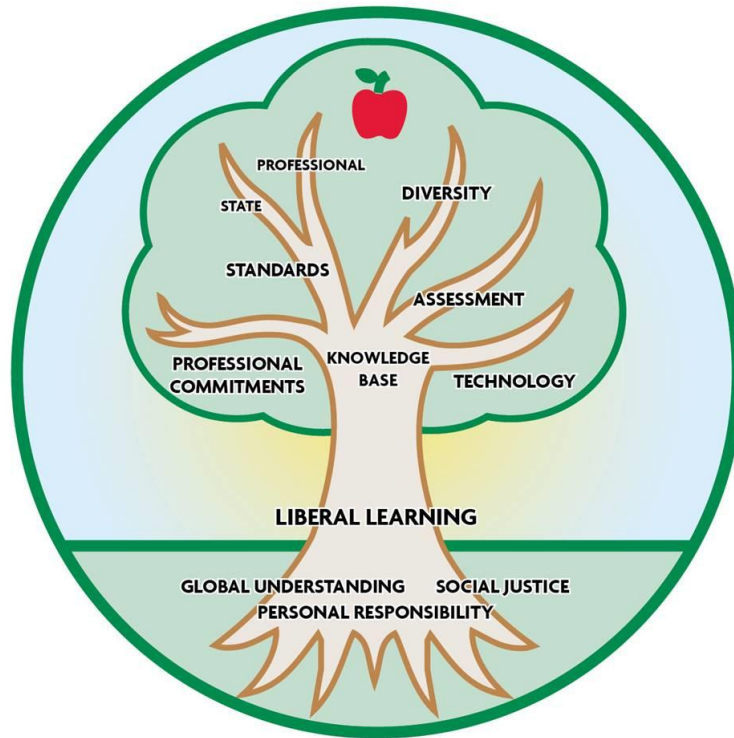


STATE UNIVERSITY OF NEW YORK
COLLEGE AT CORTLAND

Institutional Report

Prepared for
NCATE Board of Examiners Visit
March 5-9, 2011



Institutional Report

The following Institutional Report (IR) template should be used by institutions hosting their first visit, a regular continuing accreditation visit, a focused visit, or a probation visit. This IR template includes the prompts or questions to which the institution should respond for each standard. The electronic version of the template for writing the IR online should be open in NCATE's Accreditation Information Management System (AIMS) at aims.ncate.org a year prior to the visit. Detailed instructions for completing the IR online are available in AIMS, in the Resources section.

Responses that have been prepared in Word or another word processing program can be copied and pasted into the online template. Responses to each prompt in the template will be limited to a maximum number of characters as indicated in the template. Again, character limits have been set as a maximum. Institutions should not feel compelled to use all available characters to respond to prompts. In most cases, direct and succinct responses will not require the maximum number of characters. The length of each response should be based on the size of the unit and the prompt being addressed. In addition, 9-11 required tables must be completed or uploaded for selected standard elements. The full set of guidelines for completing the IR tables can be accessed from AIMS or the institution section of NCATE's Website at www.ncate.org. They are also available as you complete each table in the online IR.

Institutions have found it helpful to identify the key exhibits or evidence that they believe will support the claims that they make in their responses to each prompt. A limited number of additional tables, figures, and lists of links to key electronic exhibits can be uploaded for each standard element when prompted in the Online IR. To do this, an institution has three choices. First, the institution can include a link in the text of the IR. A well placed link can be helpful to the reader, but too many links can interrupt the flow of the text. Also, a short link can be put into AIMS but a link that is longer than one line will cause formatting problems. Directions for making the link hot within the text are provided in the HELP function of the online template. Second, the institution can upload attachments in the form of documents, tables, or figures. Uploading attachments can be helpful to the reader, but space is limited. A maximum of three to five uploads has been specified for each element. Third, an institution can upload a list of links to key exhibits. This list of links could include additional key exhibits or supplemental exhibits.

The institutional report (IR) can be written in the following online template, which includes character limits and space to upload tables, figures, and lists of key exhibits. Another option for writing the IR is to write the entire document in Word or other word processing program and upload the document in AIMS as directed in the Visit Reports section. In the second option, the overall length of the IR should not exceed 85 pages, including tables, figures, and links to key exhibits. Institutions selecting the second option may either use the following template as a guide or respond to each element without using the template. The Word version of the template is available on NCATE's website (www.ncate.org) and in the Resources section of AIMS.

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 blue highlighting 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.

OVERVIEW

This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

A. Institution

A.1. What is the institution's historical context?

SUNY Cortland has a long and rich tradition 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 was renamed as the State University of New York College at Cortland, assuming a new role as a college of arts and sciences with liberal arts programs introduced in 1963. Now, Cortland is characterized as a state-assisted public institution awarding baccalaureate and master's degrees as well as post-master's Certificates of Advanced Studies in education and arts and sciences. Today, SUNY Cortland graduates the largest number of teacher certification candidates in New York State and consistently ranks among the top fifteen institutions in the country in this respect, ahead of much larger institutions such as Texas A&M, Ohio State University and the Pennsylvania 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 supported and promoted the College's largest teacher preparation programs. In July, 2009 a new administrative position of Assistant Provost for Teacher Education was created, with appointment to that position in 2010, reflecting the College's viewpoint that the entire institution and the entire faculty share responsibility for preparing future educators.

The Provost and Vice President for Academic Affairs oversees all curriculum in the College and in this capacity, he serves as the official Unit Head of the Professional Education Unit. He has delegated the day-to-day operation of the unit to the Assistant Provost for Teacher Education. Overall, SUNY Cortland has 48 teacher education programs, with these programs collectively making up the professional education unit. The organizational structure of the unit is illustrated in the [Professional Education Unit Organizational Chart](#).

A.2. What is the institution's mission?

SUNY Cortland offers undergraduate and graduate programs at 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 maintaining a comprehensive curriculum of the highest quality, and building upon traditional program assets while enhancing excellent programs in the arts and sciences, humanities, and professions.

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 so that all candidates excel as leaders, citizens, scholars, teachers, and champions of excellence.

SUNY Cortland's mission is to provide rigorous, diverse and transformational programs that are recognized for integrity of curriculum, excellent student learning outcomes, and contributions to the discipline and the greater good. We believe all students should grow as engaged citizens with a strong social conscience fostered by outstanding teaching, leadership and service.

Through our Strategic Plan and Vision, SUNY Cortland faculty appreciate the College's historical commitment to teacher education and its ongoing commitment to program excellence, and have a deep and abiding respect for teaching as a profession. Specifically, the College values:

- A central focus on integrity
- Intellectual inquiry with rigorous and diverse learning experiences
- A lifelong commitment to professional development
- Faculty leadership and contributions to the professions
- Engagement of its faculty and candidates in social issues
- Collaboration among the members of the unit and with education professionals in the schools
- Collaboration across all schools and disciplines with members of the unit.

A.3. What are the institution's characteristics [e.g., control (e.g., public or private) and type of institution such as private, land grant, or HBI; location (e.g., urban, rural, or suburban area)]?

SUNY Cortland is located in Cortland, New York, a small city located in the geographic center of New York State, along the Interstate Route 81 corridor. It is approximately 30 miles south of Syracuse, a large city, and 40 miles north of Binghamton, a small city. The area is characterized by rolling hills, and dairy farms interwoven with agricultural farmlands and seven valleys surrounding Cortland.

The College is one of thirteen comprehensive four-year colleges in the SUNY system. SUNY comprises 64 campuses, including university centers that offer doctoral degrees, comprehensive colleges, technical colleges and community colleges, with a total overall enrollment of approximately 465,000 students. SUNY Cortland is a public, state-assisted institution located in the geographic center of New York State. SUNY Cortland is a moderate-sized institution, enrolling 7,141 students in fall 2010, with 74.2 percent of the institution's enrollment Caucasian, 5.9 percentage Hispanic, 14.7 percent unreported, 2.7 percent Black, with the remaining categories (Asian/Pacific Islander, and American Indian) each totaling less than 1.5 percent.

The College has three schools. In the School of Arts and Sciences, there are 8 of 18 departments with teacher education programs, and an additional 5 departments providing support to the professional education unit. In the School of Professional Studies, 4 of the 6 departments house teacher education programs, with one additional department providing support to the unit. In the School of Education, all four departments have teacher education programs. Teacher education is a primary focus of our campus across all three schools.

A.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the institutional context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Professional Education Unit Organizational Chart

B. The unit

B.1. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators?

Formed in 1998, the professional education unit includes all three schools of the college, and 16 out of 28 academic departments house teacher education programs. The professional education faculty constitutes staffing proportional to the size of the unit with 257 full and part-time faculty allocated. Teacher education candidate enrollment has been historically strong in all three schools.

The Teacher Education Council (TEC) is the policy-recommending committee for teacher education on the SUNY Cortland campus, having 78 members representing all teacher education programs, with representation from departments who also provide service courses for teacher education programs. Graduate and undergraduate students are voting members, and deans and associate deans from each school are ex-officio members. TEC meetings are open to the campus, with the schedule of monthly meetings published. The Teacher Education Advisory Council is a 15-member body representing local educational agencies from the geographical area. This body reviews academic plans and advises on new initiatives, as well as providing feedback on various activities of the unit.

There are 5 standing committees of the Teacher Education Council. The Teacher Education Curriculum Committee reviews all teacher education courses and programs and is a required step toward curricular change on our campus for teacher education programs. The Teacher Education Candidate Review Committee reviews all teacher education candidates at key checkpoints and focuses strongly on dispositional issues of candidates. The TEC By-laws committee and the Conceptual Framework committee recommend appropriate modifications to those documents for adoption by the TEC. The Teacher Education Assessment Committee reviews key unit assessments as well as the Teacher Education Candidate Assessment System (TECAS) and provides leadership for teacher education assessment in general.

B.2. How many professional education faculty members support the professional education unit? Please complete Table 1 or upload your own table at Prompt B.7 below.

Table 1
Professional Education Faculty

Professional Education Faculty	Full-time in the Unit	Full-time in the Institution, but Part-time in the Unit	Part-time at the Institution & the Unit (e.g., adjunct faculty)	Graduate Teaching Assistants Teaching or Supervising Clinical Practice	Total # of Professional Education Faculty
Number of faculty	80	41	136	0	257

B.3. What programs are offered at your institution to prepare candidates for their first license to teach? Please complete Table 2 or upload your own table at Prompt B.7 below.

Table 2
Initial Teacher Preparation Programs and Their Review Status

Program	Award Level (e.g., Bachelor's or Master's)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE
Adolescence Educ-Mathematics (7-12)	BA Initial	112	NCTM	Yes	Approved	Recognized with Probation
Adolescence Educ-Physics and Mathematics (7-12)	BS Initial	24	NSTA	Yes	Approved	Needs Further Development
Adolescence Educ-Social Studies (7-12); (Requires dual major with one of eight Social Science majors)	BA Initial	241	NCSS	Yes	Approved	Recognized with Probation
Adolescence Educ-French/Spanish (7-12)	BA Initial	7	ACTFL	Yes	Approved	Recognized with Conditions
Adolescence Educ-Biology (7-12)	BS Initial	36	NSTA	Yes	Approved	Needs Further Development
Adolescence Educ-Chemistry (7-12)	BS Initial	7	NSTA	Yes	Approved	Needs Further Development
Adolescence Educ-Chemistry (7-12)	MAT Initial	5	NSTA	Yes	Approved	Needs Further Development
Adolescence Educ-Earth Science (7-12)	BS Initial	32	NSTA	Yes	Approved	Needs Further Development
Adolescence Educ-English (7-12)	BA Initial	113	NCTE	Yes	Approved	Recognized
Adolescence Educ-French (7-12)	BA Initial	5	ACTFL	Yes	Approved	Recognized with Conditions
Adolescence Educ-Mathematics (7-12)	BS Initial	88	NCTM	Yes	Approved	Recognized with Probation
Adolescence Educ-Mathematics (7-12)	MAT Initial	14	NCTM	Yes	Approved	Recognized with Probation
Adolescence Educ-Physics (7-12)	BS Initial	8	NSTA	Yes	Approved	Needs Further Development
Adolescence Educ-Physics (7-12)	MAT Initial	2	NSTA	Yes	Approved	Needs Further Development
Adolescence Educ-Spanish (7-12)	BA Initial	56	ACTFL	Yes	Approved	Recognized with Conditions
Adolescence Educ-Biology (7-12)	MAT Initial	14	NSTA	Yes	Approved	Needs Further Development
Adolescence Educ-Earth Science (7-12)	MAT Initial	2	NSTA	Yes	Approved	Needs Further Development

Adolescence Educ-English (7-12)	MAT Initial	23	NCTE	Yes	Approved	Recognized with Conditions
Childhood Education (Grades 1-6)	BS Initial	698	ACEI	Yes	Approved	Recognized with Conditions
Combined Childhood/Early Childhood Education (B-6)	BS Initial	176	N/A	N/A	Approved	N/A
Early Childhood Education (B- Grade 2)	BS Initial	62	NAEYC	Yes	Approved	Recognized
Health Education	MST Initial	107	AAHE	Yes	Approved	Recognized
Health Education (All Grades)	BSED Initial	94	AAHE	Yes	Approved	Recognized
Inclusive Special Education	BS Initial	104	CEC	Yes	Approved	Recognized
Childhood Education (Grades 1-6)	MST Initial	67	ACEI	Yes	Approved	Needs Further Development
Physical Education (all grades – Cert P-12)	BSED Initial	801	NASPE	Yes	Approved	Recognized
Speech and Language Disabilities (All Grades)	BS Initial	83	N/A	No	Approved	N/A
Teaching English as a Second Language	BA Initial	21	N/A	Yes	Approved	Recognized with Conditions

B.4. What programs are offered at your institution to prepare advanced teacher candidates and other school professionals? Please complete Table 3 or upload your own table at Prompt B.7 below.

**Table 3
Advanced Preparation Programs and Their Review Status**

Program	Award Level (e.g., Bachelor's or Master's)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE
Adolescence Educ-Physics and Mathematics (7-12) w/Middle Childhood Extension	MSED Advanced	0	N/A	No	Approved	N/A

Adolescence Educ-Chemistry (7-12) w/Middle Childhood Extension (5-6)	MSED Advanced	4	N/A	No	Approved	N/A
Adolescence Educes-Biology (7-12) w/Middle Childhood Extension	MSED Advanced	12	N/A	No	Approved	N/A
Adolescence Educ-Earth Science (7-12) w/Middle Childhood Extension (5-6)	MSED Advanced	5	N/A	No	Approved	N/A
Adolescence Educ-English (7-12) w/Middle Childhood Extension (5-6)	MSED Advanced	5	N/A	No	Approved	N/A
Adolescence Educ-Mathematics (7-12) w/Middle Childhood Extension (5-6)	MSED Advanced	16	N/A	No	Approved	N/A
Adolescence Educ-Physics (7-12) w/Middle Childhood Extension (5-6)	MSED Advanced	1	N/A	No	Approved	N/A
Adolescence Educ-Social Studies (7 – 12)	MSED Advanced	14	N/A	No	Approved	N/A
Childhood Education (Grades 1-6)	MSED Advanced	35	N/A	No	Approved	N/A
Health Education	MSED Advanced	7	N/A	No	Approved	N/A
Literacy (B-Gr. 6)	MSED Advanced	144	IRA	Yes	Approved	Recognized w/Conditions
Literacy (Gr. 5-12)	MSED Advanced	52	IRA	Yes	Approved	Recognized w/Conditions
Physical Education-Certification in PE	MSED Advanced	33	NASPE	No	Approved	N/A
Recreation Education (All Grades)	MSED Advanced	11	N/A	No	Approved	N/A

School Building Leader	CAS Advanced	4	ELCC	Yes	Approved	Recognized with Conditions
School District Leader	CAS Advanced	1	ELCC	Yes	Approved	Recognized with Conditions
School Business Leader	CAS Advanced	11	N/A	No	Yes	N/A
School Building and District Leader	CAS Advanced	79	ELCC	Yes	Approved	Recognized with Conditions
Second Language Education	MSED Advanced	27	TESOL	No	Approved	N/A
Teaching Students w/Disabilities	MSED Initial	60	CEC	Yes	Approved	Recognized

B.5. Which of the above initial teacher preparation and advanced preparation programs are offered off-campus or via distance learning technologies? What alternate route programs are offered? [In addition to this response, please review the "Institutional Information" in AIMS and, if updating is needed, contact NCATE with details about these programs.]

Most courses in the professional education unit are offered in a traditional setting and delivery mode on the SUNY Cortland campus. However, Literacy and Educational Leadership courses are also offered off site at Mohawk Valley Graduate Center at the SUNY IT campus in Utica, New York, approximately 70 miles northeast of Cortland. Graduate students in this program are able to take courses at both locations. These programs are not offered in their entirety off-campus.

The professional education unit offers a limited number of professional education courses through distance learning via our SUNY Learning Network, a statewide compilation of all distance learning courses available to SUNY students from our 64-campus in the system.

There are no alternate route or distance learning teacher education programs offered at SUNY Cortland.

B.6. (Continuing Visit Only) What substantive changes have taken place in the unit since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the unit, etc.)? [These changes could be compiled from those reported in Part C of the AACTE/NCATE annual reports since the last visit.]

In 2005-2006 faculty workload across the campus was standardized from 12 credit hours to 9 credit hours for full-time, tenure-track faculty.

In 2008 two professional development school initiatives, Cortland PDS (focused on research-based practices) and Regional PDS (school-based activities model) were instituted to more effectively partner with area P-12 schools.

In 2008, SUNY Cortland was awarded Carnegie Foundation elective classification for Community Engagement in the areas of ‘Curricular Engagement and Outreach’ and ‘Partnerships’, the only SUNY campus to have earned this distinction. In addition, the college was named for the fourth year to the President’s Higher Education Community Service Honor Roll, with three of the six notable service learning projects from teacher education programs. Over the 2008-09 academic year, over 96,000 hours

of community service were provided by SUNY Cortland students through designated [service learning courses](#). Sixty-two percent of such service-learning-designated courses are in the professional education unit.

In 2008, SUNY Cortland reorganized an existing faculty body, the Multicultural Life Council, into the Multicultural and Diversity Council for Social Justice, which has now renamed Multicultural Council. This body which includes representative members of the College and broader Cortland regional community, works to improve the unit's recruitment and retention of a more diverse student body as well as deepen the diversity curriculum and expand the exposure of candidates.

From 2008-2010, a number of unit faculty have been selected through a competitive process to participate in a professional development program that provides training in grant development, the securing of external funds, and support in the development of research programs within their respective disciplines. Since the institutional adoption of this program, grant revenues have substantially increased. This program methodology, titled 'Quality Circle' incorporates peer review, and was also employed during our SPA report preparations in 2009, enlisting the assistance of non-teacher education faculty in facilitation.

At our Mohawk Valley Graduate Center at the SUNY IT campus in Utica, New York, the number of programs offering courses there has decreased. Previously, portions of our Health Education program were offered there. Currently, both the Literacy and Educational Leadership programs offer coursework at that site.

In 2009 a new \$10 million Education Building was completed, incorporating a state-of-the-art Childcare Center for up to 106 children from infancy to age 6, coupled with technologically-advanced science demonstration classrooms, and faculty and administrative office space for the Field Placement Office, Dean of Education office suite and Childhood/Early Childhood Education office. The Child Care Center is a NAEYC-accredited field experience site for our Early Childhood Education programs, and includes video-technology for pre-service teacher candidates to observe authentic classrooms in real time. It has been accredited continuously since 1996 and current accreditation extends through 2013. Formally dedicated on September 24, 2009, the creation of this new building adjacent to the existing Cornish/VanHoesen complex also included a \$ 6million extensive renovation of the Cornish Building, with School of Education faculty moving into this newly re-done space in Spring, 2010.

The New York State Board of Regents adopted emergency regulations on October 26, 2010 relating to changes in program registration requirements for all teacher education programs concerning students with disabilities. These emergency regulations are expected to be voted in permanently at the February 2, 2011 meeting. All teacher education programs would need to have a course of at least three semester hours focusing on students with disabilities, and at least 15 of the mandated 100 hours of field practica prior to student teaching would also need to focus on students with disabilities. While many of our teacher education programs already have an explicit special education course in their curriculum, our adolescence education programs at present do not. We are exploring the addition of a new course on adolescence special education to meet this new mandate.

At the time of the last NCATE site visit in 2004, SUNY Cortland was in the process of creating a separate Graduate Studies Office, to consolidate advanced programs at the college within one area. However, after six years of implementation, the decision to move these academic programs to their respective deans was made and in Fall, 2010, the administration of advanced programs was changed.

To streamline our curricular offerings, we have deactivated 8 B.A. programs in Childhood, Early Childhood, Combined Childhood/Early Childhood, with five of the eight in Adolescence Education

Sciences: Biology, Chemistry, Physics, Earth Science and Combined Physics and Mathematics programs.

The Literacy Department altered its program to provide three certification tracks: birth to grade 5, grades 5-12 and birth to grade 12, enabling candidates to receive additional certifications.

At the time of our last visit in 2004, we noted in our Institutional Report that our 47 "old" programs were discontinued at the end of 2003 based on the creation of new state-approved programs. We anticipated that during the time period from 2004 through 2011 that candidates would have the opportunity to complete their permanent certification over a seven year window of time and that we would be running parallel programs throughout this period. Enrollments have declined in the old programs since 2004 and subsequently the institution was permitted to phase out the old programs and move remaining students into the new professional certification programs.

SUNY Cortland volunteered to participate in a preliminary pilot test of a new performance-based New York State Teacher Certification Examination in Fall, 2010 by Pearson, Inc. This new performance assessment will include a videotape analysis of teaching performance and will be field tested in Spring, 2011 across the state and fully implemented by Spring 2012.

CONCEPTUAL FRAMEWORK

This section provides an overview of the unit's conceptual framework(s). The overview should include a brief description of the framework(s) and its development.

C.1. How does the unit's conceptual framework address the following structural elements? [Please provide a summary here. A more complete description of the conceptual framework should be available as an electronic exhibit.]

- the vision and mission of the unit
- philosophy, purposes, goals, and institutional standards of the unit
- knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit
- candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards
- summarized description of the unit's assessment system

I. Our Vision for Teacher Education – SUNY Cortland’s vision for teacher education programs is shared by our faculty who appreciate Cortland’s historical commitment to teacher education and to program excellence. Teacher candidates are the focus of all our endeavors. SUNY Cortland is dedicated to developing candidates’ knowledge, integrity, professional standards and commitment to their future students and school community. Our vision is based on a set of common values related to teacher preparation.

The College:

- provides opportunities for candidates to “graduate with the knowledge, integrity, skills and compassion to excel as leaders, citizens, scholars, teachers and champions of excellence” (SUNY College at Cortland, 2009);
- values the collective knowledge, skills and talents of its teaching community;
- provides diverse learning experiences and quality instruction, based on best practices and a strong knowledge base;
- expects collaboration among liberal arts and professional members of the unit;
- supports collaboration among members of the unit and professionals in public schools;
- expects faculty leadership in professional organizations;
- celebrates faculty commitment to lifelong learning and engagement in social issues.

II. Our Mission is congruent with the College mission and is framed by a fundamental commitment to liberal learning. Program curricula are based on a sound theoretical and empirical framework to provide candidates with knowledge and practical experiences necessary to become reflective and effective teachers. The unit prepares teachers to contribute to their profession, their communities and to the democratic development of society.

III. Our Philosophy for teacher education is built upon a foundation of liberal learning and pedagogical knowledge and skills emphasizing **personal responsibility**, **social justice** and **global understanding**. Personal responsibility is addressed as candidates confront issues of integrity, ethics, commitment and moral choice. Social justice is addressed as candidates seek, through words and actions, full participation for all people in a global society. Global understanding is developed as candidates are exposed to multiple perspectives and a variety of school environments; they are prepared to teach immigrants and

international students and to address the physical, emotional, and intellectual needs of a diverse and multicultural student population. The Cortland apple tree symbolizes our approach to teacher education.

IV. Candidate Proficiencies and Knowledge Base – Our teacher education programs provide opportunities and experiences to help candidates develop the knowledge, skills, and dispositions required for effective teaching. The following thirteen proficiencies ensure that our teacher candidates will make a difference in the classroom and beyond:

• *KNOWLEDGE BASE* – 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. Understand how students learn and develop;
4. 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.

• *PROFESSIONAL COMMITMENTS* – Candidates will:

6. Collaborate with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other caregivers, for the benefit of students;
7. Continue to develop professionally as ethical and reflective practitioners who are committed to ongoing scholarly inquiry;

• *STANDARDS* – Candidates will:

8. Know state and national standards, integrate curriculum across disciplines, and balance historical and contemporary research, theory, and practice;
9. Demonstrate appropriate professional dispositions to help all students learn;

• *DIVERSITY* -- Candidates will:

10. Apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential;
11. Foster understanding of and respect for individuals' abilities, disabilities and diversity of variations of ethnicity, culture, language, gender, age, class, and sexual orientation.

• *ASSESSMENT* – Candidates will:

12. 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.

• *TECHNOLOGY* – Candidates will:

13. Demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning.

These outcomes align with national, state, institutional and SPA standards (see Crosswalk). The narrative below explains how faculty based them on existing research and best practice.

• *KNOWLEDGE BASE*

Candidates **demonstrate a solid foundation in the arts and sciences**. Our philosophical commitment to a foundation in the arts and sciences in teacher education programs can be traced to John Dewey's (1916, 1938) stance that the liberal arts connect the growth of democracy and sound educational practice. Candidates must acquire a broad foundation in the arts and sciences as well as critically analyze that knowledge and recognize its often contested nature (e.g., Banks, 1999; Apple, 2004; Nieto and Bode, 2008).

Candidates **possess in-depth knowledge of the subject area to be taught**. Alongside pedagogical knowledge, teachers' subject matter knowledge has consistently related positively with student achievement (e.g., Darling-Hammond and Youngs, 2002; Marzano, 2009).

Candidates **understand how students learn and develop**. Candidates acquire understanding of a broad range of historical and contemporary developmental and learning theories in order to select appropriate pedagogical strategies and materials to support students' cognitive, social, physical and emotional growth (Darling-Hammond, 1998; Gardner, 1993; Piaget, 1970; Vygotsky, 1978).

