools Against Violence in Education**

**STE--Student Teacher Evaluation form:** The online data collection system for assessing student teacher performance.

**SUNY—State University of New York:** The public higher education system for all of New York State except New York City. There is one system for all higher education including community colleges, comprehensive colleges, university centers, medical centers, and other specialized institutions. CUNY provides a similar system within New York City.

**SUNY Cortland—State University of New York College at Cortland**

**TEC—Teacher Education Council:** The policy setting body for the SUNY Cortland professional education unit.

**Upstate:** All of New York State outside the New York City metropolitan area north of an imaginary line half way to Albany.

**USNY--University of the State of New York:** This is the state agency responsible for P-12 and higher education amongst many other roles. The USNY is governed by the Board of Regents and has no students nor faculty. The USNY is a totally different entity than SUNY.

**UUP—United University Professionals:** The statewide union and bargaining unit for all SUNY faculty members and professional staff.

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