Candidates **manage classrooms structured in a variety of ways to promote a safe and orderly environment for learning** and to teach the skills of living responsibly in society. The skills and attitudes students learn are powerfully related to the nature of the society. Democracies give great power to citizens; responsible citizenship is built in some part through what students learn from teachers' approaches to classroom management and discipline (Ayers, Kumashiro, Meiners, Quinn & Stovall, 2010). Candidates must understand the theoretical perspectives and practical applications of the range of humanistic and behavior management/discipline models.

• *PROFESSIONAL COMMITMENTS*

Candidates **collaborate with other staff, the community, higher education, other agencies, and cultural institutions as well as parents and other caregivers for the benefit of students**. Research demonstrates that family involvement in schools has an especially positive impact on student achievement (cf., Laureau, 2003). Teachers, college faculty and community members should collaborate to design effective and up-to-date curriculum for teacher education programs (Goodlad, 1990; Darling-Hammond, 2006).

Candidates **continue to develop professionally as reflective practitioners who are committed to ongoing scholarly inquiry**. Technical skills, knowledge, behavior and ethical and political judgments are critical components of reflective thought and effective teaching (Zeichner & Liston, 1996). The reflective practitioner (Schon, 1983) keeps abreast of current research and technology in the field. The reflective practitioner constantly reads, researches, analyzes and questions issues in the profession (Ayers, et al., 2010).

• *STANDARDS*

Candidates **know state and national standards, integrate curriculum among disciplines and balance historical and contemporary research, theory, and practice related to their subject**. Candidates' understanding of the social, historical, and philosophical context of education informs their critical analysis of existing theory and practice (Wiggins & McTighe, 1998; Trilling & Fadel, 2009). When learning is disconnected from a meaningful context, student engagement in the process is minimized. Candidates link knowledge across areas of study to help students make connections (Bellanca & Brandt, 2010). Benefits include increased learning, motivation, ability to apply concepts and utilize higher-order thinking, comfort and constructive behavior. Candidates **demonstrate appropriate professional dispositions**. Candidates learn to educate for character as well as for intellect. They embody the highest ethical standards in establishing and maintaining a psychologically and socially safe, respectful, and supportive environment where all children can learn (Noddings, 2002).

• *DIVERSITY*

Candidates **apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential**. Candidates utilize a variety of strategies to address the individual needs of students in diverse classrooms (Grossman, 2004; Delpit, 2006).

Candidates **foster understanding of and respect for individuals' diverse variations of ability, ethnicity, culture, language, gender, age, class, and sexual orientation.** Respect for diversity is one of the most central tenets of social justice. Many factors contribute to children's "difference," including race, ethnicity, social class, culture, gender, ability and need for support, linguistic variation, and sexual orientation (Grubb & Tredway, 2010). Candidates must transcend simple recognition and "tolerance," promoting respect and appreciation for differences among humans.

• *ASSESSMENT*

Candidates **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.** Evaluation serves as a basis to improve learning and instruction and includes a variety of evaluation techniques. Meaningful evaluative data is best yielded through both formative and summative assessments grounded in authentic performance (Wiggins & McTighe, 1998).

• *TECHNOLOGY*

Candidates **demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning.** The positive impact of technology on learning and development is well substantiated, but effective instruction requires thoughtful guidance. Candidates must know how and when to use and integrate technology effectively and appropriately (Trilling, B. & Fadel, C. (2009).

V. Candidate Assessment

Candidates are assessed at key transition points. Assessments address knowledge, skills, and dispositions. Candidates in initial programs are assessed at: program application, completion of field work, student teaching eligibility, student teaching, program completion, and post-graduation. Candidates in advanced programs are assessed at: program application, candidacy, practicum eligibility, practicum completion, culminating project, and post-graduation.

C.2. (Continuing Visits Only) What changes have been made to the conceptual framework since the last visit?

[Original Conceptual Framework \(2003\)](#)

[Reaffirmed Conceptual Framework \(2010\)](#)

Changes to the Conceptual Framework

In 2010, the SUNY Cortland Teacher Education Conceptual Framework was reaffirmed and updated to better reflect our current vision for teacher candidates. Changes made were based on the Conceptual Framework subcommittee's review and discussions with interested stakeholder and partner groups both on and off campus. These changes include the following:

- An update of the introduction to reflect changes in the structure and number of teacher education programs at SUNY Cortland.
- Modification of the language of the Framework and its Learning Outcomes to more succinctly describe our vision and expectations of teacher candidates.
- Rearrangement of the sequence of Learning Outcomes to more effectively align with the overarching principles of the Conceptual Framework.
- Inclusion of a Crosswalk which outlines the changes in the Conceptual Framework Learning Outcomes.
- An updated list of references to reflect current literature on best practices in teacher education.

- Removal of Appendix sections on Candidate Performance and Assessment, Crosswalk, Assessment Checkpoints, Assuring Fairness and Accuracy, Teacher Candidate performance Outcomes and Indicators, and Unit Assessment. These materials will now become part of an Assessment Handbook which began development in fall 2009.

The Conceptual Framework was reaffirmed with modifications and approved by the Teacher Education Council and by professional education unit faculty in fall 2010. Regular review of the Conceptual Framework will continue, to ensure that the document remains current and continues to be an accurate reflection of the philosophical underpinnings of the Unit's teacher education programs.

C.3. (First Visits Only) How was the conceptual framework developed and who was involved in its development?

NA

C.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the conceptual framework may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

STANDARDS

This section is the focus of the institutional report. A description of how the unit meets each standard element must be presented. Significant differences among programs should be described as the response is written for each element under subheadings of initial teacher preparation, advanced teacher preparation, and other school professionals. Significant differences among programs on the main campus, in off-campus programs, in distance learning programs, and in alternate route programs should be identified. Links to key exhibits to support the descriptions may be attached to the last prompt of each element.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

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

Directions When Programs Have Been Reviewed Nationally or by a Similar State Review

To reduce burden and duplication, units have fewer reporting requirements for Standard 1 when programs have been submitted for national review or similar state review. These review processes cover many of the elements in Standard 1. For programs that have been submitted for national review or similar state review, units are asked to report in the IR only the following information:

- State licensing test data for Element 1a (content knowledge for teacher candidates) and Element 1e (knowledge and skills for other school professionals)
- Assessment Data for Element 1c (professional and pedagogical knowledge and skills)
- Assessment data for Element 1g (dispositions)
- Results of follow-up studies of graduates and employers (all standards elements)

Because program standards do not generally cover general professional knowledge and skills nor professional dispositions, the unit must respond to all of the prompts in Elements 1c (Professional and Pedagogical Knowledge and Skills for Teacher Candidates) and 1g (Professional Dispositions for All Candidates) regardless of whether programs have been submitted for national or state review.

The prompts for each element in the IR include reminders of when data for these programs need not be included. The term "similar state review" refers to state review processes that require institutions to submit assessments and assessment data for evaluation and/or approval. For more information on "similar state review," click on the HELP button at the top right corner of your screen.

1a. Content Knowledge for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1a.1. What are the pass rates of teacher candidates in initial teacher preparation programs on state tests of content knowledge for each program and across all programs (i.e., overall pass rate)? Please complete Table 4 or upload your own table at Prompt 1a.5 below. [This information could be

compiled from Title II data submitted to the state or from program reports prepared for national review.]

**Table 4
Pass Rates on Content Licensure Tests for Initial Teacher Preparation**

For Period: 2006/-2008/9

Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit	New York State Content Specialty Test	1687	97
			Specific Program scores are available on Pass Rates CST-Initial Teacher Cert

1a.2 (Programs Not Nationally Reviewed) What data from other key assessments indicate that candidates in initial teacher preparation programs demonstrate the content knowledge delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

SUNY Cortland has no programs that fall within this category of initial, not nationally reviewed. As a member of a 64-campus state-wide system, SUNY Cortland has aligned NCATE, INTASC, New York State Education Department (NYSED), and SUNY standards and requirements for teacher education programs ([2010-Standards Alignment Crosswalk](#)). Three state-wide proficiency tests are required for initial teacher certification of all teacher candidates. The Content Specialty Test (CST) is a measure of successful understanding of content knowledge in the given discipline. The two other state-wide proficiency tests will be described in a subsequent section. A review of the aggregated Student Teacher Evaluations (STE) ([STE Form](#)) across all programs finds that there is strong consistency in high average ratings of student knowledge of subject matter:

- Student Evaluation averaged 100% pass at all four points of evaluation
- Supervisor Evaluations averaged a 99% pass rate at four points of evaluation
- Teacher Evaluations averaged a 99% pass rate at four points of evaluation.

See the Student Teacher Evaluation Summary for the three year summary of aggregated STE ratings ([STE-Eval Summary](#)).

1a.3. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate an in-depth knowledge of the content knowledge delineated in professional, state, and institutional standards? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

For advanced programs ([ADV Prog-Not Nationally Reviewed](#)), there are common assessment points of content including admissions criteria, grade point standards for required coursework, and culminating experiences required for all master's programs. Content assessment varies by specific program as well.

Advanced programs have a set of admissions criteria ([UG Admissions Criteria](#)) that includes a minimum grade point average and initial New York State teaching certification. Three state-wide tests are required for the initial certificate. Satisfactory content in the discipline is evident through transcript evaluation and successful passing of the New York State Teacher Certification Examination (NYSTCE) Content Specialty Test (CST) in the respective discipline. Knowledge of liberal arts content is measured via passing scores in the NYSTCE Liberal Arts and Science Test (LAST). The Assessment of Teaching Skills – Written (ATS-W) is a measure of pedagogical knowledge and skills. The minimum GPA is set by each academic department in consultation with graduate admissions ([GR Admissions Criteria](#)) (and prior to 2010, the former Graduate Studies Office). The prerequisite of New York State initial teaching certification ([NYSED teacher certification](#)) ensures that teacher candidates in the advanced programs will have completed a teacher education program including completion of substantial content. It also serves as verification that candidates have passed the New York State Teacher Certification Examinations ([New York State Teacher Certification Examinations](#)) required for their discipline. For completed applications over the past three years, the acceptance rate for teacher education graduate programs is 92.48% ([GR Acceptance Rate-3yrs](#)) which is comparable to the overall graduate acceptance rate of 92.78%.

As required by NYSED, the advanced programs build upon that foundation content from the initial certification by requiring additional graduate coursework in the content area and in courses that integrate content with pedagogy. For example, a candidate in the Social Studies advanced program might take HIS 538: Teaching About Nazi Germany and the Holocaust, covering content with “special attention to pedagogical strategies” ([Graduate Catalog](#)). A review of program coursework ([ADV Prog Coursework-Content Skills and Dispositions](#)) shows that there are at least 12 credits hours of specified content coursework required and progress is monitored by student performance in these courses. Only a grade of C- or higher may count towards the graduate degree and an overall GPA of 2.8 is required for good standing in the programs. The attached table shows the program-specific academic standing requirements for all advanced programs ([ADV Prog-GPA progress summary](#)). A review of cumulative grade point averages over the past three years show an average GPA of over 3.6 for all advanced candidates with a range of 2.1 to 4.3 on a 4.0 scale ([ADVProg-AVG-GPA-3yrs](#)). Any candidate with a cumulative GPA of below 2.8 for two consecutive semesters is subject to academic probation, followed by suspension or dismissal ([ADV Prog-Discipline](#)).

Graduate programs at SUNY Cortland require a culminating experience that allows students to demonstrate the depth of their content knowledge and its integration with professional skills and dispositions (e.g., Math Comprehensive Exam, attachments ([ADV Prog-Culminating Experience Sample](#))). This may be a comprehensive examination, thesis, or graduate project, depending upon the program. Culminating experiences vary by program with 2 advanced programs requiring a comprehensive exam; 8 requiring a master's project or thesis, and 2 programs offering the option of project/thesis or comprehensive exam ([ADV Prog-Culminating Experience Summary](#)). A review of the past three years shows that 94% of candidates pass their culminating experience on the first attempt and program specific data is available on attachment [ADV Prog-Culminating Experience Student Performance Summary](#). For those not passing, there is the option of registering for an extension of culminating experience and retaking or completing the culminating experience. Of the students registering for the extension of culminating experience in the last three years, all have passed ([ADV Prog-Culminating Experience Extension Pass Rates](#)) leading to a 97% pass rate.

1a.4. What do follow-up studies of graduates and employers indicate about graduates' preparation in the content area? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to content knowledge could be attached at Prompt 1a.5 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

As required in the 2004 Institutional Report, an employer survey was developed and administered in 2003. Of 133 employers who responded, 39.1% placed SUNY Cortland teacher education graduates at the acceptable level for knowledge of subject matter, and another 58.6% found them to be highly acceptable in that category. Using the 2003 employer survey as a foundation, in 2010, SUNY Cortland developed two unit-wide surveys. One survey is directed at graduates of teacher preparation programs and the other is directed to employers in school districts where recent graduates work. As before, the surveys are built upon the conceptual framework and relevant national standards and this year's administration will serve as a benchmark for years to come. Graduate response rate was 6% and employer response rate was 5%. Attachment [Graduate Survey-3yrs](#) is a summary of graduate responses including disaggregated means by program type and [Employer Survey Ratings-2010](#) is a summary of the 2010 employer survey.

When graduates were asked if they agreed that their program prepared them in terms of “in-depth knowledge and understanding of content” in their respective fields they responded as follows:

- 31% Strongly Agreed
- 56% Agreed
- 10% Neutral
- 3% Disagreed
- 1% Strongly Disagreed

When employers were asked if they agreed if SUNY Cortland graduates that recently began work in their school (in the last three years) came prepared with an in-depth knowledge and understanding of content in their field, those that responded to this item indicated the following:

- 43% Strongly Agreed
- 35% Agreed
- 13% Neutral
- 9% Disagreed
- 0% Strongly Disagreed

We will be examining additional strategies to improve response rates for future administrations of these surveys.

1a.5 (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the content knowledge of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1b.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs demonstrate the pedagogical content knowledge and skills delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

SUNY Cortland has no programs that fall within this category.

1b.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates know and apply theories related to pedagogy and learning, are able to use a range of instructional strategies and technologies, and can explain the choices they make in their practice. [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

All advanced teacher candidates enter their programs with an initial or provisional teaching certificate as mandated by the New York State Education Department ([NYSED teacher certification](#)). The initial or provisional teaching certification is considered evidence of demonstrated proficiency in the application of instructional strategies, technologies, and reflective teaching, as well as passing rates required on the state certification examinations. Summary of program requirements and advanced candidate GPA summary are available as links ([ADV Prog-GPA progress summary](#)) and ([ADV Prog-AVG-GPA-3yrs](#)).

Across the 12 advanced programs, pedagogy coursework builds on initial certification and there are required courses specific to programs. All advanced programs are in compliance with [New York State Commissioner of Education Regulation 52.21](#). While at least 9 credits hours are identified as addressing pedagogy, additional coursework also integrates content and pedagogy as discussed in element 1a and summarized on attachment [ADV Prog Coursework-Content Skills and Dispositions](#). A culminating experience is required for each program.

Examples include: all advanced candidates in physical education programs must successfully complete a review of literature and give a presentation on their findings. They must also successfully complete a comprehensive exam or thesis as their culminating experience. These options both require and evaluation of research papers and professional presentations. Candidates in the Curriculum and Instruction concentration must complete a teacher work sample.

In the Childhood Education MSED program, all candidates are required to complete a masters' project through the course, EDU 652: Master's Project (project description with links to rubric and student sample can be found within the following link ([ADV Prog-Culminating Experience-Master's Project Sample-1](#))). As part of this course, all candidates complete an action research project related to a content area in which they have declared interest. Faculty guide the candidates to review the literature in the area of choice, formulate a research question stemming from the literature review, devise methods to address that question, collect data using these methods, interpret the data, and draw conclusions based in the data. Courses within the program prepare candidates to undertake this project in their final semester. By the end of the course, candidates have completed a 30-50 page master's project following APA format

1b.3. What do follow-up studies of graduates and employers indicate about graduates' preparation in pedagogical content knowledge and skills? If survey data have not already been reported, what

was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to pedagogical content knowledge and skills could be attached at Prompt 1b.4 below.]

The data from graduate surveys indicate that graduates are well-prepared in most areas of pedagogical content knowledge and skills. According to the 2010 graduate survey, eighty percent or more of respondents agree or strongly agree that they acquired in-depth knowledge and understanding of content, instructional theory and strategies, have the ability to present content clearly, and can integrate technology in their teaching. Graduates responded similarly on items related to assessing student learning, using research from the field, building on students' developmental levels, creating a positive learning environment, using a variety of teaching strategies, and understanding educational policy. Graduates did not believe they were as well-prepared in the areas of managing classrooms and student behavior, working with English language learners and students with disabilities. The SUNY Cortland professional education unit is taking steps to ameliorate the areas for improvement cited by the respondents. Additional coursework on classroom management is being incorporated into methods classes, and additional related feedback will be provided to teacher candidates during fieldwork activities. In addition, the NYSED Board of Regents has recently approved a mandate to include an additional course in all teacher education programs that will address students with disabilities. The professional education unit will carefully monitor levels of improvement in this area. To address the area of English Language Learners (ELL's) the NCATE Coordinator has consulted with members of New York State Association of Foreign Language Teachers (NYS AFLT) and the SUNY Cortland Modern Languages Department, to develop an interactive mode of training for all teacher education candidates. This model will replace the interactive ELL module that was developed and administered in the initial NCATE accreditation review.

See Summary of Graduate and Employer Surveys links [Graduate Survey-3yrs](#) and [Employer Survey Ratings-2010](#).

1b.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the pedagogical content knowledge of teacher candidates may be attached here. (Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.)

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1c.1. What data from key assessments indicate that candidates in initial teacher preparation and advanced teacher preparation programs demonstrate the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning? [A table summarizing these data could be attached at Prompt 1c.5 below.]

Candidates' performance on the New York State Teacher Certification Exam entitled, "Assessment of Teaching Skills-Written (ATS-W)" addresses this area (see attachment [NYSTCE-ATS-W-Objectives](#) for test objectives). This exam is a requirement for NYS initial certification, and teacher candidates in initial certification programs generally take these exams prior to the end of program completion. See attachment [NYSTCE-ATS-W-Pass Rates and Mean Scores](#) for pass rate data on the ATS-W for the past three academic years. This data indicates that for 2008-2009, SUNY Cortland candidates in initial certification programs have a 100% pass rate on this exam with a 99% pass rate in the previous two years (2006-2008).

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). Thus, the ATS-W pass rate for advanced program candidates is 100%.

For candidates in initial programs, results from SUNY Cortland’s Student Teacher Evaluation (STE) demonstrate these candidates have the pedagogical knowledge and skills to facilitate student growth as required by professional, state and institutional standards. The STE has ten items that align with INTASC standards and address the following areas of candidates’ knowledge: Subject matter, student learning, meeting the needs of diverse learners, instructional strategies, learning environment, communication, planning, assessment, professional reflection, and collaboration. The STE is completed twice per placement (pre- and post-evaluation) by the student teacher, the host teacher and the college supervisor, and reflectively discussed at midpoint and final point of each student teaching experience by the student teacher.

As indicated in attachment [STE-Eval Summary](#), 99% of initial candidates score in the target and acceptable ranges on all STE items. On most items, a vast majority of the candidates score at the target level. About 75% of initial candidates score at the target level in the areas of professional reflection and collaboration. Two thirds of the candidates are at target in their knowledge of the following areas: Student learning, instructional strategies, learning environment, communication, and planning. Fifty-two percent of candidates are at the target levels in the areas of knowledge of diverse learners and assessment. Only 1% of initial candidates score in the unacceptable range for all areas, evidence that initial candidates demonstrate the pedagogical skills and knowledge to support student learning as required by national, state, and local standards.

On the surveys of graduates of both initial and advanced certification programs, data indicate that graduates perceive themselves to be well prepared in many areas pertaining to professional and pedagogical knowledge and skills required by professional, state, and institutional standards. Over 70% of graduates report that they feel their initial and/or advanced program provided them with an in-depth knowledge and understanding of instructional theory and strategies, the ability to present content to students in clear and meaningful ways, an understanding and respect for student, family, and community diversity, the ability to build on students’ developmental levels, and the ability to reflect on their work as a professional. Similarly, on the 2010 employer survey, 70% or more of employers working with candidates who completed initial and/or advanced programs at SUNY Cortland found they were well prepared in these same areas. Successful completion of the Schools Against Violence in Education (SAVE) and Child Abuse Recognition and Reporting (CAR) workshops, required by NYSED, provide further evidence of knowledge and skills in these areas. ([Center for Educational Exchange](#), [SAVE](#), [CAR](#)).

1c.2. What data from key assessments indicate that candidates in initial teacher preparation programs consider the school, family, and community contexts and the prior experiences of students; reflect on their own practice; know major schools of thought about schooling, teaching, and learning; and can analyze educational research findings? If a licensure test is required in this area, how are candidates performing on it? [A table summarizing these data could be attached at Prompt 1c.5 below.]

The ATS-W exam also provides data that candidates in initial programs consider the school, family, and community contexts and the prior experiences of students; reflect on their own practice; know major schools of thought about schooling, teaching, and learning; and can analyze educational research findings. The overall pass rate for all programs is 99%. The ATS-W exam has three subtests (Student Development

and Learning, Instruction and Assessment, and The Professional Environment) and one constructed response assignment related to these areas. Objectives related to each of the subtests are provided in the following link, [NYSTCE-ATS-W-Objectives](#).

In general, items in the first subtest, Student Development and Learning, focus on the ways children and adolescents develop, diversity of student and community populations, and the role of prior experience in learning. The items on the second subtest, Instruction and Assessment, relate to using effective teaching and assessment strategies. The items on the third subtest, the Professional Environment, cover issues related to the foundations of education, professional development, educational policy, and consideration of school, family and community contexts.

Like scores for overall performance on the ATS-W, subtest performance is reported on a scale of 100 to 300, but there is no pass rate associated with subtests. In general, performance in the 220 to 300 range indicates an area of strength while performance below 220 suggests an area where the candidate is not yet prepared. Means of each of the sub-scores for both elementary and secondary candidates are provided in attachment [NYSTCE-ATS-W-Pass Rates-3yrs](#). [NYSTCE-ATS-W-Mean Scores](#) in each subtest area across programs range from 249-269, which indicates candidates have strong performances in all areas covered by the exam.

Results from SUNY Cortland's Student Teacher Evaluation ([STE-Eval Summary](#)) also address multiple areas in Standard 1. As mentioned previously, the STE is filed twice per placement by the student teacher, the Cooperating Teacher and the College Supervisor, and is aligned to the INTASC standards. Of the ten items, the following speak specifically to the areas of NCATE Standard 1 related to consideration of student's family and community and professional reflection:

STE Item 2: Student Learning

The student teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

STE Item 3: Diverse Learners

The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

STE Item 9: 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.

STE Item 10: 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.

The Student Teaching Evaluation (STE) data show that the majority of the candidates have achieved acceptable or target levels on all items, including those most closely aligned to Standard 1. For the two items (STE #9 and 10) related to reflection, professionalism, collaboration and ethics, 75% of supervisor ratings across programs are at the target level, 24% at acceptable, and only 1% at unacceptable. For the items related to student learning and working with diverse learners (STE #2 and 3), 99% of supervisor ratings fall in the target or acceptable levels with only 1% at the unacceptable level. However, only about half the ratings are at the target level. Programs across the college are recognizing the need to have a higher percentage of candidates at the target level in these areas and are working to adjust programs to

meet that goal. Yet, the overall results across all items on the STE instrument show that 99% of ratings fall in the target or acceptable range.

1c.3. What data from key assessments indicate that advanced teacher candidates reflect on their practice; engage in professional activities; have a thorough understanding of the school, family, and community contexts in which they work; collaborate with the professional community; are aware of current research and policies related to schooling, teaching, learning, and best practices; and can analyze educational research and policies and explain the implications for their own practice and the profession? [A table summarizing these data could be attached at Prompt 1c.5 below.]

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). Thus, the ATS-W pass rate for advanced program candidates is 100%.

In addition to successfully obtaining the initial or provisional teaching certificate prior to enrollment, professionalism is embedded in coursework for advanced programs. Professionalism is reflected in the culminating activity that all teacher candidates are required to complete. The culminating activity requires all candidates to demonstrate that they reflect on their practice, engage in professional activities, have a thorough understanding of the school, family, and community contexts in which they work, collaborate with the professional community, are aware of current research and policies related to schooling, teaching, learning, and best practices, and can analyze educational research and policies and explain the implications for their own practice and the profession. For example, Second Language Education requires a comprehensive examination on which candidates must demonstrate a deep understanding of theory, research and practice related to their fields ([ADV Prog-Culminating Experience-Comprehensive Exam-Sample-1](#)). The Adolescence Science Master’s Project ([ADVProg-Culminating Experience-Master’s Project Sample-2](#)) and English Education program final portfolio ([ADV Prog-Culminating Experience-Portfolio Sample](#)) are projects that demonstrate a progression of mastery and require reflection on theory and pedagogy as applied to practice.

Students are highly successful with the culminating experiences (94% passing rate on first attempt and 97% passing overall) and more specific candidate performance is summarized on the Culminating Experience Performance Summary table (attachment [ADV Prog-Culminating Experience Summary](#)).

1c.4. What do follow-up studies of graduates and employers indicate about graduates' preparation related to professional and pedagogical knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional and pedagogical knowledge and skills could be attached at Prompt 1c.5 below.]

The 2010 surveys of both graduates of teacher preparation programs at SUNY Cortland and employers of those graduates suggest that the majority agree or strongly agree that these programs prepared candidates well. In many areas, graduates’ perceptions are very similar to employers’ perceptions. Both groups identify the following as areas of strengths, with more than 75% responding that they agree or strongly agree that graduates had the following:

- In-depth knowledge and understanding of content.
- In-depth knowledge and understanding of instructional theory and strategies.
- Ability to present content to students in clear and meaningful ways.

- Ability to reflect on their work as a professional.
- Understanding and respect for student, family, and community diversity.
- Ability to create a positive environment that supports learning for all students.
- Ability to build on students' developmental levels.
- Ability to demonstrate actions that support fairness and the belief that all students can learn.

The surveys also point to areas in need of improvement. In the following areas, less than 75% of respondents on both the surveys of graduates and of employers said they agreed or strongly agreed that graduates of the program had the following:

- Knowledge and skills necessary to work with students with disabilities (57% graduate/69% employer)
- Knowledge and skills necessary to work with English language learners (39% graduate/44% employer)
- Ability to promote parental involvement to support student learning (58% graduate/70% employer)
- Ability to assess student learning, use these assessments to improve student learning (73% graduate/60% employer)
- Understanding the importance of analyzing and using educational research (71% graduate/60% employer)

Graduates and employers had different perceptions of candidate preparation in some areas. Employers indicated a stronger preparation in the areas of classroom management and integration of technology than graduates did. Graduates indicated a stronger perception in helping students to use critical thinking and problem-solving skills than employers did.

1c.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the professional and pedagogical knowledge and skills of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1d. Student Learning for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1d.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

SUNY Cortland has no programs that fall within this category.

1d.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate a thorough understanding of the major concepts and theories related to assessing student learning; regularly apply them in their practice; analyze student, classroom, and school performance data; make data-driven decisions about strategies for teaching and learning; and are aware of and utilize school and community resources that support student learning? [Data for advanced teacher preparation programs that have been nationally reviewed or

reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

Assessment and the use of data are embedded in the [2003 Conceptual Framework](#), most specifically in the areas of Professional Commitment and Assessment of Learning Outcome #10. For the advanced programs, student learning is embedded in the prerequisites for admissions, such as prior initial teaching certification, and built upon through coursework in the programs including the culminating experience. It is important to note that the Conceptual Framework has been reaffirmed and realigned in 2010. However, the essence of the 2003 iteration remains unchanged, and the SUNY Cortland Professional Education Unit continues to endorse the principles set forth in the original document. Future assessments will reflect those changes.

Assessment of student learning is integrated into pedagogy coursework. Some programs have specific coursework focused on student learning (e.g., Health 694: Assessment and Evaluation in Health Education and Health Promotion). In Physical Education, assessment of student learning is addressed directly in PED 623 Assessment of Curricula and Instruction in Physical Education covering “issues relating to assessment for the physical education teacher” ([Graduate Catalog](#)). The PED 623 description, rubric and summary of student performance are accessible within attachment [ADV Prog-TWS-Example-1](#).

Student assessment may also be addressed as part of the culminating experience. For example, during the theoretical/practical portion of the comprehensive exam (attachment [ADV Prog-Culminating Experience-Comprehensive Exam-Sample-2](#)) for Health, advanced level students are asked a series of application questions related to health behavior theory and philosophy, including a series on student assessment of knowledge, skills, and behavior. The practical portion of the exam includes questions about process and impact assessment. In Childhood Education, assessment may be a part of the Master’s Project ([ADV Prog-Culminating Experience-Master’s Project Sample-3](#)).

1d.3. What do follow-up studies of graduates and employers indicate about graduates' ability to help all students learn? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to help all students learn could be attached at Prompt 1d.4 below.]

The first employer survey was developed and administered in 2003. In 2010, SUNY Cortland developed two unit-wide surveys. One survey is directed to graduates of teacher preparation programs and the other is directed to employers in school districts where recent graduates work. The surveys are built upon the conceptual framework and relevant national standards. This year’s administration will serve as a benchmark for future years.

While all of the questions asked in the surveys relate to teaching effectiveness, there are seven that resonate particularly with the ability to impact student learning for all students. A review of these seven items, from both the graduate and employer perspectives indicates that respondents more strongly agreed or agreed that students were well prepared in the areas of: understanding and respect for students, family and community diversity; creating a positive environment for all students to learn; building on students’ developmental levels; and supporting fairness and the belief that all students can learn. For all of these items, 82-87% of employers strongly agreed or agreed that graduates were well prepared. Similarly, the strongly agree or agree responses from students ranged from 75 to 85%.

For both employers and students, three items of the seven addressing student learning were rated less positively. The areas of assessment of student learning and using assessment to inform work and the ability to work with students with disabilities indicated less satisfaction with preparation in these areas. The lowest of the seven areas discussed in this section was clearly the ability to work with English language learners where 44% of employers felt graduates were prepared and 37% of students felt they were prepared. These initial findings are currently being addressed by the professional education unit.

1d.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1e. Knowledge and Skills for Other School Professionals

1e.1. What are the pass rates of other school professionals on licensure tests by program and across all programs (i.e., overall pass rate)? Please complete Table 5 or upload your own table at Prompt 1e.4 below.

**Table 5
Pass Rates on Licensure Tests for Other School Professionals**

For Period: 2006/7-2008/9

Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all programs for the preparation of other school professionals)	<u>NYSTCE-CST-Educational Leadership</u>	24 SBL (parts 1 & 2) 23 SDL (parts 1 & 2)	100 % 100 %
	Speech and Language Disabilities	No content specialty or licensure exam taken.	
	Recreation Education	No exams required for program.	

1e.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that other school professionals demonstrate the knowledge and skills delineated in professional, state, and institutional standards? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1e.4 below.]

Educational Leadership has three programs registered with the New York State Education Department: School Building Leader; School District Leader; and School District Business Leader. The majority of students are enrolled in a combined program with dual certification. These programs use two

comprehensive measures for evaluation of interns based upon the internship experience. One of these is the internship portfolio outlined in “[EDL-Guide to the Internship Experience](#).” Evaluation of the internship and portfolio are on a Satisfactory/Unsatisfactory basis. The college supervisor and the intern meet three times during the semester with the supervisor reviewing and assessing “the quality of the experiences, activities, and products that the intern has conducted and developed.” Interns whose internship and portfolio are evaluated as unsatisfactory meet with a Review Council and can potentially complete a specific remediation program.

The second measure is the internship final evaluation, completed by the on-site supervisor on page 52 in the Guide. Items included in the Strategic Leadership and Organizational Leadership sections relate to professional state and institutional standards. Over the past three years the mean scores for Strategic Leadership items have been 4.7 on a five point scale and for Organizational Leadership, means range from 4.5 to 4.7. Attachment [EDL-Internship Mean Scores](#) summarizes student performance on internship evaluation items.

Speech and Language Disabilities uses a supplemental Student Teaching Evaluation that is additional to the college-wide Student Teaching Evaluation. The host teacher (Speech Language Pathologist) completes the evaluation of the student teaching candidate two times during the placement, at midpoint and at the end of the placement. The evaluation is reviewed with the candidate and then with the college supervisor. The final evaluation for the placement is submitted to the department and maintained in the student folder. The evaluation includes the following sections: interpersonal skills; technical skills (short-term therapy planning and long term planning, therapy execution, and behavior management); personal/additional practicum responsibilities; diagnostics; evaluation/interpretation; and report writing. The evaluation uses a 5 point scale with 1= significant difficulty and 5= Excellent. This information is used both as feedback for the individual student and for the program. A summary of the information is presented in attachment [SLD-STE-Discipline Specific](#) and shows average student ratings ranging from means of 4.1 to 4.8 or higher. A student teaching portfolio for Speech is included in [Initial Prog-TWS-Example-2/ Initial Prog-Portfolio-Example-1](#).

Students in the MSED program in Recreation complete an internship or fieldwork. Students who have had experience in the recreation field may substitute coursework in place of fieldwork. Students have been successful as evidenced in the summary of fieldwork attachment [ADV Prog-Internship-Report-1](#). Graduate students in this program also complete a culminating experience and MSED students have a passing rate of 85% (see attachment [ADV Prog-Culminating Experience-Comprehensive Exam-Pass Rates](#)).

1e.3. What do follow-up studies of graduates and employers indicate about the knowledge and skills of other school professionals? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to knowledge and skills could be attached at Prompt 1e.4 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

A disaggregation ([Graduate Survey-Other School Professionals](#)) of the Graduate Survey Responses for Other School Professionals showed similar patterns to responses overall. Overall surveys of both graduates of teacher preparation programs at SUNY Cortland and employers of those graduates suggest that the majority agree or strongly agree that these programs prepared candidates well. Both groups identify the following as areas of strengths, with more than 75% responding that they agree or strongly agree that graduates had the following:

- In-depth knowledge and understanding of content.
- Ability to present content to students in clear and meaningful ways.
- Ability to reflect on their work as a professional.
- Ability to build on students' developmental levels.

The surveys also point to areas in need of improvement. In the following areas, less than 75% of respondents on both the surveys of graduates and of employers said they agreed or strongly agreed that graduates of the program had the following:

- Knowledge and skills necessary to work with students with disabilities.
- Knowledge and skills necessary to work with English language learners.
- Ability to promote parental involvement to support student learning.
- Ability to assess student learning, use these assessments to improve student learning.
- Understanding the importance of analyzing and using educational research.

Graduates and employers had different perceptions of candidate preparation in some areas. Employers indicated a stronger preparation in the areas of classroom management and integration of technology than graduates did. Graduates indicated a stronger preparation in helping students to use critical thinking and problem solving skills than employers did.

1e.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the knowledge and skills of other school professionals may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1f. Student Learning for Other School Professionals

1f.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates can create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1f.3 below.]

The programs in Educational Leadership (School Building Leader, School District Leader, School District Business Leader), all use the Intern Final Evaluation form – Instructional Leadership (first two questions) as well as the Internship Project to Improve Learning Using Data. The internship project is evaluated as Acceptable or Unacceptable and is reviewed by the College supervisor.

The program for teacher candidates in Speech and Language Disabilities uses a Student Teaching Portfolio. Student portfolios are graded as Target, Acceptable or Unacceptable. In the past three years, all portfolios have been determined to be either Acceptable or Target. Sections of the portfolio include: interviews with two cooperating teachers, a statement of educational philosophy, an IEP, observation notes, a CSE observation, notes from parent conferences and classroom observations, lesson plans with confidential information omitted, classroom or home program, teaching aides/therapy materials, observation and experiences with students: early childhood, childhood, middle childhood and adolescence (various diagnostic and intervention strategies), experiences interacting with students who are English language learners, students who are socio-economically disadvantaged, and students who

have handicapping conditions in addition to speech/language, use of technology, and experiences interacting with parents and caregivers.

Students in the MEd program in Recreation complete an internship or fieldwork and students have been successful as evidenced in the summary of fieldwork attachment [ADV Prog-Internship-Report-1](#). Candidates were rated outstanding in relationship with participants along with all other areas related to Standard 1. All graduate students in this program also complete a culminating experience and MSED students have a passing rate of 85% ([ADV Prog-Culminating Experience-Comprehensive Exam-Pass Rates](#)).

1f.2. What do follow-up studies of graduates and employers indicate about graduates' ability to create positive environments for student learning? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to create positive environments for student learning could be attached at Prompt 1f.3 below.]

Surveys of both graduates of teacher preparation programs at SUNY Cortland and employers of those graduates suggest that the majority agree or strongly agree that these programs prepared candidates well. Both groups identify the following as areas of strengths, with more than 75% responding that they agree or strongly agree that graduates had the following:

- Understanding and respect for student, family, and community diversity.
- Ability to create a positive environment that supports learning for all students.
- Ability to build on students' developmental levels.
- Ability to demonstrate actions that support fairness and the belief that all students can learn.

The surveys also point to areas in need of improvement. In the following areas, less than 75% of respondents on both the surveys of graduates and of employers said they agreed or strongly agreed that graduates of the program had the following:

- Knowledge and skills necessary to work with students with disabilities.
- Knowledge and skills necessary to work with English language learners.
- Ability to promote parental involvement to support student learning.

1f.3. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to other school professionals' creation of positive environments for student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1g. Professional Dispositions for All Candidates. [Indicate when the responses refer to the preparation of initial teacher candidates, advanced teacher candidates, and other school professionals, noting differences when they occur.]

1g.1. What professional dispositions are candidates expected to demonstrate by completion of programs?

Following NCATE's definition of dispositions as the "values, beliefs, and attitudes toward education, students and communities that guide one's professional practice," SUNY Cortland had integrated dispositions across several of the learning outcomes in our [2003 Conceptual Framework](#). The teacher candidate dispositions that were outlined in the 2003 Conceptual Framework and the 2004 Institutional Report represent three years of collaborative discussion. The SUNY Cortland teacher candidate dispositions are divided into three categories: 1) character; 2) teaching; and 3) professional dispositions. The outcomes with their related benchmarks are in the process of being updated by the professional education unit.

Learning Outcome 3: Demonstrate good moral character. Benchmarks include self-reporting on judicial screenings for Application to the Teacher Education Program; demonstration of character during 100 hours of fieldwork and student teaching; and fingerprinting and background checks for certification.

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. Benchmarks include successful completion of appropriate methods class; demonstrated in lesson planning and micro-teaching; and successful demonstration and completion during student teaching.

Learning Outcome 10: Promote parental involvement and collaborate effectively with others. Benchmarks include successful demonstration during 100 hours of field work via module and journal; and successful demonstration during the student teaching experience.

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. Benchmarks for these include successful completion of GE category related to Prejudice and Discrimination; successful completion of special education coursework within program evidenced in lesson planning and micro-teaching; demonstration of understanding in 100 hour journal and module; and successful demonstration during student teaching.

Along with the unit-wide conceptual framework that outlines learning outcomes related to dispositions, individual programs may also have a set of program specific dispositions.

1g.2. How do candidates demonstrate that they are developing professional dispositions related to fairness and the belief that all students can learn? [A table summarizing these data could be attached at Prompt 1g.5 below.]

The assessment of dispositions is built through benchmarks related to the learning outcomes number 7 and 12 in the 2003 Conceptual Framework. Learning Outcome 7 benchmarks include successful completion of appropriate methods classes and are demonstrated in lesson planning and micro-teaching. Successful demonstration and completion during student teaching and successful completion of these is required for progress in the program.

Learning Outcome 12 benchmarks include successful completion of GE category related to Prejudice and Discrimination, successful completion of special education coursework within program as evidenced in lesson planning and micro-teaching, and successful demonstration during student teaching. All candidates complete the College's General Education Prejudice and Discrimination requirement by taking at least one course that will "address the individual and institutional nature of prejudice and discrimination in the American and/or global context; examine various aspects of prejudice and discrimination from multiple intellectual perspectives; examine the factors upon which prejudice and discrimination may be based, for

example, race, gender as well as class, ethnicity, religion, age, sexual orientation and disability” ([College Catalog-2010-2011](#)).

Within the student teacher evaluations, there are several items that address fairness and the belief that all students can learn including: Diversity, Student Learning, Learning Environment, and Assessment. Across three years of data, including student, teacher, and supervisor evaluations, the average pass rate on these items was 99% ([STE-Eval Summary](#)). Although there appears to be strong candidate performance in this area, a review of rankings of items on the STE may indicate that the area of Diverse Learners is not as strong as others. The professional education unit is currently addressing this issue.

For graduate students in advanced programs, these same dispositions are integrated into several courses ([ADV Prog Coursework-Content Skills and Dispositions](#)). In addition, student professional commitment is often a part of the application process with several programs requiring personal statements and reviewing these as part of the application process (e.g., Literacy). The acceptance rate for these programs is 92.48%.

1g.3. What data from key assessments indicate that candidates demonstrate the professional dispositions listed in 1.g.1 as they work with students, families, colleagues, and communities? [A table summarizing these data could be attached at Prompt 1g.5 below.]

The assessment of professional dispositions related to work with students, families, colleagues and communities is best related to Learning Outcome 10 benchmarks including successful demonstration during 100 hours of field work and successful demonstration during the student teaching experience.

The Student Teacher Evaluation has several items that relate directly to initial candidates’ commitment to working with students, families, colleagues, and communities. These include the items related to Learning Environment, Reflection and Personal Development, and Collaboration. Across three years of data from all three evaluators (student, teacher, supervisor), there is a 99% pass rate on these items. A review of the STE items summary comparing candidate, supervisor, and teacher means for items indicates that Reflection and Professional Development is the highest rated item for all three groups and Collaboration, Ethics, and Relationships is the second highest rated item, indicating strong consensus on student performance in these disposition areas. For graduate students in advanced programs, these dispositions are integrated into several courses ([ADV Prog Coursework-Content Skills and Dispositions](#)).

For all candidates, the benchmarks affiliated with Learning Outcome 3, good moral character, are examined by the [Teacher Education Candidate Review Committee](#), one of the standing committees of the Teacher Education Council. The committee’s charge is to review applications to teacher education programs; develop a rubric for evaluation; continually assess candidates’ qualifications at various checkpoints, and notify applicants of the committee’s decisions. The particular focus of TECRC review is information related to any patterns of alcohol, drug, or violent behavior, academic dishonesty, and violations of the student code, all as part of the review of character requirements for aspiring teachers. Over 1000 candidates may be reviewed at some level by the TECRC in a given academic year—given that students are reviewed at several points. Over the past two years, of all 2334 candidates reviewed, 1.9% were further denied approval to continue in their respective program because of disposition issues ([TECRC-Summary Data](#)).

1g.4. What do follow-up studies of graduates and employers indicate about graduates’ demonstration of professional dispositions? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the

reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional dispositions could be attached at Prompt 1g.5 below.]

Four items in particular address professional dispositions as relevant to our conceptual framework. Of those, there was consistently high agreement (strongly agree or agree) that the graduates were prepared with respect to: understanding and respect for student, family and community diversity, creating a positive environment for all students to learn, and supporting fairness and the belief that all students can learn. There was 82% or higher agreement for both employers and students in these areas. In the fourth item, ability to promote parental involvement to support student learning, there was a notably lower level of agreement compared to the other areas. For those strongly agreeing or agreeing there was a 68% for employers and a 56% for graduates. The professional education unit is currently addressing this issue.

1g.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to professional dispositions may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 1?

SUNY Cortland offers a wide range of teacher education and school professional programs that are aligned with NCATE Standards, INTASC Standards, NYSED mandates and SUNY requirements ([2010-Standards Alignment Crosswalk](#)). Knowledge, professional skills, and dispositions are embedded within all of the programs. Similarly there is evidence that student progress in their respective programs is directly related to successful progress in all of these areas. Monitoring of individual candidate mastery is ensured through continual assessment and review of student progress through six checkpoints. Content knowledge is strongly emphasized in all teacher education programs. Adolescence programs are housed in the departments of their respective disciplines, with specific methods courses taught by faculty in the respective fields. Programs are thus able to target pedagogy to the specific needs of their own teacher candidates, resulting in increased understanding and application of teaching methodology in the 7-12 classroom experience.

Among initial programs, there are shared foundational experiences within the curricula (e.g., General Education, content requirements) across all programs, standards for professional skill and knowledge acquisition, and a focus on applying these in the field. The Student Teacher Evaluation instrument has been widely used with over 40,000 responses recorded and the items directly relate to Standard 1 showing the application of coursework to practice.

At the advanced level, each program is designed to build upon the undergraduate degree and initial teaching certification of incoming candidates. The coursework is designed to foster not only more in-depth knowledge within content and pedagogy, but to emphasize the integration of content with instructional strategies and student learning. All programs require a culminating experience that provides an opportunity for teacher candidates to demonstrate more in-depth knowledge through comprehensive exams, theses, or projects. The culminating experiences are carefully designed and continually evaluated to ensure that this capstone truly measures candidate mastery.

2. What research related to Standard 1 is being conducted by the unit or its faculty?

The professional education unit has created several new ad hoc committees to focus on how well we are preparing teacher candidates in several key areas: 1) to effectively teach students with disabilities. ([Title II: SWD Committee Charge](#)). This committee has prepared a faculty survey and will be examining both coursework and clinical field experiences across the professional education unit that currently exist to identify gaps and make recommendations for changes; 2) to effectively integrate and use technology into the curriculum to collect, manage and analyze data to increase student achievement and improve instruction, ([Title II: TECH](#)), using the performance indicators for teachers from the International Society for Technology in Education (ISTE); 3) to determine how and how well we are preparing teacher candidates to effectively teach English Language Learners (ELL's) ([Title II: ELL committee charge](#)), to analyze current use of our existing online ESL module, and to make unit-wide recommendations for improvement and assessment of candidates' abilities in this area.

STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION

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

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

2a. Assessment System

2a.1. How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?

SUNY Cortland established its teacher education Conceptual Framework and Learning Outcomes in 2003. In Spring 2010, a Conceptual Framework subcommittee was formed to review the framework, in consultation with representatives from all academic schools within SUNY Cortland as well as area public schools. The Conceptual Framework was reaffirmed in 2010 with minor revisions to the organization and format of the Learning Outcomes. The Conceptual Framework ([Reaffirmed Conceptual Framework 2010](#)) document and Learning Outcomes Crosswalk ([2010-Standards Alignment Crosswalk](#)) demonstrate the alignment between relationship among the learning outcomes, the Regulations of the New York State Education Department, the INTASC Principles, the NCATE standards, and the SUNY Chancellor's New Vision for Teacher Education.

The teacher education assessment system is based directly on the thirteen Learning Outcomes identified in the Conceptual Framework. The College designed the Teacher Education Candidate Assessment System (TECAS) in preparation for the last NCATE self-study. TECAS was conceived as a process to collect, prepare, and present information on candidate proficiencies aligned with the Learning Outcomes, measured at multiple transition points, and aggregated at the program and unit level. Prior to the last self-study, a new Student Teacher Evaluation (STE) instrument was developed, with items explicitly designed to align with the Learning Outcomes. The College began implementing TECAS, first with data collection and tracking for undergraduate candidates, to be followed by a comparable component for advanced certification (MSED degree) candidates, and then the aggregate reporting functions.

The TECAS system was implemented in stages. In 2004 all data was collected for most of the programs (not all data was being collected for advanced programs). The data has been used at the candidate and program level since that time using a combination of multiple computerized systems and manual processes. In 2008 an additional computer system was developed to generate program and unit-wide reports. The system incorporates three mechanisms for data access: (1) the BANNER student information system, (2) the Curriculum Advising and Program Planning (CAPP) report, and (3) data reporting and support from the Office of Institutional Research and Assessment (IRA). These systems collectively are referred to as TECAS. However, each system has maintained its own identity so that users may, or may not refer to each system as TECAS. Data from these related systems is integrated, aggregated and summarized.

Table 6 summarizes the transition point assessments, based on and aligned with the Learning Outcomes. Data provided for the SPA reports, Standard One and throughout this report demonstrate that we are collecting data from these assessments and aggregating the results at the program and unit level. Details regarding the transition point assessments are provided in response to Element 2b.

2a.2. What are the key assessments used by the unit and its programs to monitor and make decisions about candidate performance at transition points such as those listed in Table 6? Please complete Table 6 or upload your own table at Prompt 2a.6 below.

[Table 6a – Initial Certification Programs](#)

2a.3. How is the unit assessment system evaluated? Who is involved and how?

The unit assessment system includes both the candidate assessment system as well as other program and unit assessment processes. Some of the latter systems can be viewed as a subset of broader, College-wide assessment processes. The General Education (GE) Faculty Committee coordinates and recommends changes to the College's ongoing [GE assessment process](#). The [Teacher Education Council \(TEC\)](#) reviews assessment instruments and data and sets assessment tasks. The Teacher Education Council's Assessment Committee is charged with evaluation of the unit's assessment system, recommending changes, and determining outcomes shared by all programs. In 2008-09, the Provost and School Deans, with IRA, revised the annual report process to provide departments with a broader array of data to analyze and include in their annual evaluations. These enhancements included a number of teacher education-related data items, such as certification test results and Student Teacher Evaluation summaries.

More specifically, the Teacher Education Candidate Assessment System (TECAS) has received ongoing evaluation since the last NCATE study. Evaluation has been ongoing in the sense that further development of TECAS continued for some time and gradually evolved into the system now in place. As noted earlier data for the system has been gathered since 2004.

In preparing for the previous NCATE study, SUNY Cortland made substantial efforts to develop a comprehensive new assessment system, led by the Education Dean and IRA Director and supported by a FIPSE grant and a team of three Information Resources (IR) programmer/analysts. The "[Teacher Education Candidate Assessment \(TECAS\) Prototype Development](#)" document provided the framework for the programming of an online assessment tracking system that was presented in the last NCATE study. The online Student Teacher Evaluation (STE) system was incorporated as one of the most significant elements of TECAS.

The [TECAS](#) data collection (including the STE instrument) processes were implemented and the candidate tracking interface was shared with faculty. That data was collected continuously under the direction of the TEC, Deans, and department heads and in 2008 the OIRA began to oversee the maintenance of the STE, certification, and field experience data. The OIRA integrated that data with BANNER data (student and program information) in a form that could be aggregated, analyzed and produce summary reports. The TEC, Provost and Deans, and department heads continue to monitor the collection of the data. IRA developed a process to integrate the raw data from a variety of sources in order to produce the aggregate reporting formats needed to meet College, state, federal and accrediting report requirements. The TEC Standing Committee on Teacher Education Assessment has been tasked to re-examine our existing Teacher Education Candidate Assessment System (TECAS) and review existing teacher education assessment systems from NCATE-related and other exemplar institutions with an eye toward creating an effective and appropriate teacher education assessment system that is workable for our professional education unit.

2a.4. How does the unit ensure that its assessment procedures are fair, accurate, consistent, and free of bias?

SUNY Cortland has established policies and procedures to establish fair, accurate, consistent, and bias-free standards of academic and personal conduct. The College Handbook ([College Handbook-2010](#)) establishes guidelines for students. These include recognition of student rights and responsibilities, judicial and academic integrity review processes and penalties, and student academic grievance rights.

The TEC adopted the Fair Process Policy ([Fair Process Policy](#)) and Procedures for Review of Professional Competencies in Teacher Education in order to establish fair, accurate, consistent, and bias-free application of academic and professional criteria and policies for admission, retention and graduation. The policy provisions and procedures apply to all teacher education programs. Teacher preparation course syllabi require an academic integrity statement and a disability statement. The statements reiterate college policy as outlined in the College Handbook.

The [Field Experience Handbook](#), distributed to all candidates and available online, also documents the Fair Process policy and disposition expectations. Some departments provide their own program-specific advisement or field experience handbooks.

In student teaching, host teachers and supervisors receive a description of job responsibilities every semester, to increase rater consistency and reliability. High retention rates of supervisors and host teachers also serve to increase data reliability over time. Nearly 50% of all student teaching placements from Spring 2005 to Fall 2009 occurred in 13 school districts. Forty-three schools provided placements during that time period for 67% of all teacher candidate placements. The Student Teacher Evaluation ([STE-Form](#)) is provided to candidates, host teachers, and college supervisors in writing and online ([online instructions](#)). Statistical analyses have documented [STE- reliability and validity](#). To show progress during student teaching, candidates are assessed at mid-term and again at the end of each quarter. The student teacher, host teacher, and college supervisor are required to independently complete the online STE. A three-way conference is held to discuss the evaluation congruence in terms of agreements and disagreements and to develop an understanding of any variance. Teacher candidates receive a satisfactory (S) or unsatisfactory (U) grade at the end of each placement.

All New York state teacher candidates must pass three New York State Teacher Certification Examinations (NYSTCE) as part of initial licensure requirements. Extensive attention was given to test validation. New York state educators and educator preparation faculty were involved in test content review and field testing. NYSTCE strives to avoid bias through reviews focused on content, language and perspective that reflect the diversity of New York State. The [NYSTCE Aligned Assessments](#) for New York State document details their test development process and efforts to ensure freedom from bias.

SUNY Cortland volunteered to participate in a new NYSTCE being pilot tested in Fall, 2010 by Pearson, Inc. This new performance assessment will include a videotape analysis of teaching performance and will be field tested in Spring, 2011 across the state and fully implemented by Spring 2012.

2a.5. What assessments and evaluation measures are used to manage and improve the operations and programs of the unit?

The assessment of unit operations and programs can be broken down into two broad categories. First, individual student assessments that constitute the candidate assessment system can be aggregated at the program and unit levels for analysis. Details regarding our candidate assessment system are presented in response to items 2.a.2 and 2.b.1.

Second, the College collects, reports and analyzes a variety of other data in order to review College-wide and departmental operations, including the professional education unit and programs. These include resources (fiscal, faculty, space, and support services), productivity (faculty and program), and faculty performance. Professional education unit and program assessment in this respect operates as a subset of College-wide assessment. For example, faculty workload analyses ([Faculty-Workload-Analysis](#)) incorporate all departments, programs, and faculty at the College, including those in teacher education. The annual [Career Services Graduate Survey](#) provides data disaggregated at the program level for both teacher education and non-education-related programs.

Other College-wide surveys, such as the [Student Opinion Survey](#) (SOS), and the [National Survey of Student Engagement](#) (NSSE), help measure satisfaction with academic and student support services. Results from the SOS regarding student support services for example, show high satisfaction over multiple years.

In order to deliver quality teacher education programs, the unit must have sufficient fiscal, faculty, space and support services available. Annual reviews of fiscal resources and faculty resources are conducted by the unit to (a) maintain compliance with NYSED regulations,(b) ensure sufficient numbers of course sections are being offered to accommodate candidate needs, (c) ensure sufficient funding for teacher education in comparison to non-teacher education programs is allotted for library, travel and operating expenses, (d) demonstrate sufficient space availability and (e) guarantee sufficient computer and laboratory technology availability. Enrollment management tracks and evaluates program admissions goals, retention rates and graduation rates.

The College annually analyzes faculty productivity in terms of department workload. Faculty hiring to increase diversity is reviewed as well. The College supports and evaluates faculty contributions to the institution via external grant funding and scholarly activity.

The General Education program, required of all undergraduate programs including teacher education, follows a routine triennial assessment plan. SUNY System Administration also requires a five-year program review ([Program Review-UG-SUNY](#)) cycle, including teacher education (see [Program Review-UG-SUNY-Sample-1](#)). All academic schools, departments and support offices produce data-driven annual reports ([Annual Report-School of Education-2009](#)). Teacher education programs are reviewed by the Teacher Education Council and as part of their respective departmental annual reports, with a focus on program and course improvement (see [Annual Report-Physical Education-2009](#)).

2a.6. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's assessment system may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

- [SUNY Cortland Teacher Education Assessment Handbook](#)
- [SUNY Cortland Teacher Education Assessment Flowchart](#)

2b. Data Collection, Analysis, and Evaluation

2b.1. What are the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality?

- How are the data collected?**
- From whom (e.g., applicants, candidates, graduates, faculty) are data collected?**
- How often are the data summarized and analyzed?**
- Whose responsibility is it to summarize and analyze the data? (dean, assistant dean, data coordinator, etc.)**
- In what formats are the data summarized and analyzed? (reports, tables, charts, graphs, etc.)**
- What information technologies are used to maintain the unit's assessment system?**

Data Collection-Candidates

After admission to the College, candidates are placed in Wait List status and must submit a [Teacher Education Program Application](#) to their department to gain program admission. Undergraduate candidates must have a minimum 2.5 cumulative grade point average (GPA) for admission. Initial certification [graduate school candidates](#) must have an earned bachelor's degree, with minimum 2.5 cumulative GPA.

The Application includes 12 disposition-related questions used to assess possible issues regarding academic dishonesty, violations of the student code of conduct, or local, state, or federal law. If they disclose any violations, their application is forwarded to the Teacher Education Candidate Review Committee (TECRC) for review ([Teacher Education Candidate Review-Procedures](#)) using a rubric approved by SUNY System's legal counsel. Throughout their enrollment in the teacher education unit, candidates are required to self-disclose any subsequent violations to their Associate Dean. Failure to do so may result in program dismissal. The Associate Dean documents the nature of the disclosure and files a report with TECRC, which follows standard protocol in evaluating violations. Teacher candidates may not enroll in any field experience if they have a pending judicial action on their record and they must go through the full TECRC review process again the semester before student teaching. Judicial records are maintained in the Judicial Affairs Office. TECRC records are maintained in the School of Education Dean's office.

Within ten working days, candidates are notified in writing of one of the following admission decisions: unconditional eligibility; conditional eligibility pending additional information; delay of eligibility until specified conditions have been met and/or judicial sanctions are completed; or denial to teacher education programs. If admitted, the department notifies the Registrar to process a change of major, effective the following semester.

New York State requires 100 hours of fieldwork, attached to coursework, prior to student teaching. This fieldwork must provide experiences with a variety of communities and student populations, specifically: 1) across the range of student developmental levels; 2) interacting with parents or caregivers; 3) in high-needs schools; 4) with socioeconomically-disadvantaged students; 5) English language learners; and 6) students with disabilities. Most programs have two to four distinct courses with a fieldwork component to achieve the 100 hour requirement. For each fieldwork course placement, candidates keep an [Early Field Experience Work Log](#). The Work Log, confirmed by the host teacher, notes which of the required six placement criteria were satisfied by the placement and the number of hours completed. Candidates submit Work Logs to their College instructor for verification, who then submits them to the Field Placement Office (FPO), who enter the Work Log data into the Field Placement database.

Prior to student teaching, candidates must also complete two workshops: Child Abuse Recognition (CAR); and Safe Schools Against Violence in Education (SAVE). Candidates have a notation of

completion indicated on their transcript and the Banner Curriculum Advising and Program Planning (CAPP) ([CAPP-Sample-1](#)) interface.

The semester before candidates intend to student teach, they must pass two eligibility checks, the first to be completed by the Friday of the third week of classes. Candidates submit a student teaching application to their department. Advisors review academic records to ensure all prerequisite courses have been completed or are in progress. Coordinators submit eligible candidates to the FPO, which submits them to Judicial Affairs for the TECRC review described above.

At the second eligibility check, at the end of the semester before candidates intend to student teach, advisors review their records to ensure completion of any previously incomplete courses and all prerequisite courses, a minimum 2.0 GPA for the semester, and 2.5 cumulative GPA (3.0 for graduate students). FPO forwards candidate names for TECRC review. On successful review, FPO confirms student teaching placements and notifies candidates and programs of any changes.

In each student teaching placement, at mid-quarter and end, the College supervisor, cooperating teacher, and student teaching candidate complete the online Student Teacher Evaluation ([STE-Form](#)). The 10-item assessment instrument has possible ratings of Target, Acceptable or Unacceptable. Of the four possible end-of-quarter ratings from the host teacher and College supervisor, candidates must receive three Target or Acceptable ratings on each item.

To graduate, candidates must maintain a 2.5 cumulative GPA (3.0 for graduate students) and complete all required coursework. Graduate school candidates must complete a culminating experience course, which can consist of a master's project, comprehensive examination, portfolio, or thesis. Departments review candidates using the Banner CAPP interface and a graduation checklist. The School Associate Dean sends graduation verification to the Registrar, and graduation is posted on each student's CAPP and transcript.

On completion of all degree requirements, graduates are recommended by Cortland for New York State Education Department (NYSED) initial certification. NYSED requires passing scores (220 on a 300-point scale) on three New York State Teacher Certification Exams ([NYSTCE Aligned Assessments](#)): the Liberal Arts and Sciences Test ([NYSTCE-LAST-Test Framework](#)), Assessment of Teaching Skills-Written ([NYSTCE-ATS-W-Test Framework](#)), and Content Specialty Test ([NYSTCE-CST-Test Framework](#)). Each test score is composed of four to eight sub-scores. NYSED also requires a criminal background check and fingerprinting for teacher certification.

Institutional Research and Assessment (IRA) conducts a Teacher Education Completer Survey ([Graduate Survey-2010](#)) one year after graduation to assess preparation and their employment status. In the summer, IRA then conducts a Teacher Education Employer Survey ([Employer Survey-2010](#)) based on responses from the completer survey. Both are online surveys administered primarily via email. These were initiated in 2003, and have recently been revised and reinstated.

Data Compilation/Aggregation & Analysis

Some more skilled Banner users among the faculty and staff can access some aggregate data on their own. E.g., faculty familiar with the online STE have the ability to generate some summary data (see example). Banner also provides a variety of standard reports that staff can run on their own (e.g., grade distribution reports, for select courses and student populations). But primary responsibility for the large majority of both routine and ad-hoc assessment data reporting lies with IRA.

Academic administrators and faculty are primarily responsible for analyzing and making use of assessment data. The Provost, Associate Provosts, Assistant Provost, School Deans, Department Chairs, Program Coordinators and faculty SPA writers all have varying levels of involvement in reviewing and using data. As a few primary examples, every December, IRA produces a [Faculty Workload Analysis](#) by department, and updated 20-year [Enrollment History](#) and Degrees Granted reports, by program, for the Provost, Deans and Chairs. Every spring, IRA produces a broad array of data to be used in writing annual reports, including NYSTCE test results and STE summaries, for each department.

In 2008, between August and November, and in 2009, between July and October, IRA provided an [extensive array of assessment data reports](#) to SPA writers to assist in their report preparations ([SPA Data Request sample](#)). By February 2009, IRA had created a standardized set of reports for a final round of data to be included in their final reports ([enrollment-completer report sample](#); [STE report sample](#); [NYSTCE report sample](#)). Feedback from this process will be used to finalize what reporting the teacher education departments and programs would find most useful to receive on a routine basis.

Information Technologies

The College uses Banner, its enterprise student information system, as the primary platform to collect and store most assessment data. Banner data is stored in an Oracle database on the same computers as the candidates' academic records in the Registrar's Office. Banner provides an array of standard reporting options available to users, but with limited flexibility to meet teacher education assessment needs.

To maximize the efficiency and flexibility of data access and reporting options, every semester IRA downloads from Banner an extensive set of data records and elements, including, but not limited to, almost all data in the assessment system. Several times a year IRA also receives detailed certification test result data files from NYSTCE. Downloaded data is maintained in SPSS format on IRA's secure office network drive. A subset of those files are also merged and converted into an [online query system](#) accessible to campus stakeholders (although IRA is the primary user). One advantage of this process is having all candidate records and virtually all key data elements accessible in a single location. At the same time, this system can be extracted, analyzed and shared by a number of different reporting methods.

2b.2 How does the unit disaggregate candidate assessment data for candidates on the main campus, at off-campus sites, in distance learning programs, and in alternate route programs?

SUNY Cortland has no programs that apply to this item.

2b.3. How does the unit maintain records of formal candidate complaints and their resolutions?

Candidate complaints concerning grades, professorial behavior, and other matters concerning the violations of academic rules or regulations are handled through the policies and procedures outlined in the unit's Academic Grievance Procedures listed in the [College Handbook 350.02](#). The procedures describe both informal and formal processes for resolution of candidate complaints along with specified timelines for filing and resolution of the complaints.

Candidates are encouraged to find an informal settlement directly with the instructor. If no satisfactory resolution is reached, the candidate files a written statement with the department chair within prescribed time limits. A meeting is arranged and a decision made within a week. If this informal process is not satisfactory to either party, the candidate is then directed to pursue the grievance at the School level in writing within prescribed timelines. The dean pursues the grievance either through informal meeting and

settlement or through a formal hearing process. The decision and documentation is maintained in a file until at least one year after the candidate graduates or leaves the college.

The next stage of appeal is to the Academic Grievance Tribunal in writing. The formal process occurs within a prescribed calendar with written documentation of the process. A hearing is held and the file of documents and decision is retained in the office of the Provost and Vice President for Academic Affairs for at least one year after the candidate leaves the college or graduates. The decision of the Tribunal may be appealed to the President's office within a prescribed period of time only under limited claims of bias, procedural infractions and/or new evidence.

2b.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's data collection, analysis, and evaluation may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

2c. Use of Data for Program Improvement

2c.1. In what ways does the unit regularly and systematically use data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experiences?

There are three systems for collecting, aggregating, utilizing and reporting data: (1) annual reports, (2) program reviews, and (3) general education assessment. Further, there are three levels of annual reports: (1) the individual faculty or professional staff, (2) department or program level, and (3) school. The Provost, Deans and other academic administrators and faculty review these and other data on at least an annual or semester basis, and more frequently as specific issues arise. Discussions regarding data take place in any number of venues, including the Provost's Cabinet, the TEC, and school and department-level meetings. Responsibility for initiating data-based program changes falls primarily to the academic school, department and program level.

The Office of Institutional Research and Assessment (IRA) provides unit-wide, department, and program level assessment data on an annual basis and on request. These data are used by the departments and programs and reported in their annual reports, program reviews, and SPA reports. The annual reports and program reviews document the use of data to initiate programmatic changes.

On a systematic basis, data is generated along (1) the six check points, (2) the assessment data indicators, and (3) the 13 learning outcomes (see the Teacher Education Candidate Assessment System – TECAS). The data for the key assessments goes back to 2004; for some key assessments the data goes back even further. Examples of the aggregated data are available in the Exhibit Room and in the following section. Also included are [examples of disaggregated data](#), for larger departments in the three categories elaborated above.

2c.2. What data-driven changes have occurred over the past three years?

Over the past three years, unit consideration of assessment data resulted in important changes, each designed to improve teaching and learning. Following are examples of changes in programs, courses, or assessment that occurred in the past three years.

The 2010 Childhood Education Annual Report ([Annual Report-Childhood Education-2010](#)) shows that their review of the Student Teacher Evaluations (STE) revealed that candidate ratings were relatively lowest in the two STE categories of “Diverse Learners” (only 39-48% at Target) and “Assessment” (40-54% at Target). As a result, the department developed new assessments focused specifically on helping candidates to better assess student learning. They also began working on activities to help improve student teachers’ understanding and use of differentiated instruction.

As documented in their SPA Report ([SPA report-CEC-2010](#)), The Inclusive Special Education program, after reviewing their program assessments, in alignment with their CEC standards, determined that they needed to create a new assessment focusing on collaboration. Seven other key assessments were revised, some significantly. Rubrics were designed or revised for each assessment. An electronic portfolio system, involving assessments from all courses in the program, was created using TaskStream so that candidates and faculty are able to review and assess a candidate’s experience throughout and across the program.

The SPA Report ([SPA report-NSTA-MAT-Earth Science-2010](#)) for the graduate program in Adolescence Education: Earth Science shows that although 100% of their students were passing the Content Specialty Test (CST), a closer look at the sub-scores on the exam indicate that some program completers exhibited areas of weakness even after completing their degree. Instances of low sub-scores were not associated with any particular subtest and may be a result of deficiencies in candidates’ undergraduate education. To address this concern, the program is considering a change in admission requirements that may include 1) requiring the CST as a condition of admission such that areas of weakness may be identified early on and addressed through prescribing particular coursework; 2) only accepting undergraduate content coursework passed with a grade of “C” or better; and 3) targeting graduate content coursework to fill candidate deficiencies as noted by transcript review.

The English as a Second Language program SPA report ([SPA report-TESOL-2010](#)) paid particular attention to results from three assessments: 1) their Content Specialty Test; 2) Course assessment of content knowledge in English as a second language; and 3) lesson, unit, and assessment plans. These three together indicated that, while their candidates have satisfactory knowledge of language as a system and a good understanding of concepts, theories, research, and practice of second language acquisition and development, assessment #3 also revealed one area in which their knowledge and performance needed further improvement: the ability to explain English language structures for pedagogical purposes. To address this weakness, they have developed a new course, English Grammar for TESOL, which was offered starting in spring 2010 as an elective, and will become a requirement in spring 2011.

The following example shows change at the institutional level. A campus-wide committee was charged with refining the mission statement and identifying strategic priorities for the campus. The committee used several phases of data collection including two surveys, 10 open meetings and a presidential retreat lead by a consultant. The campus was asked for feedback on the existing statement and subsequent revisions through surveys. Appreciative inquiry was used to ask about campus strengths, priorities, and future. Survey responses, open meetings, and other feedback was coded through content analysis and emergent themes lead to the construction of a revised mission statement; vision; core values; and four campus priorities with goals. These were shared with the campus and subsequently endorsed by the Faculty Senate.

2c.3. What access do faculty members have to candidate assessment data and/or data systems?

The BANNER system and the Office of Institutional Research and Assessment provide summary data to programs. In response to requests for summary data, Institutional Research and Assessment draws

information from the SUNY Cortland Teacher Education Candidate Assessment System (TECAS); the TECAS system has been slightly modified to make access to information more effective.

TECAS was designed to be dynamic and available online to candidates and advisors through a web interface. The report was to be viewed on the computer screen or printed. Individual and program use has not developed, as was envisioned. Continuing difficulties with access and with faculty avoidance have prompted a movement to alternative, supplementary data sources.

The Curriculum Advising and Program Planning (CAPP) report provides data for candidates, advisors and programs seeking information on individual candidates. The CAPP report displays all requirements for a candidate's major and the candidate's progress in meeting those requirements. The CAPP provides information to candidates and advisors. Candidates can access only their own record through Banner Web Access to the CAPP site; faculty members can access multiple candidate records to obtain student or program data.

Unit reports summarize data taken from the BANNER system and put into another query system that is designed for analysis and summarization. That data is then used for SPA and Unit assessment. The Office of Institutional Research and Assessment provides summary data in the form of summarized data and statistical analysis of candidate assessment to programs and the unit.

2c.4. How are assessment data shared with candidates, faculty, and other stakeholders to help them reflect on and improve their performance and programs?

Candidate-level assessment data is shared with candidates in the form of routine course grade transcripts, the online Banner Curriculum Advising and Program Planning (CAPP) system, the program application and student teaching application processes, the Teacher Education Candidate Review Committee (TECRC) review, and the online Student Teacher Evaluation (STE) and associated processes. Certification test results are shared with candidates directly by the New York State Certification Examination (NYSTCE) agency.

The CAPP report displays all requirements for a candidate's major and their progress in meeting those requirements. As part of both the teacher education program application process and the student teaching application process, candidates are notified in writing of the decision regarding their application.

In each student teaching placement, the College supervisor, cooperating teacher, and student teaching candidate complete the online STE. A three-way conference is held to discuss the evaluation congruence in terms of agreements and disagreements and to develop an understanding of any variance. Teacher candidates receive a satisfactory (S) or unsatisfactory (U) grade at the end of each placement.

Program coordinators and faculty advisors have comparable access to individual candidate-level data for all their students, with the exception of the NYSTCE exam results. For NYSTCE results, Institutional Research and Assessment (IRA) receives test file results throughout the year and forwards those files to Information Resources to be loaded into the online Banner system. From Banner, faculty and other authorized users can access the results, although they most commonly request the test results directly from IRA.

At the aggregate level, assessment data are shared with faculty in several ways. Some assessment data is available directly via reports available in Banner. Aggregate data prepared by IRA is distributed throughout the unit at the level of the Provost, Associate Provosts, Assistant Provost, School Deans, and

Department Chairs. Individual faculty can then access the data through their respective departments. Department annual reports, which incorporate assessment data, become part of the school annual report and are shared throughout the College community. Program reviews are more extensive, utilizing outside reviewers and a wider selection of the academic community. The final method of sharing assessment data is for faculty to request data directly from IRA.

2c.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the use of data for program improvement may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 2?

Much of the assessment work that the Office of Institutional Research and Assessment has done over the last 5 to 8 years has been related to the linkage between assessment and operational decisions identified as a weakness by Middle States in our reaccreditation 10 years ago. In response to that the college undertook an aggressive campaign to build assessment into the fabric of the institution so that Middle States reported that we had gone from ‘laggards to leaders’ in the area of assessment. Data-driven decision making has become more than a motto at SUNY Cortland; decision-making is rooted in assessment and aligned with the college’s priorities.

The Cortland Teacher Education Candidate Assessment System (TECAS) is not unique because of how it looks or operates with completely integrated, automated input and output. The TECAS is unique because the data are complete and implemented as prescribed at the previous NCATE visit (with some variation and improvement). The complete set of data makes the [output](#) powerful in that it is integrated, flexible, and request driven.

2. What research related to Standard 2 is being conducted by the unit or its faculty?

In a recently completed study (*Benton & Stratton, in review*), two faculty members report on the effectiveness of MST and MSED graduate programs’ culminating activities. For both programs, the culminating activity is an action research project done under faculty supervision in a three-credit graduate course. The review of approximately 10 years’ worth of research projects done by CECE faculty members indicate a steady increase in the quality of these projects in general, and in the quality of writing for the projects since 1998.

A psychometric study ([STE-Reliability and Validity](#)) of the Student Teacher Evaluation demonstrated good reliability of the instrument. Convergent validity was demonstrated in a structural equation model showing the factor made of the 10 variables related to a factor made up of GPA and state certification scores. A future study is planned showing both convergent and discriminate validity in relationship to specific courses.

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 professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

3a. Collaboration between Unit and School Partners

3a.1. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences?

Due to SUNY Cortland's large number of teacher candidates, we work with school partners throughout New York State. During the 2009-2010 school year, a total of 2,431 early field placements and 1,287 student teaching placements were made by the Field Placement Office. In the last five years, students have been placed in 1,935 school buildings in more than 335 of the 700+ school districts in the state. Annually, however, two-thirds or more of all field and clinical placements are supported by forty school districts in the Central New York region, two school districts on Long Island, and schools governed by the New York City Board of Education. These partners represent large urban districts (including NYC, Syracuse, Buffalo, Rochester), medium-to-small urban districts (including Binghamton, Cortland, Ithaca, Elmira, Auburn, Utica), rural districts (including Groton, Marathon, McGraw, Whitney Point, Cincinnatus), suburban districts (including North Syracuse, West Genesee, Liverpool, East Syracuse – Minoa), and Catholic schools within the Syracuse Diocese. More than half of these placements occurred in school buildings designated as "high needs." A complete list of school partners and placement numbers for spring 2009 and fall 2009 is included ([School Partners and Placement Numbers-2009](#)).

SUNY Cortland has two professional development initiatives involving school partners--one with the Cortland Enlarged City School District (Cortland PDS) and the other (Regional PDS) with a consortium of thirteen geographically proximal school districts and Boards of Cooperative Educational Services (BOCES). Together, these partners provide ongoing and significant direction and feedback involving the design, delivery and evaluation of field experiences.

3a.2. In what ways have the unit's partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?

During 2009-2010, SUNY Cortland collaborated with several of the partners in the Regional Professional Development Initiative (RPDS) in the development and implementation of an induction program for teacher candidates during student teaching. This model program brought together student teachers, college supervisors, host teachers, college faculty and administrators from SUNY Cortland and two partnering school districts for an orientation meeting that focused on professional behaviors, expectations, and evaluation of teacher candidates during the student teaching experience. The LaFayette and Tully districts participated in an initial pilot, and there are plans to continue and expand involvement.

In the Marathon School District, teacher candidates from all adolescence programs participate in early field experience on the same designated day each week, with overlapping time frames that allow for the building principal to meet with all teacher candidates and their host teachers to facilitate discussion on various strategies to maximize the outcomes of the field experience, both for teacher candidates, their host teachers, and for public school students. This time together provides a forum for reflection and

debriefing on instructional and management practices candidates have observed and experienced in the classroom.

SUNY Cortland's Department of Foundations and Social Advocacy (FSA) and the Dr. Martin Luther King, Jr. Elementary School in the Syracuse City School District have had a long standing relationship that embeds a cohort of teacher candidates from education into the elementary school for early field experience.

Now in their second year, several collaborations with Cortland Enlarged City School District (CECSD) ([Cortland-PDS-MOU](#)) support cohort models for teacher candidates through professional development research-based initiatives. One of these partnerships allowed for an entire cohort of 25 -30 students enrolled in an inclusive education course to be partnered with host teachers in inclusive classrooms at CECSD's Alton B. Parker Elementary School, that was recently designated a Blue Ribbon School for the 2009-2010 school year. The course instructor worked closely with school faculty, building relationships and becoming familiar with Parker School students and K-6 curriculum. In another partnership that focuses on math instruction in grades 1-6, ten faculty members from three different CECSD elementary schools have been working closely with a college faculty member in the development and implementation of innovative instructional skills and strategies for teaching math to elementary school students. In turn, these classroom teachers collaborate with the college faculty member in the development and implementation of lessons for a college methodology course that focuses on instruction in math for grades 1-6. The classroom teachers share their expertise, their classroom and their students with teacher candidates during their field work for this course.

Beyond these initiatives, college supervisors routinely solicit feedback from host teachers while they are making school visits to observe and evaluate teacher candidates during student teaching. In instances where college supervisors also teach courses in pedagogy, the feedback is used to make course assignments more meaningful.

3a.3. What are the roles of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?

The Field Placement Office is responsible for:

1) **Canvassing:** The most geographically proximal school district partners are canvassed by mail and email each semester to identify host teachers who are interested in mentoring our teacher candidates and whose participation is supported by their building principals. This canvassing process is followed up with phone calls to confirm and coordinate potential placements. When the need arises for field placements in a geographic region not covered by the canvass, requests are made directly to building principals.

2) **The Field Placement Fair:** This event, held at the beginning of each semester with local school partners (Cortland, Homer, and Dryden School Districts), supports the initial grades K-6 field placements for teacher candidates enrolled in a variety of courses in the School of Education. The principals and faculty of the elementary and intermediate schools in these districts attend this two-hour event held on campus. They provide lists of days/times when teachers in their buildings are willing to host one or more of our students during the semester. The teacher candidates arrive with their schedules, and meet with the various principals/faculty in an attempt to "make a match" that will allow them to fulfill their field experience requirements. At the very end of the evening, principals hold an orientation session for the teacher candidates who will be placed in their buildings. Each semester, approximately 150 placements are made at the Fair.

3) Collaboration with school districts with specialized programs: For example, "AVID" (Advancement Via Individual Determination) in the Syracuse City and Ithaca City School Districts and "GEAR-Up" (Gaining Early Awareness and Readiness for Undergraduate Programs) in the Binghamton City School District are programs that focus on students identified as being academically "at risk." Through these specialized programs, secondary school students are provided with additional support to succeed academically in a rigorous college preparatory curriculum. The goal of these collaborative programs is to increase the rate at which low income and minority students enter and succeed in college. Students in these school districts are enrolled in an elective support class where they are mentored and guided by educators who build relationships with them and who remain with the same cohort of students as they progress from grade to grade. In 2009-2010, more than 200 adolescence education majors in various programs of study were placed in these support classrooms, where they served as role models and tutored individuals or small groups of students.

3a.4. How do the unit and its school partners share expertise and resources to support candidates' learning in field experiences and clinical practice?

In some field experiences, an entire class of teacher candidates is in a school at the same time. College instructors and host teachers/school partners work collaboratively in these types of settings where there are ample opportunities to share expertise. Host teachers/school partners may attend SUNY Cortland staff development conferences free of charge. These events allow host teachers ready access to the expertise of College faculty, and they provide a time for exchange of ideas on ways to improve the field experiences and clinical practice of teacher candidates. It is not uncommon to have school-based faculty as guest speakers in college classes, sharing education resources, from sample lessons to quick tips from veterans. These guests contribute invaluable "real life" resources from people working daily in a public school environment. Some programs involve public school administrators and teachers in the clinical practice seminars. Faculty from across all programs have established collaborative projects with school partners. [Public School Collaborations-2010](#) provides a summary of these projects.

SUNY Cortland's Center for Educational Exchange (CEE) fosters collaboration with area schools through its programs for public school educators, college and high school students, coaches, and community members. More than 4000 participants annually take advantage of professional development opportunities offered through seminars, workshops, and conferences facilitated by the CEE. For example, the CEE has facilitated conferences for the New York State Association for Comprehensive Education (NYSACE), which seeks the cooperation of teachers, parents, community members, businesses and various agencies in the planning and implementation of comprehensive educational programs for all students.

The CEE hosts "High School Leadership Day" which brings together both emerging and experienced student leaders and faculty advisors from high schools in the region to interact with leaders from different backgrounds and for participation in interactive workshops to assist in the development of leadership skills.

The CEE has helped SUNY Cortland establish partnerships with area schools whereby college courses are taught at the participant's high school, and high school students receive dual credit (high school and college). The students also have the opportunity to participate in on-campus visits, workshops, and receptions.

To invite feedback about ways to improve and enrich early field experiences, an electronic survey instrument was developed and administered by a sub-committee of the Regional Professional

Development School initiative. The survey was distributed to teachers in middle schools and junior/senior high schools in over 50 school districts in an eight-county area in Central New York and the Southern Tier. Specifically, their feedback was sought on the following: 1) the kinds of classroom experiences that are most useful to teacher candidates, 2) the presence and/or degree of structure, specificity or flexibility in assignments from course instructors that relate directly to their time in classrooms, 3) scheduling preferences (the same versus different days/class periods, 4) their interest/willingness to meet with teacher candidates prior to the start of a field placement, 5) their interest in/opinion of "wrapping" an early field experience into a student teaching placement in future semesters, and 6) any other suggestions that we might consider implementing in order to improve the quality and meaningfulness of the field experiences for teacher candidates, host teachers, and/or students. Summary data from 450 respondents are included as [RPDS-Adolescence Ed Survey-2010](#).

3a.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to collaboration between unit and school partners may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3b.1. What are the entry and exit requirements for clinical practice?

Criteria determining eligibility to student teach ([Student Teaching Handbook-2010-p9-eligibility](#)) can differ across the many programs of study, however, at a minimum, college-wide eligibility criteria for student teaching require that undergraduate teacher candidates be in good academic standing, have completed all pre-requisite courses for student teaching, have at least a 2.0 GPA from the semester prior to student teaching, and have at least a 2.5 GPA overall (on a 4 point scale). Graduate student teacher candidates must be in good academic standing, have at least a 3.0 GPA from the previous semester, and have at least a 3.0 GPA overall. Students who have an incomplete in their records, or who are on any form of academic, disciplinary, or judicial probation will not be allowed to student teach.

Student teaching consists of two 8-week placements in different school settings, at least one of which is in a high needs school. In all programs, the college supervisor and the host teacher complete a unit-wide student teacher evaluation ([STE-Form](#)) (STE) midway and at the end of the placement. The student teacher self-evaluates using the same form. In addition to the unit-wide STE, programs may have additional evaluation criteria aligned with their national standards. With input from the host teacher, the college supervisor determines whether the student teacher has met all requirements necessary to earn a "satisfactory" grade for student teaching.

3b.2. What field experiences are required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers and other school professionals? What clinical practice is required for each program or categories of programs in initial teacher preparation programs and programs for the preparation of other school professionals? Please complete Table 7 or upload your own table at Prompt 3b.9 below.

[Field Experiences-2010-Summary by Program](#)

3b.3. How does the unit systematically ensure that candidates develop proficiencies outlined in the unit's conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?

SUNY Cortland's Conceptual Framework establishes a shared vision for the professional education unit's goals in preparing pre-service teachers as they transition to in-service teachers who are well prepared to create a positive teaching-learning environment at the developmental level of their certificate, regardless of the diversity of the school setting or student population. The conceptual framework reflects the mission of SUNY Cortland. It informs program curricula and instructional methodology and guides the development of criteria by which candidate performance is evaluated. As stated in the [Mission](#) (Conceptual Framework p.1) of the professional education unit, "the teacher education program is committed to preparing teachers to contribute to their profession, their communities, and to the democratic development of society."

In developing the Conceptual Framework, College faculty identified performance outcomes and expectations for all teacher candidates and these form the centerpiece of the Conceptual Framework. Syllabi for courses in pedagogy which have embedded field work, and syllabi for student teaching include these outcomes keyed to each respective program's national standards.

The learning outcomes identified in the Conceptual Framework reflect standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC), the New York State Board of Regents, the New York State Education Department (NYSED), and the SUNY Chancellor's Action Agenda. Provisions of the No Child Left Behind Act (NCLB) of 2002 were taken into account because of the obvious implications for teacher preparation programs nationwide. Meeting these performance outcomes assures that graduates of SUNY Cortland's teacher preparation program will make a difference in the classroom and beyond.

3b.4. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice?

Field experiences for all teacher candidates across the three Schools are embedded in required course work in pedagogy. All candidates are evaluated on their level of proficiency in the use of technology as a teaching-learning tool in their development of lesson and unit plans as part of course requirements. These artifacts become part of their course and/or program portfolios. During student teaching, teacher candidates are expected to demonstrate proficiency in the use of technology in both the planning and implementation of instruction. Since the technology that is available in host schools differs widely, just how much candidates can actually implement of their plans during their field work or during student teaching differs widely. To the extent possible, candidates use web resources, e-mail, PowerPoint, interactive touch boards such as Smartboard, and course management systems such as Blackboard.

3b.5. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

The selection of host teachers is a collaborative process among SUNY Cortland, teacher education faculty, school principals, and the coordinators in the Field Placement Office. They are identified and supported by their building principals and must be certified at the developmental level and in the content area of the certificate being sought by the student teachers with whom they are working. We do not require that host teachers be tenured; however, the majority are tenured teachers, as this is often the

preference, if not the policy, in many school districts. Among other requirements, permanent/professional certification in NYS requires teachers to have earned a master's degree within five years of obtaining the provisional/initial certificate. Teachers in NYS are eligible for tenure after the third year of successful teaching. Principals generally do not identify nor support teachers' hosting a student teacher until they have earned tenure and have their master's degree. Teacher candidates evaluate host teachers ([STH-Candidate eval of Host Teacher](#)) at the end of each student teaching placement. These evaluations are submitted to the department chairperson or program coordinator for review. Additionally, college supervisors evaluate host teachers and submit an evaluation to the Field Placement Office (FPO) ([STH-Supervisor eval of Host Teacher](#)). Information from these evaluations is used to determine whether student teachers continue to be placed with the host teacher.

3b.6. What preparation do school-based faculty members receive for their roles as clinical supervisors?

All college supervisors meet with school-based faculty members at the beginning of the semester to outline the role and expectations of the student teacher, host teacher, and college supervisor. The Student Teaching Handbook provides information and resources for the host teacher ([STH-2010-p32-Resources](#)). Some programs invite college supervisors to campus for a group orientation and information session.

3b.7. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?

Clinical faculties provide regular and continuous support for student teachers through student teaching seminars structured in a variety of ways. These seminars are, in most cases, credit bearing and run concurrently with the student teaching experience. The seminars provide student teachers with opportunities to:

- reflect on their strengths and needs,
- examine/ discuss/ and reflect upon the the teaching profession,
- prepare for job search,
- connect theory to practice, and
- share ideas with other student teachers within the same program.

The student teaching seminar in some programs involves an entire cohort of student teachers who meet biweekly with a teaching center coordinator to discuss and reflect on their experiences. Some programs couple face-to-face meetings with an online discussion board whereby student teachers respond to a weekly topic/question. Other programs provide an online seminar that facilitates this process.

Licensed teachers with initial certification who complete graduate programs leading to professional certification or an additional certification are supported through their program by academic advisors who assist with selection of appropriate coursework for degree completion. Some programs (e.g. Master of Science in Education in Literacy) have coursework with embedded field experience, and the professor teaching the course must collaborate with the school-based faculty in support of the graduate teacher candidate. Majors in the Department of Communications Disorders are required to attend four seminars conducted by the department chair while completing their clinical experience. Graduate students pursuing Certificates of Advanced Study are provided regular and continuous support via individual, small and larger group sessions with clinical faculty a minimum of four times throughout each semester.

3b.8. What structured activities involving the analysis of data and current research are required in programs for other school professionals?

In the Department of Communication Disorders, teacher candidates earning initial certification in speech and language disabilities are required to demonstrate proficiency in the analysis of data and current research through a variety of assignments extending across core courses in their major. For example, in Introduction to Speech-Language Pathology, all candidates are required to analyze a language sample from a preschool or school-aged student and write a diagnostic report. In Aural Rehabilitation, case studies of the hearing impaired across age groups are reviewed and analyzed in light of auditory perception, speech perception, auditory training, speech reading, and psychosocial issues. All candidates are required to research a topic, such as a disorder, new therapy technique, assessment tool, or augmentative device, and write a paper that supports an oral presentation to the class.

All candidates in the Master of Science in Education for Recreation Education are required to take REC 601 & 602 (Recreation Research and Evaluation I & II), a year-long sequence of research methods courses. While both courses provide in-depth coverage of systematic inquiry, including the nature, scope, methodology, analysis, and presentation of results in research and evaluation in recreation and leisure studies, REC 601 focuses particularly on the recreation research literature and REC 602 focuses particularly on analysis. Students learn and apply the research process, both through experiential learning and preparation of a research proposal.

In the Educational Leadership Department, all administrative candidates are required to demonstrate competence in the analysis of data and current research through completion of various course assignments/activities and their administrative internship. For example, as a component of the internship, candidates must complete a project to improve student learning using data. As a component of EDL 616, Principles of Curricular Leadership, candidates must complete a comparative study of current research on assessment and apply their findings to develop plans for faculty professional development in P-12 schools.

3b.9. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the design, implementation, and evaluation of field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

[Field Experiences-2010-Summary by Program](#)
[STH-Supervisor's eval of Host Teacher](#)

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

3c.1. On average, how many candidates are eligible for clinical practice each semester or year? What percent, on average, complete clinical practice successfully?

Over the last three years, an annual average of 635 teacher candidates have become eligible and been placed to student teach; greater than 95% have successfully completed both of the required eight week student teaching placements, for a total of sixteen weeks. ([Student Teacher-Completion Rates-3yrs](#))

3c.2. What are the roles of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice?

During each of the two, eight-week student teaching placements, college supervisors make regular visits to observe and evaluate performance, attitude, and behavior of student teachers. At each of these visits, a post-observational conference takes place between the supervisor, the student teacher, and the host teacher.

Student Teacher Evaluations (STE's) are completed at the mid-point and at the end of each of the two eight-week placements by the teacher candidate, the university supervisor and host teacher. At the time of each observation and assessment, there is three-way communication that occurs verbally and/or in writing, providing an opportunity for discussion of the overall STE results, for reinforcement of teacher candidate strengths, and for discussion of strategies to improve areas of challenge and/or identified weaknesses. The Student Teaching Handbook further outlines the role of the supervisor ([STH-Supervisor Role](#)), the host teacher ([STH-Host Teacher Role](#)), and the student teacher ([STH-Student Teacher-p12](#)).

3c.3. How is time for reflection and feedback from peers and clinical faculty incorporated into field experiences and clinical practice?

Feedback to the teacher candidates and time for reflection on their professional growth is approached in a variety of ways across programs. During field experiences, teacher candidates maintain a reflective journal that is part of the course requirements. Debriefing about field experiences becomes part of in-class discussions as theory is examined in light of real-world experiences in the clinical setting. ([Reflective Journal—Sample Entry](#)) During student teaching, all host teachers and college supervisors use the Student Teacher Evaluation (STE) to evaluate teacher candidates' ability to reflect on professional growth and ability to respond to constructive suggestions. Summary data ([STE-Eval Summary](#)) from the STEs show teacher candidates can and do reflect on their professional growth and make adjustments in performance and attitude for the purpose of continuous improvement. Some programs require student teachers to submit daily reflections via e-mail to the college supervisors. Other programs require that student teachers enroll in an on-line seminar that runs concurrently with clinical practice. Here they interact with peers, write teaching philosophy statements, reflect on the extent to which the readings and activities required by their programs relate to the 'real world' of clinical practice, as well as a variety of other assignments connected with good teaching practices and the job search once student teaching is completed. Other programs incorporate weekly meetings during clinical practice with either the college supervisor or teacher education faculty. In these meetings, students share observations about their strengths and weaknesses, as well as brainstorm ways the college could prepare them even more effectively for their teaching careers.

3c.4. What data from multiple assessments provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice?

As shown in the Table outlining the summary of field experiences by program, programs differ in the way the 100 hours of fieldwork are structured, with fieldwork placements varying from as few as 10 hours to as many as 60 hours in a single public school setting. The field experiences prior to student teaching are designed to be formative and to foster the professional development of teacher candidates. Expectations for candidates' introductory field experiences might be primarily observational with no expectation of teaching/tutoring of students, while later work in the field could have the expectation of incremental involvement with students and direct instruction. In some programs, all or a portion of the field hours are included in credit-bearing courses focused entirely on field experiences. For example, in Adolescence English, teacher candidates complete 50 hours of fieldwork in each of two, 1-credit hour courses taken concurrently with 3-credit courses in teaching methodology. The grades for 1-credit hour courses devoted entirely to fieldwork are a direct measure of the candidates' performance and attitude during field experience. In programs where field experiences are embedded within courses with other learning outcomes beyond fieldwork, the evaluation of fieldwork becomes a portion of the final course grade. Because the learning outcomes and assignments for fieldwork differ from course to course within a program as well as from program to program, there is not a single, common assessment tool for fieldwork. Whether in a course devoted entirely to fieldwork or embedded within a course with multiple pedagogical goals, teacher candidates have specific assignments associated with fieldwork that become part of a course and/or program portfolio. [A sample evaluation form](#) from Adolescence Education Science is included for your review.

Data reflecting further evidence that teacher candidates demonstrate the knowledge, skills and professional dispositions for helping all students learn comes from the student teaching experience and is derived from the [Student Teacher Evaluations](#).

3c.5. What process is used to ensure that candidates collect and analyze data on student learning, reflect on those data, and improve student learning during clinical practice?

Some programs have developed and are using teacher work samples to gauge the impact teacher candidates have on student learning. Other programs are in the process of developing an assessment model that would include teacher work samples. For example, in Adolescence Education: English, the teacher work sample asks candidates to analyze the effectiveness of their instruction by first, isolating a "writing problem" pervasive among students by analyzing and quantifying data from a class sample of student writing; second, designing and teaching a lesson that addresses a writing "problem" that most students seem to have; third, collecting a sample of student writing produced after this lesson and comparing both pre- and post-samples to quantify the effects of the lesson; and fourth, using this data to reflect upon the candidate's instructional efficacy and to set goals for future instruction.

Candidates in Physical Education must plan and implement a unit plan during student teaching. The individual lessons must have goals aligned with state and national standards. Teacher candidates must pre- and post-test their students, analyze the results of those assessments, and utilize the reflective cycle to change the content and/or their teaching.

Candidates in Childhood Education complete an assignment during student teaching in five steps:

1. Choice of a topic for instruction in consultation with their host teacher;
2. Assessment of students' prior knowledge of that topic and analysis of results of that assessment;
3. Use of the assessment results to write a connected and integrated lesson plan that includes development of an assessment of students' learning from that lesson;
4. Teach the lesson and implement the planned assessment; and

5. Analyze the assessment results and assess student learning from the lesson plan based on the results.

3c.6. How does the unit ensure that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups?

Early field experiences are tracked by the Field Placement Office using a log sheet ([Early Field Experience-logsheet](#)) that records hours in the classroom and the presence of designated school/classroom characteristics/criteria designated in New York State Regulations of the Commissioner of Education, Part 52.21 Registration of Curricula in Teacher Education, including interaction with:

- students across the range of student development,
- parents and/or caregivers,
- students that are socioeconomically disadvantaged,
- students with disabilities/exceptionalities,
- students in high needs schools, and
- students who are English language learners.

Field experiences are assigned to support experiences with these learner characteristics, and at least one of the two eight-week student teaching placements is required to be in a school that has been designated as "high needs." NYSED's definition of high needs schools is based on a formula that includes factors such as the wealth ratio of the district (the district's real property value per pupil and adjusted gross income per pupil as a percentage of the New York State average) as well as the percentage of pupils receiving free and reduced lunch.

3c.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the development and demonstration of knowledge, skills, and professional dispositions for helping all students learn may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1. What does your unit do particularly well related to Standard 3?

SUNY Cortland's Field Placement Office provides early field experience and student teaching placements to more teacher candidates than any other similar office within the SUNY system. The high value we place on our partnerships and collaborations with public schools is evident in the relationships among our staff and these schools. This office is charged with, and successfully fulfills, the SUNY Chancellor's New Vision for Teacher Education that at least one student teaching placement is in a high needs school to provide teacher candidates with the broadest possible exposure to socioeconomically disadvantaged children. New and innovative ideas for successful field experiences are welcomed from faculty and our collaborative host teachers and administrators, then embraced, piloted and studied for impact on teacher candidate learning.

Our TESOL program has an international focus in using technology to implement innovative clinical experiences with P-12 [ESL students from Brazil, Mexico and Turkey](#) prior to our candidates' early field experiences. Plans are to expand the number of countries in which our candidates can gain practical experience under guidance and supervision of faculty.

2. What research on Standard 3 is being conducted by the unit?

In Spring of 2010, an electronic survey of area schools (including faculty and administrators) was implemented to gain feedback on ways to improve and enrich field experiences for adolescence education in grades 7-12. This survey has provided a foundation for further exploration of our P-6 field experiences in Spring, 2011 in collaboration with our Regional PDS partners.

Further work on a research-based project from our Cortland PDS initiative with Drs. Rombach and Smukler is continuing now in its third year. This project has paired general education and special education teachers and candidates in clinical field experiences at a local elementary school and had provided the seminal work which contributed to them receiving a five-year 325T grant from the US Department of Education to explore and implement dual certification programs in childhood education and special education.

As a member of the SUNY system, Cortland is contributing to the dialogue and grant application for Race to the Top funding for graduate clinically rich field experiences. At this juncture, SUNY system is planning to apply for a system-wide grant which then will incorporate the SUNY campuses that have teacher education programs.

STANDARD 4. DIVERSITY

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4a.1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

The appreciation for and commitment to diversity are reflected at all levels of teacher preparation. Through academic content, field work, and student teaching, candidates are provided the experiences to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Diversity is emphasized through the mission of the SUNY System to serve the diverse citizens of the state and is reinforced by the mission of SUNY Cortland as “an academic community dedicated to diverse learning experiences where students grow as engaged citizens with a strong social conscience. . .” The strategic plan ([SUNY Cortland-strategic plan-2010-2020](#)) has identified Campus Priorities for 2010-2020 as Transformational Education and Well-being, which include, respectively, “to develop students’ global competence through internationalization initiatives” and “to appreciate the advocate for diversity, equity, and social justice.” Moreover, the College Catalog has a distinct section following the mission statement entitled “The College and Cultural Diversity” which affirms and promotes respect for, dignity of, and worth of every individual.

Specifically for the professional education unit, all programs have embedded requirements which address and promote diversity. The Conceptual Framework ([Reaffirmed Conceptual Framework-2010](#)) is rooted in liberal learning with the key components of personal responsibility, social justice, and global understanding. All candidates are expected to “apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential” and “foster understanding of and respect for individuals’ abilities, disabilities and diversity of variations of ethnicity, culture, language, gender, age, class, and sexual orientation.”

These proficiencies are further defined through the unit dispositions. For example, candidates are assessed on their belief that all children can learn, and to achieve the target level, a candidate “exhibits solid knowledge of all learners’ abilities, learning styles, and cultural backgrounds” and “provides numerous and various learning experiences designed to meet the needs of all learners.” The disposition of non-discriminatory and inclusive pedagogy, fostering equity and social justice is identified at target level as every candidate “regularly selects activities/materials, assignments, and assessments that accommodate student diversity in terms of cultural background, ability, achievement, interest, and special needs.” Other dispositions involve fairness, empathy, and creation of a safe and nurturing classroom environment with emphasis on respect and inclusiveness.

In addition, program-specific proficiencies/standards designated by national professional associations align with the [Conceptual Framework](#). Examples from each school are:

- Arts and Sciences – Adolescence Education: English (NCTE) – create and sustain learning environments that promote respect for and support of individual differences of ethnicity, race, language, culture, gender and ability
- Education – Special Education: (CEC) use individualized strategies to enhance language development and assistive technologies to teach communication students with exceptional needs
- Professional Studies – Physical Education (NASPE): plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

4a.2. What required coursework and experiences enable teacher candidates and candidates for other school professional roles to develop:

- awareness of the importance of diversity in teaching and learning; and**
- the knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities?**

The unit provides candidates with an appreciation of and commitment to diversity through required courses, field experiences, and co-curricular opportunities for all 48 teacher education programs. All candidates must complete SUNY General Education (GE) requirements, including categories on Contrasting Cultures and Foreign Language. Entering freshmen are also required to complete a first year seminar ([COR101-First Year Seminar](#)) with diversity as a major theme, and they are similarly required to complete the Cortland GE category of Prejudice and Discrimination.

In addition, all candidates must complete a health course along with psychology courses that foster understanding of various aspects of human development. Methods courses explore strategies to ensure that all students learn. Language development is addressed through two literacy courses as mandated in [NYSED Regulation Sec. 52.21](#) in childhood education and in adolescence education. Integrated into all programs is the requirement of an ELL web-based, interactive module to optimize skills in teaching English Language Learners ([ESL/LEP Module](#)) Currently in development is a NYSED-mandated three-credit course for adolescence education programs on teaching students with disabilities.

Every candidate has specific disciplinary program requirements with regard to diversity ([Diversity Related Courses by Program/Department](#)). Examples of program requirements from each school include:

Arts and Sciences: Adolescence Education: Social Studies (dual major in history): six hours of non-Western history (Africa, Asia, Latin America, Middle East)

Education: Childhood/Early Childhood Education: [SPE 270 Introduction to Special Education](#)

Professional Studies: Communication Disorders/Sciences: SHH 360 Teaching Children with Limited English Proficiency

[Service learning courses](#) (SLRN) prepare candidates to bring back into the community their new knowledge as future teachers while fostering their civic responsibility. They learn to become advocates for children and families. Candidates apply their diversity understandings connected with coursework in a variety of settings: childcare centers, classrooms, community resource centers (where they work with

families), children's museum, or other community agencies. Candidates learn to structure classrooms and other environments using play/learning centers/work stations, and other inviting and safe configurations for learning. They analyze with faculty ways in which multiple factors (interest, physical, psychosocial and emotional development, gender, sexual orientation, cultural identity/experiences, popular culture) impact student learning.

Student Teaching: The Field Placement Office, along with program faculty, carefully select schools in compliance with NYSED Regulation 52.21 that requires specific characteristics of practicum and student teaching placements. The requirements stipulate that candidates complete one early field and one student teaching placement in a high need school; work with parents/caregivers; students with disabilities; students across the certificate's developmental range; English-Language Learners; and students from diverse socio-economic backgrounds. Candidates may also elect placements in New York City ([SUTEC-fieldplacements in New York City](#)) or Australia ([Australia Student Teaching-2010](#)), to work with highly diverse and special needs populations and within a cross-cultural context.

Ongoing co-curricular opportunities are similarly available. The Psychology Department has sponsored a conference on autism, and recently the Institute for disabilities Studies (IDS) has hosted a campus-community conference on disabilities. Inclusion U, a grant administered by the Recreation, Parks, and Leisure Studies Department, offers a day-long professional development program concerning assessing accessibility of facilities. The Multicultural Life Office in Student Affairs, the Interdisciplinary Center for Gender and Intercultural Studies, and the Student Government Association support interest groups such as the Black Student Union, La Familia Latina, Hillel, and the Lesbian-Gay-Bisexual-Transgender-Queer Committee and such events as Unity Celebration, Women's History Month, and the Islamic Community Dinner.

Naturally, inherent with program development is faculty development. To increase sensitivity to the numerous groups of our multicultural nation and to assist in curriculum, stipends have served as incentives for two annual summer workshops. The first is the Diversity Institute Initiative, which averages ten to seventeen participants each year since 2004 and the second is the [Summer Ethics Institute](#), which was initiated in 2005 and has trained a similar number of faculty per year concerning strategies for curricular infusion of ethics. Still another avenue for faculty development is the electronic national journal Social Advocacy and Systems Change, which began in 2008 as a vehicle for scholarly discourse through a web-based interdisciplinary social justice journal housed here at SUNY Cortland. [Institute for Disability Studies](#)

[ESL/LEP Module:](#) Candidates complete this module under the direction of an instructor in order to optimize learning experiences for students at various stages of learning to speak English.

[SPE 270 Introduction to Special Education](#) and/or other pedagogy courses, e.g. Science Methods introduces students to The Education Act (IDEA) and Section 504 of the Rehabilitation Act and Individualized Education Programs (IEP). In schools, candidates interact with teachers and therapists to further understand and teach students with special needs.

Service learning prepares candidates to bring back into the community their new knowledge as future teachers while fostering their civic responsibility. They learn to become advocates for children and families. Candidates apply their diversity understandings connected with coursework in a variety of settings: childcare centers, classrooms, community resource centers (where they work with families), children's museum, or other community agencies. Candidates learn to structure classrooms and other environments using play/learning centers/work stations, and other inviting and safe configurations for learning. They analyze with faculty ways in which multiple factors (interest, physical, psychosocial and

emotional development, gender, sexual orientation, cultural identity/experiences, popular culture) impact student learning.

FSA 400/EDU 471, two foundational courses, promote analysis and reflection on issues of race, SES, ability/disability, and gender as candidates reason, speak and write about American education purposes and practices.

4a.3. What key assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?

Programs at SUNY Cortland infuse diversity content and assessments within multiple courses, during early field experiences connected with courses, and during student teaching as well as special workshops. This provides candidates developmental opportunities to understand, build on and demonstrate [diversity proficiencies](#). It also enables departments to use assessment to assure candidates develop diversity proficiencies and receive adequate feedback. It allows departments to evaluate teacher education programs and enable faculty to make curricular revisions to assure diversity standards are being addressed and met.

Item #3 on The Student Teaching Mid-Quarter/Final Evaluation (STE) is a performance-based assessment common to all programs leading to initial certification across the college. It is designed to evaluate candidates' ability to demonstrate that they understand how students differ in their approaches to learning and demonstrate they can create opportunities that ensure success for diverse learners. College supervisors, classroom teachers, and candidates too, evaluate candidates' proficiency on a three-point rubric, where three (3) designates target, two (2) designates acceptable, and one (1) designates unacceptable). Each independently evaluates the degree to which candidates can do the following:

1. Design instruction appropriate to students' stages of development, learning styles, strengths and needs.
2. Identify appropriate services or resources to meet the needs of exceptional learners.
3. Adjust instruction to accommodate the learning differences or needs of students.
4. Use knowledge of different cultural contexts to create a learning community that respects individual differences (socioeconomic, ethnic, cultural, religious).
5. Create a classroom climate that supports students with unique learning abilities.

Data aggregated from 2005-2009 indicates that across all programs, candidates demonstrate [item #3 proficiencies](#) described above. The average ratings by program ranged from 2.20 to 2.72 with an overall average of 2.59 on the three-point scale.

Examples of program-specific assessment include the following: Adolescence English Language Arts candidates' competence to meet diversity standards is assessed through blogs, podcasts, videos, and wikis and when working directly with students. In Early Childhood, an advocacy project and literacy packs for families reflect candidates' awareness of culture, language needs, and ability to be an advocate for families. Diversity is also reflected in integrated thematic units and lesson plans that candidates develop and implement during student teaching. Through many and varied avenues, all teacher education candidates must demonstrate that they can plan and implement instruction that is at once challenging as well as culturally competent, rooted in and respectful of student culture, cultural identity and experiences, unique interests, and varied learning styles. These assessments reflect infusion of the conceptual framework diversity principles across all programs at the college and aligned with local, state, and national professional association standards. Additional program-specific assessments are included in SPA reports and a listing of [program-specific courses and assessments that address diversity](#).

4a.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to diversity proficiencies and assessments may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

4b. Experiences Working with Diverse Faculty

4b.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with higher education and/or school-based faculty from diverse groups?

Candidates take classes with professional education faculty as well as general faculty. Thus, disaggregating data only for “professional education faculty” (see table 8 below) would present a limited picture of classroom interactions candidates may have with diverse faculty. A demographic breakdown by department ([demographic breakdown by department-Gender and Ethnicity](#)) reveals faculty identified as ALANA (Africana, Latino, Asian, and Native American) reside across all schools (see table 8 below). If one considers interactions with diverse faculty beyond those teaching in a given teacher education program, i.e. in General Education, concentration, pedagogy, and elective courses, there is a greater likelihood of candidates interacting with ALANA faculty.

The probability of interacting with diverse faculty increases if one factors in international faculty. With greater emphasis on global awareness and international programming, Cortland has hosted an increasing number of visiting international faculty, who teach and also reach students through campus presentations. If one factors in other aspects of diversity, i.e. disability, sexual orientation, and/or gender, the probability of interaction increases further. While students might go through Cortland without ever taking a class from an ALANA faculty member, they will certainly be taught by a woman, and will likely be taught by a person who identifies as Lesbian, Gay Bi-sexual or Transgendered (but may choose not to disclose her/his sexual orientation) or by a person who has a disability.

Clearly, the number of ALANA full time faculty needs to increase to make the college more appealing to ALANA teacher candidates. A critical mass is important to attracting others. With so few ALANA residents in the county, in relation to the numbers residing in New York State, Cortland’s appeal as a place to live and work is a continuing challenge. There are a few diverse college faculty that supervise candidates in schools (see table 8 below), a reflection of the college’s ongoing goal to increase diversity.

In examining school districts with the largest number of our student teachers ([High Volume Student Teacher Placement Sites](#)), the probability of encountering clinical faculty from diverse groups is highest in the Albany City Schools, the Syracuse City Schools, Elmont Union Free Schools and Brentwood Union Free Schools. The likelihood of working with Native American teachers is greatest in the Lafayette Central School District, a PDS partner, where the Onondaga Nation is located. As the college builds its regional PDS partnerships, efforts to collaborate with ALANA teachers should be increased so that the college expands its pool of teachers of color who mentor teacher candidates. As more former C.U.R.E. candidates ([Cortland’s Urban Recruitment of Educators \(C.U.R.E\)](#)) become seasoned teachers, it is important to seek them out to host Cortland student teachers as well.

Masters candidates can elect to participate in the [Summer Teacher Institute in Belize](#) focusing on environmental education, where they collaborate with Belizean teachers.

4b.2. What knowledge and experiences do faculty have related to preparing candidates to work with students from diverse groups?

Experience in urban schools, ongoing professional development, and collaboration with teachers in urban/high needs schools and internationally are credentials Cortland faculty bring to their position to prepare candidates to work with diverse groups. Some have taught in urban high needs schools P-12, (NYC, Syracuse, and Philadelphia); others have conducted diversity research and worked on improving their course curriculum.

Some faculty have taught internationally in P-12 schools and at other international universities and have a breadth of experience with a richly diverse array of students and colleagues.

[Cortland’s Center for Gender & Intercultural Studies](#) (CGIS), formerly Multicultural & Gender Studies, has been a leader in developing diversity courses, hosting curricular workshops, and promoting diversity programming. Curriculum development is one area where Cortland has made diversity a priority providing faculty with summer stipends for professional development to restructure curriculum. Stipend recipients commit to restructuring courses, then sharing outcomes with colleagues the following spring. SUNY’s [Office of Diversity and Educational Equity](#) (ODEE) recognized the powerful professional development work being done at Cortland and has provided support for faculty from other SUNY campuses to attend workshops at Cortland.

SUNY Cortland promotes professional development workshops that are open to all Cortland faculty. Professional development opportunities are ongoing throughout the school year as is a wealth of diversity programming that includes films, lectures and performing arts. SUNY Cortland faculty are encouraged to be lifelong learners in regard to diversity, as is expected of teacher candidates. A snapshot of professional development opportunities in one semester showed more than 75 diversity-related presentations, films and discussion groups.

4b.3. How diverse are the faculty members who work with education candidates? [Diversity characteristics in addition to those in Table 8 can also be presented and/or discussed, if data are available, in response to other prompts for this element.] Please complete Table 8 or upload your own table at Prompt 4b.5 below.

**Table 8
Faculty Demographics**

Fall 2009 Full-Time & Part-Time Faculty								
	Professional Ed faculty in Initial & Advanced Teacher preparation programs		All faculty in the Institution		School-based faculty		Diversity of Geographical Area Served by Institution-New York State	Diversity of Cortland County
	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>%</u>	<u>%</u>
American Indian or Alaskan Native	1	0.4%	1	0.2%	1	2.4%	0.2%	0.4%

Asian or Pacific Islander	6	2.3%	18	3.2%	3	7.1%	6.7%	0.8%
Black or African American, non Hispanic	1	0.4%	16	2.9%	1	2.4%	14.6%	1.5%
Hispanic or Latino	5	1.9%	12	2.1%	0	0.0%	16.3%	1.7%
White, non-Hispanic	244	94.9%	513	91.6%	37	88.1%	60.3%	94.6%
Two or more races							1.2%	0.9%
Other							0.5%	0.0%
Total ALANA	13	5.1%	47	8.4%	5	11.9%	39.5%	5.3%
Total	257		560		42			
Female	164	63.8%	289	51.6%	33	78.6%	51.5%	51.8%
Male	93	36.2%	271	48.4%	9	21.4%	48.5%	48.2%
Total	257		560		42			

4b.4. What efforts does the unit make to recruit and retain a diverse faculty?

Since 2003, ALANA faculty numbers have increased very slightly and remain relatively stable. Recent limited success in recruitment is purported to be due to strategic advertising in targeted media, through professional organizations, and at professional conferences. Success in retention is due to initiatives such as the “RedDragon New Hire Program.” This new program includes four components for successful retention: Orientation, Socialization, Mentoring, and Professional Development. The former and current provosts have promoted these efforts, in collaboration with Human Resources and the [Affirmative Action Office](#).

Unfortunately, just as strategic efforts for recruiting and retaining diverse faculty have been improving, the dramatic economic decline in NYS has limited Cortland’s ability to recruit. The current initiatives provide us with a sense of optimism, however. Those ALANA faculty currently successful and settled in Cortland will be our strongest advocates for recruitment when the financial picture in the state improves.

Factors likely to enhance ALANA recruitment: 1) continuing to build an inviting campus environment; 2) highlighting the strong campus support structures for ALANA faculty (RedDragon New Hire program, Center for Gender and Intercultural Studies, Human Resource/Affirmative Action Office; [Research and](#)

[Sponsored Programs Office](#)); 3) highlighting SUNY support structures ([Office of Diversity and Educational Equity](#), [Drescher leave program](#)); 4) promoting positive aspects of the larger community (arts, outdoor sports, burgeoning farmers' markets, scenic beauty, county services); and 5) connecting with colleges/universities within close proximity (spousal employment, research collaboration).

The recent implementation of a centralized budget in the Office of Affirmative Action designated for strategic advertising and targeted hiring should be a plus for increasing the number of ALANA faculty.

4b.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

4c. Experiences Working with Diverse Candidates

4c.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with candidates from diverse groups?

The number of ALANA candidates has doubled since 2003. [Cortland's Urban Recruitment of Educators \(C.U.R.E.\)](#) and the [Educational Opportunity Program \(EOP\)](#) attract many ALANA candidates and/or candidates with financial need. The number of international candidates has also increased, in Cortland's dual ESL degree program with [Anadolu University in Turkey](#).

There is geographic diversity with candidates enrolling from urban, suburban and rural communities across New York State. Candidates represent various ethnic, religious and socioeconomic groups with differences in sexual orientation, dialect, age and exceptionalities. For example, nontraditional candidates in undergraduate teacher education programs constitute approximately 13% of the teacher education pool. Sixty-seven candidates have self-identified with a disability and requested accommodations. The number of females in teacher education programs across the college however, far exceeds the number of males by 2:1 (67.3% female: 32.7% male).

Candidates interact in GE, liberal arts and pedagogy classes: participating in literature joint inquiry projects; spending several days at outdoor education facilities, or pursuing service-learning projects in community agencies. They participate in family literacy and math nights at P-12 schools. They interact in many active clubs/organizations, during social, cultural, and athletic activities, at leadership retreats, and in residence hall programs. Extensive intramural programs and team sports engage many diverse candidates. A wide array of student organizations exists, some connected with majors, e.g., Education, Special Education, Science, and English and other topic-oriented organizations.

Multicultural student organizations welcome members who bring diverse experiences and perspectives, e.g. Black Student Union, Caribbean Club, La Familia Latina, Women of Color, and co-sponsor multicultural conferences and/or speakers with the [Multicultural Life Office](#). Candidates collaborate with diverse peers and residence hall staff to plan and conduct extensive cultural/educational programming.

The Multicultural Life Office, Campus Concert Artist and Lecture Series, and [Center for Gender and Intercultural Studies](#) co-sponsor an array of cultural programs to engage candidates across diverse groups. Of note was a commemorative sit-in last spring celebrating the 50th anniversary of the Greensboro lunch counter sit-in, at SUNY Cortland Main Street's Beard Gallery, accompanied by a film and discussion of sit-ins during the civil rights era.

There are no distance learning, or full off-site, alternate route programs at SUNY Cortland.

4c.2. How diverse are the candidates in initial teacher preparation and advanced preparation programs? [Diversity characteristics in addition to those in Table 9 can also be presented and discussed, if data are available, in other prompts of this element.] Please complete Table 9 or upload your own table at Prompt 4c.4 below.

**Table 9
Candidate Demographics (fall 2009)**

	Candidates in Initial Teacher Preparation Programs		Candidates in Advanced Preparation Programs		All Students in the Institution		Diversity of Geographical Area Served by Institution- New York State	Diversity of Cortland County
	<u>n</u>	<u>(%)</u>	<u>n</u>	<u>(%)</u>	<u>n</u>	<u>(%)</u>	<u>(%)</u>	<u>(%)</u>
American Indian or Alaska Native	10	0.3%	1	0.2%	36	0.5%	0.2%	0.4%
Asian or Pacific Islander	29	0.9%	3	0.5%	110	1.5%	6.7%	0.8%
Black or African American, non Hispanic	64	2.1%	5	0.9%	199	2.7%	14.6%	1.5%
Hispanic or Latino	137	4.5%	10	1.8%	370	5.1%	16.3%	1.7%
White, non-Hispanic	2456	80.4%	482	88.1%	5727	78.2%	60.3%	94.6%
Two or more races	15	0.5%		0.0%	33	0.5%	1.2%	0.9%
Race/ethnicity unknown	342	11.2%	46	8.4%	847	11.6%		
Other							0.5%	0.0%
Total ALANA	255	8.4%	19	3.5%	748	10.2%	39.5%	5.3%
Total	3053		547		7322		99.8%	99.9%
Female	2031	66.5%	403	73.7%	4247	58.0%	51.5%	51.8%
Male	1022	33.5%	144	26.3%	3075	42.0%	48.5%	48.2%
Total	3053		547		7322			

4c.3. What efforts does the unit make to recruit and retain candidates from diverse groups?

From 2005 to 2010, Admissions targeted New York City and expanded upstate recruitment in western New York. In 2009-2010, staff attended 35 college fairs, 16 national fairs, six SUNY programs, and made 34 individual visits to recruit diverse candidates. Admissions hosted 28 bus trips from schools or organizations, and provided overnight lodging and food. The college expanded campus visitor programs adding an Open House, weekend options, department-oriented activities, and program-specific presentations. [Admissions' publications](#) highlight the college's commitment to diversity and students, organizations, and academic programs that enhance diversity on campus.

Cortland Urban Recruitment of Educators (C.U.R.E.) and Educational Opportunity Program (EOP) are special initiatives that recruit diverse undergraduates. C.U.R.E. scholarships are awarded to ALANA and economically challenged candidates. In 2009-2010, there were 32 students in the C.U.R.E. program receiving scholarships. The Financial Aid Office participates in Financial Aid Nights at schools and has an open door policy for assisting families to complete financial aid forms. A Financial Aid Officer is assigned to work with EOP undergraduates.

[COR 101-First Year Seminar](#) (The Cortland Experience: A First Year Seminar) orients candidates to the College and The Office of First Year Advisement and Transition provides advisement to pre-majors and childhood education-waiting majors, and offers ([Advisement and Transition Office](#)) special services to transfer and adult learners with workshops and special events. E.O.P. has a 6 week summer institute to prepare students for the transition to the college setting.

The [Multicultural Life Office](#) provides programs for understanding the richness of diversity. It has initiated a new program, [ALANA Aspires](#), that has the potential to increase recruitment and retention of diverse candidates.

[Liberty Partnerships Program](#) has helped 250-350 youth yearly complete high school and attend college or find employment; [Access to College Education](#) has helped over 700 adolescents facing adversity to prepare for and attend college.

4c.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to candidate diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

4d. Experiences Working with Diverse Students in P-12 Schools

4d.1. How does the unit ensure that candidates develop and practice knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice?

Cortland's [Field Placement Office](#) staff, with faculty input, carefully selects sites that comply with New York State Education Regulation 52.21 and SUNY policy. For initial certification, at least one early experience and one student teaching experience must be in a high needs school. In addition, in their combined placements, candidates must work with students across the developmental range of the certificate, students with disabilities, English-language learners, and students from disadvantaged socio-economic backgrounds, as well as with parents and caregivers. Candidates observe and work alongside experienced teachers to apply pedagogy skills individually with high needs students in small and large

groups, or while tutoring in after-school programs or study halls. They also work with special teachers, staff and administrators in order to improve their own cultural competence.

During student teaching ([STE-Form](#)), frequent observations by qualified college supervisors, two and three-way conferences, assignments with clearly specified outcomes, frequent feedback and Item #3 on the Student Teaching Evaluation provide multiple ways to evaluate candidate competence. Critical diversity-related topics are addressed during weekly seminars.

The Unit Accreditation Board (2004) cited the Literacy and Educational Leadership departments for not monitoring placements of advanced level candidates to assure they have opportunities to work with diverse populations.

The Literacy Department has addressed this by holding its final clinical course in three to four high needs schools fall and spring, where candidates tutor with direct faculty supervision. In summer, one or two of these clinical courses draw tutees from similar high needs schools. The department has continued to have discussions with regional teachers to improve clinical field experiences. Also, as programs are revised, a TESOL course requiring candidates to tutor English Language Learners is in development.

Educational Leadership continues to examine avenues to address this issue. Many candidates cannot afford to take a leave from their current positions, which necessitates that they complete administrative internships in schools where they teach.

The unit and both departments will inventory placements to assure that candidates have adequate opportunities to work with diverse student populations.

4d.2. How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice? Please complete Table 10 or upload your own table at Prompt 4d.4 below. [Although NCATE encourages institutions to report the data available for each school used for clinical practice, units may not have these data available by school. If the unit uses more than 20 schools for clinical practice, school district data may be substituted for school data in the table below. In addition, data may be reported for other schools in which field experiences, but not clinical practice, occur. Please indicate where this is the case.]

**Table 10
Demographics on Sites for Clinical Practice in Initial and Advanced Programs**

AGENCY NAME (DISTRICT)	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black	Hispanic	White	Free/ Reduced Lunch (SES)	LEP/ ELL	HIGH NEEDS School	URBAN- CENTRIC LOCALE
Auburn CSD	0.4%	1.2%	10.3%	1.7%	86%	36%	0.2%	1	Town: Fringe
Binghamton CSD	0.4%	3.6%	25.5%	7.5%	63%	61%	4.0%	1	City: Small
Brentwood UFSD	0.3%	2.0%	17.7%	69.5%	11%	62%	27.1%	1	Suburb: Large
Chenango Forks CSD	0.2%	0.7%	1.3%	1.6%	96%	28%	0.1%		Suburb: Mid- size
Chenango Valley CSD	0.2%	1.3%	2.1%	0.9%	95%	48%	0.4%		Suburb: Mid- size
Cincinnatus CSD	0.7%	0.0%	1.0%	0.7%	97%	56%	0.0%	1	Rural: Distant

Corning (Painted Post) CSD	0.3%	2.8%	4.4%	1.5%	91%	37%	0.8%		Town: Fringe
Cortland CSD	0.4%	0.6%	5.1%	2.5%	91%	37%	0.3%	1	Rural: Fringe
Dryden CSD	0.4%	0.8%	3.6%	1.0%	94%	27%	0.2%	*	Town: Fringe
Elmont UFSD	0.1%	14.5%	51.5%	21.0%	13%	43%	4.5%	*	Suburb: Large
Fayetteville-Manlius CSD	0.2%	7.2%	2.4%	1.4%	89%	5%	1.2%		Suburb: Large
Greene CSD	0.2%	0.4%	1.6%	0.2%	98%	42%	0.0%	1	Rural: Distant
Groton CSD	0.0%	0.3%	0.7%	0.6%	98%	47%	0.3%	1	Rural: Distant
Homer CSD	0.0%	1.0%	0.5%	0.7%	98%	25%	0.2%		Town: Fringe
Ithaca CSD	0.8%	12.1%	13.9%	4.6%	69%	30%	7.4%	*	City: Small
Johnson City CSD	0.4%	6.1%	12.7%	5.3%	76%	48%	2.4%	1	Suburb: Mid-size
Lafayette CSD	26.5%	1.0%	1.3%	0.2%	71%	32%	0.0%	*	Rural: Fringe
Marathon CSD	0.0%	0.3%	1.3%	1.2%	97%	41%	0.2%	1	Rural: Distant
North Syracuse CSD	1.2%	1.6%	4.5%	1.5%	91%	22%	0.4%	*	Suburb: Large
Owego-Apalachin CSD	0.1%	1.2%	2.1%	0.9%	96%	33%	0.5%	1	Town: Fringe
Spencer-Van Etten CSD	0.3%	0.9%	1.0%	17.2%	81%	51%	0.2%	1	Rural: Distant
Susquehanna Valley CSD	0.3%	0.7%	2.7%	1.4%	95%	26%	0.1%		Suburb: Mid-size
Syracuse CSD	1.4%	2.9%	54.3%	10.7%	31%	75%	7.2%	1	City: Mid-size
Union-Endicott CSD	0.4%	2.5%	7.2%	2.0%	88%	31%	0.7%	*	Suburb: Mid-size
Utica CSD	0.1%	7.4%	29.2%	14.4%	49%	73%	10.8%	1	City: Small
Vestal CSD	0.4%	6.6%	2.7%	1.7%	89%	12%	1.2%		Suburb: Mid-size
Whitney Point CSD	0.0%	0.4%	1.0%	0.7%	98%	58%	0.3%	1	Rural: Distant

4d.3. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

During early field experiences, candidates are primarily supervised by host teachers who provide feedback to faculty and to candidates directly. In addition, faculty who teach courses that include a field experience communicate with host teachers and provide feedback on candidates' written field assignments.

Qualified college supervisors provide feedback during student teaching based on frequent observations. Supervisors conduct three-way conferences with the candidate and host teacher as well as frequent conferences with the candidate only. Candidates complete written assignments with clearly specified outcomes for which supervisors and the host teachers provide feedback, e.g. on lesson planning and delivery as well as unit planning and implementation.

Item #3 on the Student Teaching Evaluation ([STE-Item#3](#)) on Diversity provides another avenue for faculty to identify problems in this area and provide feedback to candidates. If, for example, there are

ongoing concerns, and candidates do not respond to such feedback, a candidate consultation under the [Fair Process Policy](#) could be employed, along with supplemental instruction to assist them in meeting these standards. If further action is required then additional steps may be necessary and dismissal from the teacher education program may result.

4d.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the diversity of P-12 students in schools in which education candidates do their field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 4?

SUNY Cortland is strong in the areas of diversity curriculum development and diversity programming. It has an excellent track record of providing professional development that supports faculty diversity work that is supported by the provost and the SUNY Office of Diversity and Educational Equity (ODEE) - from its summer workshops through the Center for Gender and Intercultural Studies (CGIS) to its extensive programming throughout the year offered by the Faculty Development Center. CGIS is a model center that houses several ethnic and women's studies minors that are open to all students, including those in teacher education programs: Asian and Middle Eastern Studies, Native Americana Studies, Jewish Studies, Women's Studies, and Latino and Latin American Studies. CGIS has recently restructured to provide support for diversity research, to support research of diverse faculty, and to provide more extensive professional development for all faculty and P-12 teachers. Cortland's Office of Advisement and Transitions does an excellent job working with a large number of non-traditional and transfer students.

The college has a strong Multicultural Life Office that supports ALANA students and organizations and provides diversity programming for the campus and broader community. The C.U.R.E and EOP programs provide exceptional support to diverse candidates. Cortland also has an effective [Student Disabilities Services Office](#) that provides additional support to students with academic and physical needs. The [Migrant Educational Outreach Program](#) is a model program that impacts almost 1,000 children and families across this region. Through this program, Cortland's teacher candidates have opportunities to work with migrant children and their families to gain valuable experience with this specific high-need population.

2. What research related to Standard 4 is being conducted by the unit or its faculty?

Below are just a few examples of diversity scholarship/research being conducted; a list of additional related funded projects ([Diversity Related-Funded Projects](#)) is included in attachment.

Drs. Rombach & Smukler: Unified Teaching and Learning Initiative (UTLI) supports student teachers working with special and regular education teachers to improve learning in inclusive classrooms.

Dr. Davidenko: PDS Math Partnership involving teacher and candidate collaboration to plan and implement hands-on learning, and to differentiate instruction to assure success for all.

Dr. Duncan: Director Institute for Disability Studies (IDS) promotes multidisciplinary research in disability issues.

Dr. Bentley: Founding editor, peer-reviewed, online journal *Social Advocacy and Systems Change* provides a national forum to publish research and articles on issues of disability and other forms of marginalization.

Dr. Kim: Early Childhood Longitudinal Study – Kindergarten Class for research using nationally represented samples of students with and without disabilities.

Dr. Burns Thomas: Park Foundation grant that supports research on urban teaching. She has also contributed to the NSF Noyce Scholarship Program to use components of the C.U.R.E. Program with STEM candidates.

Dr. Barduhn: Federal grant that supports a multi-state project to increase migrant student achievement in mathematics.

Dr. Barrett: Graduate Follow-up Coordinator for C.U.R.E. - collects data to monitor the success of program graduates.

Dr. Lin: Research evaluating the effectiveness of multicultural literature for teaching history to elementary school students.

Dr. Columna: Research grant to facilitate participation of students with spina bifida in educational activities, medical services, and social programming to improve emotional, social, and physical well-being.

Dr. Fan: Research involving teaching ESL students to read.

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.

[In this section the unit must include the professional education faculty in (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

5a. Qualified Faculty

5a.1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)? Please complete Table 11 or upload your own table at Prompt 5a.5 below. [Professional Education Faculty information compiled by AIMS from earlier reports submitted for the national review of programs and updated by your institution (see Manage Faculty Information page in your AIMS workspace) can be imported into Table 11. For further guidance on completing this table, see the directions provided below (select link "click here") as well as in the Help document (click on "Help" in the upper right corner of your screen.)]

- Table 11: [NCATE Table11-Faculty Qualification Summary](#)

5a.2. What expertise qualifies professional education faculty members who do not hold terminal degrees for their assignments?

Adjunct faculty who are hired to supervise student teachers are not required to hold terminal degrees. However, they must have had significant teaching experience in P-12 schools in the area(s) in which they are supervising. Most of our part-time supervisors have master's degrees and NYS teaching certification, and many of them are retired teachers or administrators.

Adjunct faculty hired to teach courses in our teacher education programs are required to hold master's degrees and have previous teaching experience. Many of these instructors are in-service teachers who teach part time at the college.

All full-time coaches housed in the Athletic Department devote 10-30% of their workload to teaching in the Physical Education department. Except for one coach, all coaches teach in the activity program and/or teach a coaching clinic course. Many of our coaches have P-12 teaching experience, and most have master's degrees.

In fall 2000, SUNY Cortland created several full time lecturer (FTL) positions throughout the college, including some teacher education programs. These are three-year, full-time, non-tenure-track appointments that are renewable. Full time lecturers have a 12 credit hour teaching load per semester (as compared with 9 credits for tenure-track faculty) but no requirements for either scholarship or service. These positions require a master's degree and previous teaching experience, and in fact, most of our FTLs have prior P-12 teaching experience. In some cases, the teaching responsibilities of full time lecturers include student teaching supervision.

In a few cases, faculty who are ABD have been hired into tenure-track lines. In these cases, completion of the terminal degree is expected as a condition for renewal of appointment.

5a.3. How many of the school-based faculty members are licensed in the areas they teach or are supervising? How does the unit ensure that school-based faculty members are adequately licensed?

We require that all host teachers who host our student teacher candidates be licensed in the appropriate field. The selection of host teachers is a collaborative process between SUNY Cortland teacher education faculty, school principals, and the coordinators in the SUNY Cortland Field Placement Office. We depend heavily upon the recommendations of school administrators to help us identify host teachers who are experienced mentors and role models. We do not require that host teachers be tenured. However, the vast majority of them are tenured teachers, as this is often the preference (if not policy) in many school districts. SUNY Cortland does not maintain a database on the credentials of host teachers, but we are confident that our school administrators understand the requirement that host teachers be properly licensed, and we rely on our professional relationships with our school colleagues to ensure that we are in full compliance. Although we do not keep statistics on the number of times that this has occurred, it is not unusual for a school principal to decline a request for a student teaching placement on the basis that a qualified teacher in the subject area is not available. The [criteria for host teachers](#) are listed in the SUNY Cortland Student Teaching Handbook.

5a.4. What contemporary professional experiences do higher education clinical faculty members have in school settings?

Over 70 faculty members have responsibilities as clinical faculty, serving as supervisors of either student teachers, administrative interns or other clinical experiences, or as coordinators of student teacher centers. Therefore, they collectively have a wide range of current experiences in school settings. Many of them have had years of experience in supervision, following long careers as classroom teachers or school administrators. Several of our clinical faculty are currently involved in a variety of mentoring and tutoring programs (usually after school) for at risk students. Some have stayed involved with school districts as substitute teachers. Other recent examples of their experiences are listed below:

- Developed collaborations with schools and community agencies in Cortland and Syracuse to create field experiences for undergraduate and graduate students learning how to address the needs of students with disabilities in school settings, and to serve as resources for guest speakers and field visits.
- Program Director, America's Promise, Teaching American History Project, Dutchess County BOCES, 2002-09.
- Instructor, early literacy program, Cicero Elementary School.
- Mentor for new teachers in N Syracuse SD, 2006-2008.
- Serve as facilitator and coach for implementing Visual Thinking Strategies with teachers from Cincinnati Elementary School.
- Helped establish the first PDS initiative for student teaching in a truly inclusive format with the Cortland School District at Parker Elementary School, one of 19 schools in New York recently receiving federal recognition as a Blue Ribbon school.
- Barry School PTA president, member of Shared Decision Making Committee, school volunteer.
- Served as a consultant to P-12 public school district.

- Presented math workshops to K-5 teachers Smithtown Public Schools.
- Policy Board Member - Suffolk Edge Teacher Center.
- Board of Education, Union-Endicott and Horseheads.

5a.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty qualifications may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5b. Modeling Best Professional Practices in Teaching

5b.1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?

Simply put, the teacher education faculty reflect the conceptual framework by modeling the behaviors, practices and dispositions that they hope to foster in their teacher candidates. While candidates are held to high standards, faculty are committed to helping them to attain these standards. Without this commitment on our part, we cannot expect to foster in candidates the belief that all students can learn.

Our faculty are lifelong learners who are committed to continued professional development. All faculty are trained in research-based methodologies and stress the importance of standards-based teaching in their methods courses, with attention to New York State learning standards as well as the professional standards from the appropriate SPA. All course syllabi at SUNY Cortland are expected to include a list of student learning outcomes. For teacher education programs, these learning outcomes are aligned with professional standards from the SPAs and from New York State. In addition, they are keyed to relevant learning outcomes from the SUNY Cortland conceptual framework.

The use of instructional technologies is widespread among the faculty, as is the use of teaching strategies that address multiple learning styles. Each teacher education program includes courses on assessment and evaluation techniques. Many faculty maintain active research programs focused on technologies that facilitate learning, innovative teaching methods, assessment, and related areas.

The SUNY Cortland conceptual framework is rooted in liberal learning that includes personal responsibility, social justice and global understanding. This liberal learning is not relegated to candidates' courses in general education. Rather, many teacher education faculty actively incorporate these themes into all of their courses. Issues such as access to education, under-representation of women and minorities in STEM fields, and the challenges facing high-needs schools, both urban and rural, are regularly addressed in our teaching.

5b.2. How do unit faculty members encourage the development of reflection, critical thinking, problem solving, and professional dispositions?

Teacher candidates are encouraged to practice critical reflection throughout their program. Journals and field logs are required in all field work and student teaching experiences. Portfolios, lesson plans, positive behavior support plans, case studies and applied research further promote reflective decision making and advocacy through experiential learning, critical thinking, critique and application of evidence-based practices, and problem-solving. These expectations are communicated through syllabi, formal and informal course evaluation, and collaborative scholarship between faculty and teacher candidates.

Teacher candidates are first made aware of professional dispositions when they apply for admission to the program. Candidates are asked to articulate their teaching philosophy and reflect upon what it means to be a professional educator. In specific courses, particularly those with a field work component, dispositions are assessed through rubrics that measure professional behaviors. Whenever possible, feedback is solicited from multiple sources: teaching faculty, advisors, cooperating teachers, and in some cases, service providers to children with disabilities and family members that candidates have interacted with. Some programs require candidates to engage in self-assessment.

During student teaching, college supervisors continually reinforce these values, with particular emphasis on the expectations of the host school, and on strategies to address any problems that arise. Most programs have student teaching seminars that provide opportunities for candidates to discuss their experiences with their peers.

In cases where problematic behavior has occurred, the campus judicial system and the unit's Fair Process Policy challenge candidates to demonstrate through required reflections that they understand the behaviors that are expected of them, how they fell short of these expectations, and what steps they will take to change their behavior.

5b.3. What types of instructional strategies and assessments do unit faculty members model?

Always responsive to changes in the learning environment and to the shifting needs of varied categories of learners, teacher education faculty embrace pedagogical flexibility and typically model a wide range of approaches and methods in the classroom, all underpinned by a commitment to critical thinking and applied research, problem-based learning and evidence based practice. Instructional strategies include Universal Design for Learning (UDL), collaborative learning and teaching incorporating the experiential component, reflective journaling, and the application of diverse classroom technologies.

Likewise, faculty understand the importance of assessing students in multiple ways to fully capture their different ways of knowing and learning. While traditional tests and quizzes may measure recall of basic facts, faculty use many other strategies to measure students' progress, including oral presentations, longer writing projects including essays and research papers, group activities that may include self-assessment and or peer-assessment, journaling, and creative projects in which students communicate ideas through artistic expression. In all of these activities, faculty understand the importance of developing appropriate rubrics that communicate the intended learning objectives for the activity and successfully differentiate between different levels of achievement in meeting these objectives.

5b.4. How do unit faculty members incorporate the use of technology into instruction?

Faculty members across all disciplines recognize that the use of instructional technologies is central to teacher training. In addition to having teacher candidates explore the use of various technologies in their methods courses, faculty make use of these same tools in their own teaching so that they serve as role models.

The use of instructional technologies at SUNY Cortland is increasing, both in the variety of tools in use and in the level of adoption among faculty. While "smart" classrooms equipped with internet access, video projection equipment and other technologies were once a scarce resource, they now represent the majority of classroom space available for scheduling. While fully online teaching remains largely confined to summer and winter sessions, many classes are web-enhanced, supported by a campus-wide eLearning course management platform (Blackboard), or in some cases through individual faculty web

pages. Teacher education faculty use web resources to deliver supplementary course material, as a repository for course notes and class presentations, for online quizzes and other student assessments, and for communication including email and chat room features.

We are seeing increased use of electronic reserves, social media for collaborative work, blogs, Google Apps, wikis, Skype, and augmentative and alternative communication (AAC) including Boardmaker. Several programs require students to compile ePortfolios of their work using the TaskStream platform. Video content and podcasts are delivered through SUNY Cortland's participation in iTunesU.

Given the heavy use of interactive whiteboards (e.g. SMARTboards) in the P-12 environment, some programs, including Childhood and Early Childhood Education and Adolescence Education:Mathematics have begun to include instruction on the use of this equipment in their programs. Discipline-specific tools (such as graphing calculators in mathematics) continue to be widely used. In larger lecture settings, faculty make use of electronic response systems (commonly known as "clickers") so that students receive more immediate feedback and instructors can assess how well the students have understood concepts.

In response to Title II reporting requirements, teacher education faculty have begun to consider how well candidates are prepared to use appropriate technologies to collect and analyze data on student learning, and to make corresponding changes to improve student learning.

Faculty who apply for reappointment or promotion must submit a portfolio that includes evidence of their effectiveness in teaching, scholarship, and service. Several faculty members have found that submitting their work in a traditional binder is inadequate for demonstrating the ways in which their extensive use of instructional technologies has transformed their teaching and improved student learning. Therefore, an increasing number of candidates have begun to submit their portfolios in an electronic format.

5b.5. How do unit faculty members systematically engage in self-assessment of their own teaching?

Faculty members assess their teaching in a variety of ways. The college has a long and carefully constructed history of administering course teacher evaluations. In 1983, SUNY Cortland's Faculty Senate approved recommendations from the Committee for the Evaluation of Teaching Effectiveness regarding the establishment of baseline procedures to be implemented as part of a comprehensive system of evaluation. Course Teacher Evaluation (CTE) Policies and Procedures, printed in 1987, clearly stated that the primary goal (of the evaluation system) is the formative improvement of the teaching performance of the faculty. A secondary function of the system is summative in nature, providing data in support of departmental judgments about the strengths of an individual teacher. That guide to teacher evaluation at Cortland also indicated, as a general principle, that course teacher evaluations are the property of each instructor and his or her department. The degree to which information about course teacher evaluations and course dossier evaluations is transmitted to administrative officials in the making of personnel decisions is solely the judgment of each department. Consequently, while the College Handbook stipulates that CTEs be administered every third time a faculty member teaches a course, and also requires that eight common questions approved by the Faculty Senate be included on any CTEs, there has never been a systematic use of CTEs to evaluate teaching effectiveness on a campus-wide basis. CTEs are typically included in faculty members' portfolios for personnel evaluation for reappointment, continuing appointment and promotion, and are reviewed by department and school personnel committees, department chairs, deans, the provost and president as part of these personnel evaluations. Departments retain discretion over how CTEs will be administered and

utilized, and some departments do compare individual faculty members CTE results to departmental averages.

[Course Teacher Evaluation Data](#) is provided here in the report and indicates that CTE use far exceeds the minimum requirement. In fall 2009, CTEs were given in 61% of all courses, and 76% of all instructors used CTEs in at least one course. In spring 2010, the results were similar. As stated, CTEs are intended to serve primarily as formative assessments. Departments have flexibility in selecting questions that are most appropriate for their discipline, but [all CTEs must include a standard core of 8 questions](#). The list of all [available CTE questions](#) is provided.

For student teaching supervisors, there is a separate evaluation instrument completed by both the [student teacher](#) and the [cooperating teacher](#) for every placement supervised.

While CTE administration occurs at the end of the semester, many faculty members self-assess more frequently. On a daily or weekly basis, faculty members may reflect on how their classes went, adjusting the course syllabus or changing classroom materials depending on what worked well and what did not. They seek the advice of colleagues, through formal peer observations or informal conversations. Some instructors supplement CTE results with additional surveys. For instance, instructors of online courses have asked students for specific feedback regarding their online experience. The college is currently updating the CTE instrument to allow the inclusion of specific questions relevant to online teaching. Faculty members' other professional activities can be the impetus for additional self-assessment. Reading about a new teaching technique or attending a professional conference can lead to reflection and can inspire instructors to try out new ideas.

SUNY Cortland's reappointment process is designed in part so that faculty take stock of their teaching (along with scholarship and service) at regular intervals prior to when they apply for continuing appointment. In their portfolios for reappointment, many faculty include reflective statements on their teaching that are informed by the many sources of information from students and colleagues that they have gathered and considered.

5b.6. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty teaching may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5c. Modeling Best Professional Practices in Scholarship

5c.1. What types of scholarly work are expected of faculty as part of the institution's and unit's mission?

SUNY Cortland's primary mission is teaching. However, it is expected that faculty will be active teacher-scholars who keep abreast of new developments in their field and contribute themselves. Research informs faculty teaching and reinforces the fact that human knowledge in every field is continually evolving. In teacher education, an understanding of educational research is essential so that new strategies for engaging learners may be explored and evaluated critically.

For full time tenure-track faculty, the criteria and expectations for scholarly work for renewal of term appointment, continuing appointment, promotion, and discretionary salary increases are described more fully in Chapters 220 and 230 of the SUNY Cortland College Handbook. Departments and programs are

given considerable flexibility in defining activities that are considered appropriate in their disciplines. Generally, the expectation for tenure is that faculty will have the equivalent of three articles published in peer-reviewed journals. Faculty may provide evidence of their effectiveness in scholarship in a variety of ways, including conference presentations, editorial work for scholarly journals, reviews of books and manuscripts, externally funded grants, and consultative work. Research is defined broadly and inclusively at SUNY Cortland. It may be quantitative or qualitative, and in addition to “traditional” scholarship in the disciplines, it may also involve action research, applied scholarship, and investigations into pedagogical techniques including the use of new instructional technologies. Scholarship on teaching is not limited to faculty members in the School of Education but is also appropriate for those within the schools of Arts & Sciences and Professional Studies.

Full time lecturers at SUNY Cortland are given three-year renewable appointments that focus exclusively on teaching responsibilities. Faculty members in these positions are not expected to be active in scholarship.

5c.2. In what types of scholarship activities are faculty members engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship? (Review the definition of scholarship in the NCATE glossary.) [A table could be attached at Prompt 5c.3 below to show different scholarly activities in which faculty members are involved and the number involved in each activity.]

SUNY Cortland teacher education faculty engage in the full span of scholarly activity, including scholarship on teaching and learning, new instructional technologies, inclusion in the classroom, diversity and social justice, teaching students with disabilities, issues in educational leadership, and action research. A few faculty members are active scholars in their content areas including biology, history, linguistics and literature. Several faculty members in teacher education serve as principal investigators on funded grants that support a wide range of activities. Notable examples include the following:

- A partnership between our Physical Education department and the YMCA to evaluate health indicators in K-6 children’s physical activity
- Research into the connections between health, nutrition, obesity levels, policy development and school health curricula in several urban school districts in New York
- Longitudinal studies of reading and mathematics achievement levels among kindergarten students with and without disabilities
- Funding from the National Science Foundation to support Noyce scholarships in math and science education to prepare future teachers who commit to service in high-needs schools
- A recently-awarded 325T grant from the U.S. Department of Education intended to increase the number of SUNY Cortland graduates who meet the “highly qualified” teacher requirements in the Individuals with Disabilities Act, thereby preparing them to be more effective teachers in inclusive classrooms.

A high percentage of teacher education faculty are active in scholarship. Table 11 includes 81 tenure-track faculty, and 76 of them (nearly 94%) included examples of scholarly activity from the last three years in the form of publications, presentations, and or grants. Many non-tenure track faculty are also active in scholarship. [Summary data on scholarly activity](#) of all college faculty from the 2009-2010 annual reports is included, as well as a [list of examples of recent scholarship](#) from teacher education faculty members. By reviewing these exhibits, we can conservatively estimate that in 2009-2010, the teacher education faculty collectively produced at least 12 books, 10 book chapters, over 50 articles in

peer-reviewed journals, and over 120 presentations at state, regional, national or international conferences.

Faculty scholarship is related to their teaching and learning in deep and fundamental ways. In some cases, their research will have a direct and immediate impact on how they prepare teacher candidates in methods courses and field experiences. In other cases, their work can influence both policy and practice in P-12 schools. By remaining active in research, faculty serve as role models to their students, demonstrating that they are committed to their own professional development by staying abreast of evidence-based efforts for educational reform and improvement.

5c.3. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty scholarship may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5d. Modeling Best Professional Practices in Service

5d.1. What types of service are expected of faculty as part of the institution's and the unit's mission?

SUNY Cortland is a leader, both nationally and in New York State, in the preparation of teachers. As such, we hold ourselves to a high standard with respect to our involvement in providing service to P-12 schools and to professional organizations related to teacher preparation.

All tenure-track teacher education faculty members are expected to perform continuing service to their departments as well as the college or university in a manner that makes a significant contribution to the overall excellence of the institution. The college-wide expectations are articulated in Chapters 220 and 230 of the College Handbook. Each department develops its own personnel policies that outline more specifically the types of activities appropriate to the particular discipline. Within each of the college's teacher education units, service expectations are consistent with the guidelines and criteria of the institution, yet may vary in emphasis according to the specialties and inclinations of faculty in each unit. Evidence of continuing service of appropriate quality consists of active engagement related to practice in P-12 schools, active involvement in professional associations, participation in committee work and faculty governance, work with the campus community and off-campus populations, contributions to institutional change, involvement in institutional research, and participation in external reviews.

5d.2. In what types of service activities are faculty members engaged? Provide examples of faculty service related to practice in P-12 schools and service to the profession at the local, state, national, and international levels (e.g., through professional associations). What percentage of the faculty is actively involved in these various types of service activities? [A table could be attached at Prompt 5d.3 below to show different service activities in which faculty members are involved and the number involved in each activity.]

Faculty pursue a diverse range of service projects and demonstrate a continued willingness to explore new partnerships to fulfill the college's teacher education mission. These include Professional Development School (PDS) collaborations, workshops; campus talks and presentations; teaching exchanges focused on sharing pedagogical approaches at the secondary and post-secondary level; rural education initiatives; participation in external reviews of other institutions' teacher education programs. Faculty Service

[Summary Data](#) are included within the following link to the 2009-2010 annual reports. Selected examples of significant service activities are described below:

David Smukler, Foundations and Social Advocacy, and Kimberly Rombach, Childhood Education, have collaborated with the Cortland Enlarged City School District on the Unified Teaching and Learning Initiative (UTLI) as an initial project through our PDS. The goal of this project is to prepare general and special education teachers to teach elementary students in inclusive classrooms. The principal investigators recently received a 325T grant from the U.S. Department of Education that will provide \$1.4 million in funding over 5 years.

Faculty from the Literacy Department have worked with the Cortland Enlarged City School District on the PDS project “Cortland Reading and Writing Collaborative” to strengthen the teaching of literacy in the K-3 classroom. In the first two years of this project, nearly 30 teachers participated in a year-long professional development class, engaging in collaborative work in literacy coaching, and significantly improving students’ reading levels.

Mary Gfeller, Mathematics, provided 12 hours of professional development to three teachers at Cortland High School as part of the Secondary Mathematics PDS project focused on discourse in the mathematics classroom. Project activities include analysis and reflection of video recordings of the teachers’ classrooms, and future plans include development of new lesson plans and assessments designed to promote student discourse.

Susana Davidenko, Childhood Education, provides professional development for elementary teachers who will serve as mathematics instructional support teachers in their schools. The overarching goal is to enhance the mathematics achievement of K-6 students in the Cortland Enlarged City School District.

The SUNY Cortland Teacher/Leader Quality Partnership Program is a collaborative initiative aimed at building partnerships among the Department of Childhood and Early Childhood Education, the School of Arts and Sciences, and the Cortland City, Cincinnatus and McGraw School Districts to improve teacher education. A structure will be developed to provide activities in both pre-service and in-service teacher education that combines best practices in pedagogy with strong content knowledge. In addition, grant activities will attempt to address self-identified professional development needs of area schools.

5d.3. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty service may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5e. Unit Evaluation of Professional Education Faculty Performance

5e.1. How are faculty evaluated? How regular, systematic, and comprehensive are the unit evaluations of adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants?

Tenure-track faculty are evaluated as part of the process for reappointment, continuing appointment (tenure) and promotion. Typically, they receive an initial two-year appointment followed by two renewals of two years each and a third renewal of one year. (Tenure track faculty may serve no more than seven years without continuing appointment.) Faculty on this schedule are reviewed four times in their first six years: in the fall of their second year, and in the spring of years three, five, and six. In cases where

significant concerns have been raised about a faculty member's performance, one-year reappointments have been granted so that reviews occur with greater frequency. Promotion in rank requires a separate evaluation.

For any of these personnel actions, the candidate assembles a comprehensive portfolio that presents evidence of effectiveness in teaching, scholarship and service. This application is reviewed independently by the department personnel committee, the department chair, the school personnel committee, the dean, and the provost. Reviewers must determine that the candidate's performance meets or exceeds expectations in all three areas. The College Handbook includes the following statement as a guiding principle: "It is essential that the faculty provide specific reasons why a colleague should be reappointed, given continuing appointment, or promoted rather than merely asking if reasons exist why s/he should not be reappointed, given continuing appointment, or promoted."

Full time lecturers receive appointments of up to three years. They may apply for reappointment or advancement following a process similar to what is required for tenure track faculty, with two differences: they are evaluated solely on the basis of their teaching effectiveness, and a peer review committee consisting of other full time lecturers serves in place of the school personnel committee.

All full time faculty members submit annual reports that are reviewed by the department chair and dean. An additional form of voluntary review occurs for faculty who elect to apply for a discretionary salary increase (DSI). Faculty members submit a 2-page DSI application (usually based on their annual report) that is reviewed by the chair, dean and provost. Criteria for DSI include mastery of subject matter, effectiveness in teaching, scholarly ability, effectiveness in service, continuing growth, and advisement.

Adjunct faculty are appointed for either 1 semester or a full year. Their teaching effectiveness is reviewed annually at the department level, using some combination of CTE results, course syllabi and other teaching materials and classroom observations as the basis for the review. SUNY Cortland does not employ graduate teaching assistants.

Chapters 220 and 230 of the College Handbook provide information on policies for reappointment, promotion, and DSI.

- [Policies For Renewal Of Term Appointment, Continuing Appointment And Promotion](#)
- [Discretionary Performance-Based Adjustments To Basic Annual Salary](#)
- [Criteria for Promotion of Academic Faculty](#)

Sample evaluation forms are provided as follows:

- [Course Teacher Evaluation-Questions](#)
- [STH-Student Teacher eval of Supervisor](#)
- [STH-Host Teacher eval of Supervisor](#)

5e.2. How well do faculty perform on the unit's evaluations? [A table summarizing faculty performance could be attached at Prompt 5e.4 below.]

SUNY Cortland does not produce quantitative summaries of faculty performance on various evaluations. Course teacher evaluations (CTEs) are primarily intended to be formative assessments. Instructors within departments or schools are not compared with one another on the basis of their CTE results. Qualitatively, it is the impression of the deans and the provost that faculty quality is very high and is indeed one of

SUNY Cortland's strengths. Student Opinion Survey results also support this view. The evidence suggests that strong teaching is the norm and that our teacher education faculty are reflective practitioners who are knowledgeable about current developments in teaching and learning. The number of publications and presentations produced annually by teacher education faculty serves as evidence that they are productive researchers. Similarly, there is a high level of participation in service activities at the college, in P-12 schools and in professional associations. Several teacher education faculty have been recognized for excellence in teaching, research or service. The SUNY Cortland 2010-11 Undergraduate Catalog lists 1 Distinguished Teaching Professor, 3 Chancellor's award winners for excellence in service, 5 Chancellor's awards for excellence in teaching, and one Rozanne Brooks Dedicated Teacher Award among the teacher education faculty.

Since faculty evaluation is central to the review process for reappointment, continuing appointment, and promotion, it is instructive to look at the results of these [reviews](#), which indicate that a majority of faculty members who apply for reappointment or promotion are successful. Similarly, most faculty who apply for DSI (merit pay) in a given year receive positive recommendations. Some faculty members are recognized at a lower level than recommended by their chair, not because of unsatisfactory performance, but because DSI funding is limited.

5e.3. How are faculty evaluations used to improve teaching, scholarship, and service?

Tenure-track faculty and full time lecturers receive formal, written suggestions for improving teaching, scholarship, and service from each level of review, including the department personnel committee, department chair, school personnel committee, dean and provost at the time of application for reappointment. Review letters must include a discussion of strengths and weaknesses and the reasons for the recommendation. The department chair plays a key role in mentoring the faculty member, and provides guidance on how to address concerns raised during the review. It is expected that the candidate will make demonstrable progress by the next review. Department chairs also review the results of adjunct faculty members' teaching evaluations, and then provide them with appropriate feedback and suggestions for improvement.

Full time faculty are invited to discuss their reappointment portfolios at the time of submission, and to discuss letters of reappointment at the time they receive them, with the department chair, department personnel committee and the school personnel committee.

Faculty members may be supported in their goals of improving teaching, learning, and scholarship by: peer observation and evaluation of teaching; discussions with the department chair and colleagues; stipends for attending professional conferences and workshops; quality circle reviews of grant proposals; and professional development seminars and workshops. New faculty are assigned a tenured mentor from another department, who is available for consultation and support toward tenure and promotion. Topics related to improving teaching, scholarship and service are discussed in department meetings, as appropriate.

5e.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's evaluation of professional education faculty may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5f. Unit Facilitation of Professional Development

5f.1. How is professional development related to needs identified in unit evaluations of faculty? How does this occur?

The Faculty Development Center (FDC) coordinates activities that provide professional development opportunities for faculty in both teaching and scholarship. As with most faculty endeavors, improvement in these areas rests largely with the individual. The FDC director works with the Faculty Development Committee to establish an intellectual climate that enhances the experiences of all those involved with the college. 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. Creating institutional ways of promoting collegial interaction is the highest priority. The College recognizes the need to pursue initiatives that are likely to make the professional endeavors of faculty exciting, rewarding, and effective, and it commits significant resources to achieve these ends. Thus, institutional efforts in faculty development 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 funding avenues on the campus that support faculty development activities. These include grants from the FDC, the Office of Research and Sponsored Programs, the College Research Committee, The Cortland College Foundation, the Undergraduate Research Council, the Auxiliary Services Corporation (ASC), and the Dean's Office of each school respectively. The college regularly supports sabbatical leaves for tenured faculty members. Financial support for faculty development includes funds for conference presentations and research travel, course reduction and funds to pursue new teaching strategies, summer research awards, funds for instruments, supplies, equipment and other faculty development opportunities.

5f.2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and/or the unit's conceptual framework?

Programmatic offerings for faculty development include book chats, lecture series, year-long conversations and panels on such topics as millennial learners and the Net Generation, multiculturalism and social justice, classroom expectations, service learning, students with disabilities, portfolio development, publishing, grant writing, conflict resolution, and life/work balance. SUNY Cortland offers three annual summer institutes. The Institute for Teaching Strategies, Institute for Infusing Diversity and Multiculturalism into the Curriculum, and Summer Ethics Institute focus, respectively, on the integration of technology into pedagogy, infusing concepts of class, race and gender into the classroom, and intensive training in the rudiments of ethical thinking.

Opportunities involving assessment and peer review are numerous. The College Assessment Committee offers incentive grants to support new or revamped assessment plans. The Faculty Development Center organizes Quality Circle Reviews in which academic peers analyze and evaluate each other's work in a setting intended to promote collegiality and rigor. New faculty are encouraged to take advantage of the Faculty Development Center's observation program, in which award-winning faculty observe and are observed by pre-tenured colleagues.

A mentoring program is in place for all new faculty. Tenured faculty who have been recognized for outstanding teaching, scholarship or service are paired with incoming faculty from another department. An introductory lunch is followed by a series of informal opportunities for interaction. A two-day orientation program for new faculty members starts before classes in the fall, and is followed by themed

sessions through the academic year. The entire group of new hires spends a weekend at Camp Huntington, part of SUNY Cortland's Outdoor Education Center at Raquette Lake in the Adirondacks for a retreat with the Provost, Deans, and senior faculty. The hallmark of this weekend is the opportunity for new hires to construct their personal five-year plan for scholarship, teaching and service alongside key decision makers and support personnel from campus.

The library provides workshops for faculty members on the use of technology, instructional design support, and classroom management systems. The Office of Research and Sponsored Programs keeps faculty abreast of grant opportunities and assists teacher education faculty in proposal writing and submission.

- [Faculty Development Center Awards and Grants](#)
- [Faculty Development Center Teaching and Learning Resources](#)
- [Research and Sponsored Programs Home Page](#)
- [Information Resources Technology Training Information](#)

5f.3. How often does faculty participate in professional development activities both on and off campus? [Include adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants.]

Faculty participation in the various professional development activities offered on campus is generally very high. All new faculty have participated in the mentoring program, the new faculty orientation sessions, and the Raquette Lake retreat. The summer institutes are always well attended by faculty from throughout the institution. Book chats and portfolio workshops also see high levels of participation. Attendance at on-campus workshops for the 2009-2010 academic year is reported in the exhibit titled [Faculty Participation in Unit Professional Development Activity](#), Table 1. This data shows that teacher education accounted for 48% of the attendance at these events.

Individual faculty seek additional opportunities for professional development off-campus through attendance at professional conferences and workshops. In a typical year, about 25% of the tenure track faculty will engage in professional travel, and 15-20 will take a sabbatical leave. Tenure-track faculty who present papers at conferences receive travel support from their dean's office (up to \$800 for untenured faculty, \$500 for tenured faculty). Additional funding for professional development is awarded annually on a competitive basis from a variety of other sources. Table 2 in the [Faculty Participation in Unit Professional Development Activity](#) exhibit shows that teacher education faculty received nearly 40% of the available funding provided in 2009-2010.

5f.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's facilitation of professional development may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Unit policies related to professional development:

- [SUNYPolicies of the Board of Trustees-Sabbatical Leave Policy](#)
- [UUP Agreement Sabbatical Leave Policy](#)
- [UUP Agreement Other Leaves for Academic Employees](#)
- [UUP Agreement Professional Meetings](#)

- [UUP Agreement Professional Development Committee](#)

Optional

1. What does your unit do particularly well related to Standard 5?

We place strong emphasis on encouraging candidates to become reflective practitioners and critical thinkers, described more fully in 5B.2. All programs have well established expectations for students in field experiences to engage in journaling, self assessment and reflection.

Infusion of teacher education throughout the three schools is a strength of SUNY Cortland. It enables the unit to effectively link content and pedagogy throughout the disciplines. This infusion is particularly important in the adolescence education programs housed in Arts and Sciences, where teacher education faculty work alongside content specialists. Conversely, faculty outside of teacher education have greater awareness and appreciation for issues faced by teacher candidates in their courses, and have made significant contributions to our teacher education program and to related outreach and professional development efforts. Three notable examples are listed below:

- An interdisciplinary team of faculty wrote a successful grant to the National Science Foundation, securing nearly \$900,000 in funding from the Robert Noyce Scholarship Program to provide scholarships for teacher candidates in math and science who commit to service in high needs schools.
- A faculty member in history, in collaboration with a local historical association and 24 school districts from a 3-county area has been awarded \$989,400 over a three-year period to engage P-12 teachers to enrich their knowledge of both content and instructional strategies for teaching American history. Several other faculty members from the history department will serve as consultants providing expertise on content, while faculty from childhood education will provide expertise in pedagogy.
- A faculty member in English is now in his third year of directing the Seven Valleys Writing Project, providing professional development in writing to teachers at all levels and in all disciplines.

2. What research related to Standard 5 is being conducted by the unit or its faculty?

None.

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.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

6a. Unit Leadership and Authority

6a.1. How does the unit manage or coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators?

Teacher education at SUNY Cortland, with approximately 3500 candidates, is the largest program in New York State and one of the largest in the country. Approximately 50 percent of the SUNY Cortland students are candidates in teacher education programs.

Consistent with the policies ([SUNY Policies of the Board of Trustees](#)) and management ([College Handbook-2010](#)) of all programs at SUNY Cortland, the education unit spans across 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. He oversees the planning, delivery and operation of all academic programs and in this capacity serves as the official Unit Head of the [Professional Education Unit](#).

The deans from each of the three schools report to the provost and serve on the Provost's Cabinet. The deans oversee the planning, delivery and operation of all academic programs in their schools and in this capacity serve as designees to the professional education unit. Within each school, the associate dean assists the dean in the management of the school, particularly addressing student issues. Department chairs report to the dean within each school as represented in the college's organizational chart. Department chairs are responsible for the day-to-day administration of the department that includes personnel, budget and curriculum. The majority of issues pertaining to students are handled by the associate deans.

Within the Unit, the Teacher Education Council (TEC) is the mechanism that facilitates collaboration among teacher education programs, faculty and other stakeholders. The TEC is responsible for advising and disseminating information pertaining to policy and procedures related to teacher education and candidate assessment, development and review of the conceptual framework and matters that pertain to maintaining the quality of teacher education. While the TEC advises the Unit Head on issues related to teacher education, it does not supersede the authority of existing departments, programs, the Faculty Senate, senate committees, curriculum, or education policy committees. The TEC is comprised of 62 voting members and 16 non-voting members, representing each of the teacher education programs and other key offices on campus, such as associate deans, registrar, admissions, field placement and the library.

The 2009-10 academic year started a period of transition for the college as it began a review of the [academic affairs](#) organizational structure. The first change that occurred was the appointment of a new assistant provost for teacher education. This position was created to provide oversight for all teacher education programs carried across all three schools which would allow for more program continuity. In

this position, the responsibilities include the oversight of the NCATE accreditation process, serving as the chair to the Teacher Education Council and designee to the Provost, and to administrate the services that support all campus-wide teacher education programs and make recommendations pertaining to the professional education unit to the Unit Head. Assisting and reporting to the assistant provost is the teacher education coordinator.

Another organizational change occurred to the Graduate Studies Office which was responsible for administrative matters for all graduate programs. In July of 2010, the Graduate Studies Office was eliminated with its functions being moved to other appropriate administrative offices on campus. All respective administrative matters are now under the management of the Admissions Office, the Registrar's Office and the Advisement and Transition Office. All academic matters related to the advanced level programs are now being managed in each school and overseen by the respective deans, the associated deans and office staff and reflected in the [Graduate Catalog-2010-2011](#). In 2004, the Board of Examiners' Report noted that the management of the advanced levels programs was not fully operational under the Office of Graduate Studies. This new structure will assure compliance with state and institutional policy, and all reasonable standards. Supervision of the Mohawk Valley Graduate Center (MVGC) in Utica, NY has been transferred from the Graduate Studies Office to the Dean in the School of Education. At this site, SUNY Cortland offers selected graduate courses towards master's degrees and post-master's degrees leading to the Certificate of Advanced Study. Entire degree programs are not offered at MVGC.

6a.2. What are the unit's recruiting and admissions policies? How does the unit ensure that they are clearly and consistently described in publications and catalogues?

Recruitment and admission ([Admissions Process and Criteria](#)) of students, including advanced placement, are made in accordance with clearly defined and published practices of SUNY Cortland. Specific academic and technical standards required for admission to the programs are clearly defined and published and are readily accessible to prospective students and the public through recruitment publications and electronic-based resources ([UG-Catalog-2010-2011](#)). Policies regarding advanced placement, transfer of credit and credit for experiential learning is also readily accessible to prospective students.

SUNY Cortland seeks to admit an academically strong and diverse student body. Undergraduate admissions criteria include comprehensive considerations of academic performance, standardized test results, extracurricular activities and recommendations. Approximately 13,000 freshman applications and 3,500 transfer applications are received each year for fall admission with approximately 40% of freshman and 30% of transfer applications accepted, and approximately 1750 who subsequently enroll. The College also supports special admission opportunities for eligible students who have educational and economic disadvantages as well as students who are admitted under the special talents category. Acceptance to the College is the responsibility of the College's Admissions Office and decisions are based on a qualitative and quantitative process, taking into account all selection criteria.

The [Publications and Electronic Media Office](#) works directly with other administrative offices to produce, edit and oversee the printed and electronic materials produced for the college. These materials include the College Catalog, College Handbook, Communications Guide, admissions publications, fundraising brochures, the Faculty and Staff Directory, special events publications and administrative web pages. It is the responsibility of this office to ensure the accuracy and consistency in all its publications.

6a.3. How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?

Grading Policies are clearly described in the [College Handbook,- Chapter 415- General Academic Policies and Regulation](#). It is the responsibility of the faculty to determine appropriate grading criteria and to monitor and evaluate student performance. Under Chapter 350: Academic Grievance System ([College Handbook-Ch350-Academic Greivance System](#)), students have the right to file a grievance if they believe an unfair submission of an academic rule, regulation, or policy has been applied.

All materials associated with print and electronic publication materials ([Publications and Electronic Media Office](#)) are produced, reviewed and approved under established college policies and procedures. The academic calendar is developed by the [Calendar Advisory Committee](#), a standing committee that advises the college president. This committee, in conjunction with input from the college community, develops and forwards the calendar to the president for approval. The Office of Publications and Electronic Media works directly with other administrative offices to produce, edit and oversee the printed and electronic materials produced for the college. It is the responsibility of this office to ensure the accuracy and consistency of all its publications.

Advertising is coordinated through the Enrollment Management and Marketing Office in collaboration with the Publications and Electronic Media Office, Public Relations Office and Sports Information Office. Communication guidelines are published electronically for consistent application of style and contain reference information for campus use. Marketing, steering and advisory committees provide review and guidance for campus-related marketing activities and the Web Advisory Team develops and reviews policy standards and practices for electronic publications.

6a.4. How does the unit ensure that candidates have access to student services such as advising and counseling?

The [Division of Student Affairs](#) is responsible for the enhancement of all experiences of students both inside and outside of the classroom. Their mission is to assist in promoting a student's physical well being and intellectual and emotional growth. Beginning with orientation and continuing throughout college and beyond, the division offers high-quality programs and services.

Counseling services are offered through the [Student Development Center](#) which includes student counseling, disability services, health promotion, student health services and substance abuse prevention and treatment. Specifically, the Counseling Center provides short-term therapeutic services for any personal, social or educational issues that arise and has been consistently rated as "outstanding" in the SUNY Student Opinion Survey (SOS).

The [Advisement and Transition Office](#) provides services and support to students regarding the transition to college, academic planning, choosing a degree program and general academic decision-making. This office helps students make the most of their college career by facilitating understanding of college policies and procedures, advisement and registration, and campus resources.

The Advisement and Transition Office offers advisor workshops, advisement and registration. These workshops offer time to faculty to discuss the advisement process and can include information specific to the General Education Program, FERPA, advanced placement equivalencies, the transfer credit and waiver process, and the review of the Curriculum Advising and Program Planning (CAPP) Report. [COR 101: The Cortland Experience](#) is a required one-credit, graded seminar designed to facilitate the intellectual and social integration of first-time college students into our academic community. This

course assists students with their transition to college and provides resources to create a successful college experience.

The 2004 NCATE Board of Examiner's Report noted advisement loads of the faculty in the Childhood/Early Childhood programs as an Area For Improvement. Since that time, we have continued a decline in the number of faculty due to retirement, resignation and hiring freeze. Although we have hired part time academic advisers to assist in the management of the faculty workload, we have only been able to maintain the status quo. With the hiring of new faculty in this department, we are optimistic that the higher than average advisee/faculty ratio will decrease.

6a.5. Which members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

Typically, department chairs will assign a coordinator whose responsibilities may include the coordination amongst faculty with developing program objectives, activities, use of technology, assessment and efforts to align program objectives with professional standards. A number of externally funded projects involve partnerships with area schools. Academic departments are responsible for program management ([Curricular Program Management](#)).

Collaboration with P-12 partners is coordinated through the Teacher Education Council Advisory Group composed of area teachers, school administrators and college supervisors. The Cortland and Regional Professional Development Schools engage in collaborative discussions of teacher education issues that are under review by the Teacher Education Council and make 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.

Since 2008, SUNY Cortland has pursued two professional development school initiatives; the [Cortland Professional Development School \(CPDS\) and the Regional Professional Development School \(RPDS\)](#). Both initiatives fulfill NCATE's four-fold mission for professional development schools; teacher preparation, faculty development, and inquiry-directed improvement of practices with the goal of improving student learning through collaborative work between school-based teachers, and college-based faculty and administrators.

The Cortland PDS emphasizes research-based best practices projects collaboratively designed and implemented by joint teams of college faculty and district teachers to address real world educational concerns. The Regional Professional Development School initiative provides a more extensive network for collaborative school-based activity in the Central New York region for professional development partnership opportunities and enriched and authentic clinical experiences for SUNY Cortland's teacher candidates.

6a.6. How does the unit facilitate collaboration with other academic units involved in the preparation of professional educators?

With the professional education unit spanning all three schools, a high level of collaboration exists among all academic units (departments). The overarching premise is that teacher preparation programs are built on the foundation of liberal learning and described in the conceptual framework. This premise is consistent with the college's newly revised mission, vision, and strategic priorities. Although many departments are not designated solely for teacher preparation, these departments have a fundamental responsibility in meeting the needs of all students through coursework in the general education program, courses that meet all-college requirements and courses identified as meeting requirements in teacher

preparation programs. The [Teacher Education Council \(TEC\)](#) is the advising and disseminating body of the professional education unit. The TEC is a mechanism that facilitates collaboration between teacher education faculty and other stakeholders in the teacher education process and makes recommendations from the professional education unit to the Unit Head.

6a.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to unit leadership and authority may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6b. Unit Budget

6b.1. What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units with clinical components on campus or similar units at other institutions?

For the fiscal period 2008-09, the total state operating budget ([SUNY Cortland-State operating budget](#)) was \$51.5 million including salaries and utilities, which represented about a five million dollar cut from previous fiscal years. The cut reflects budgetary difficulties experienced universally across all State agencies and the funding challenges were not unique to our campus. Despite the reduction in funds available for operations, Cortland was able to adequately support all teacher preparation related expenditures. Overall, budgets fared favorably when compared across schools and departments. The average spent per student FTE for Education was \$298.41 compared with a campus average of \$246.44. Professional Studies and Arts and Sciences averages were \$263.47 and \$230.93 respectively.

6b.2. How adequately does the budget support all programs for the preparation of educators? What changes to the budget over the past few years have affected the quality of the programs offered?

Currently, like many other institutions across the state, SUNY Cortland is being significantly affected by the uncertainty of the New York State Budget. In spite of numerous budget cuts to date, the college has maintained its ability to provide quality adequate resources to its teacher education programs. Our administrative team is working diligently to maintain the quality of its academic programs while preserving and protecting faculty and staff positions.

There have been enhancements to the operating budget for teacher educators in the past two years because of the recognized need for specialized attention and external professional involvement. The State mandated waivers for supervisors of student teaching in teacher preparation are funded through the Supervising/Critic Teacher Tuition Waiver ([SUNY Critic Teacher Financial History](#)) program, which is a part of the state-wide program for tuition reimbursement. For the service of supervising University students in a teacher preparation curriculum, campuses may offer to the cooperating teacher either a stipend or a tuition waiver. The stipend is \$200 and is paid directly to the teacher; the tuition waiver is valued at \$250. Currently, teacher education programs in New York are awaiting a decision at the state level for an increase in these stipends. It is becoming more and more difficult for state institutions to be competitive with other colleges who are offering higher stipends.

6b.3. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's budget may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6c. Personnel

6c.1. What are the institution's and unit's workload policies? What is included in the workloads of faculty (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, administrative duties, and dissertation advisement)?

Current approved workload practice for full-time tenure-track faculty (assistant professor rank and above) consists of 9 credit hours (or equivalent) each semester. Full-time, tenure-track faculty at the instructor rank and full-time, non-tenure track lecturers will both teach 12 credit hours each semester. The Department Chair is responsible for determining and structuring workload equivalencies with approval from the Dean. Academic advisement is considered part of the teaching load. Faculty appointed to administrative duties are provided with compensation in the form of release time and/or stipends. Faculty who supervise student teaching are compensated at a rate of 4-5 students equaling a 3 credit course. Additionally, faculty involved in P-12 schools partnerships may complete this work as part of their in-load teaching and service work or receive extra service pay or sponsored funding.

In 1999, the Office of the Provost began to explore issues associated with workload for full time faculty that would include definitions, benchmarks and expectations in teaching, scholarship and service. Although no significant recommendations arose at that time, the issue of the number of sections taught by a faculty member was initiated. However, some of the issues that are still outstanding and have been the subjects of discussion include course enrollment caps and the proportional inequity in student/faculty advisement loads.

6c.2. What are the faculty workloads for teaching and the supervision of clinical practice?

Faculty/staff who supervise student teaching will have an equivalent rate of 4-5 students per 3 credit course per semester. Faculty who teach and supervise student teachers will have a proportionate work load as determined and assigned by the department chair. This may vary by department, depending on criteria that the department establishes.

6c.3. To what extent do workloads and class size allow faculty to be engaged effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses)?

The reduction from the traditional 12 credit hour teaching load to 9 credit hours per semester in 2005-06 has provided faculty with greater opportunity to develop their teaching and advising skills, engage in scholarly activities, provide quality college service and professional involvement at the state, regional and national/international levels. Faculty can voluntarily increase workload by teaching additional classes for extra service pay. The faculty also has the option of teaching during the winter and summer terms and are paid additional salaries based on the number of credits/courses taught.

Compensation for faculty who are appointed as a coordinator and engaged in administrative activities is provided in the form of release time and/or stipends. A compensation plan ([compensation plan-Faculty](#))

[Engaged in Administrative Activities-2008](#)) was developed and implemented in June 2008 to ensure equitable and consistent compensation for recognized work.

Class size is determined at the department/program level and is usually based on pedagogical issues and/or accreditation standards. Some courses, such as composition or writing intensives, are set according to college policy. Decisions can also be based on restrictions imposed by building code, safety and the availability of equipment or resources. Although class size varies across campus, final determination of size is approved by the appropriate dean.

6c.4. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?

Part-time faculty are an essential part of the unit. Departments/programs in consultation with the dean, determine the need for part-time faculty. The ratio of full to part time faculty is well monitored by the unit. Each department is responsible to ensure that each part-time person has the appropriate training and expertise to meet the needs of the department. Orientation, attention to the conceptual framework, assessment and any faculty development is the responsibility of the department and overseen by the dean. All part-time faculty are provided with the [Part-time Faculty Handbook](#).

The current percentage of part-time faculty is approximately 40%. In 2008, as part of the strategy to manage budget cuts, the college enacted a hiring freeze for full-time faculty. However, in 2010-11, the college has approved the hiring of 15 new faculty. These new hires will stabilize the percentage of part-time faculty and begin to decrease it. In 2009, the percentage of courses taught by part time faculty range from 32% in the School of Arts and Science, 56% in the School of Education, and 42% in the School of Professional Studies.

6c.5. What personnel provide support for the unit? How does the unit ensure that it has an adequate number of support personnel?

The unit has outstanding support ([Academic Affairs-Organizational Chart](#)) given that it crosses over the entire campus and is supported by a variety of personnel, including the Vice President of Finance, associate provosts for information resources, enrollment management and marketing, and academic affairs; the assistant vice president for research and sponsored programs; the assistant provost for teacher education; the director for institutional research and assessment, the director of the Clark Center for International Education, and the deans and associate deans from the schools of professional studies, education, and arts and sciences. Additional administrative support includes 58 directors, coordinators and department chairs all maintained with the appropriate amount of secretarial and clerical support staff.

To ensure support for personnel, each division within the college evaluates their needs for support personnel. Considering the criticality of function and the implications of meeting faculty, staff and student needs, the President's cabinet assesses the prescribed needs and then approves or disapproves the requests.

6c.6. What financial support is available for professional development activities for faculty?

The College supports professional development ([Faculty Development Center](#)) for faculty ([Faculty Development Center-Teaching and Learning Resources](#)) in a variety of ways. [Funding](#) for

conference attendance, the presentation of papers, and leadership positions consists of \$800.00 for non-tenured faculty, \$500.00 for tenured faculty and \$250.00 for professional academic staff during the academic year. Awarding of these funds is at the discretion of the dean with approval by the provost. Other sources of funding include travel grants that are awarded through the SUNY Cortland College Foundation. The Internal Grants Program includes Research Travel Grants, the Faculty Research Program, the Individual Development Awards Program and the Special Projects Fund that comes through the Office of Sponsored Programs. The Faculty Development Center also supports Teaching Innovation Grants. The Cortland Fund, the College's gift designation for unrestricted annual giving, also plays a critical role in strengthening and enhancing the opportunities for all SUNY Cortland faculty.

Other opportunities for eligible faculty and professional staff include the Dr. Nuala McGann Drescher Affirmative Action/Diversity Leave Program that enhances employment opportunities for people who are preparing for permanent or continuing appointments. Preference is given to minorities, women, employees with disabilities, and U.S. Military veterans. The Affirmative Action/Diversity Committee ensures a broad diversity of award recipients. The college also supports sabbatical leaves ([Sabbatical leave policy](#)) for planned travel, study, formal education, research and other experience that provide professional development.

6c.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to personnel may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6d. Unit facilities

6d.1. How adequate are unit--classrooms, faculty offices, library/media center, the technology infrastructure, and school facilities--to support teaching and learning? [Describe facilities on the main campus as well as the facilities at off-campus sites if they exist.]

The [Facilities Management](#) mission for the unit is to provide integrated, quality and cost effective facility services which enables the campus to fulfill its educational, research and public service responsibilities. The College maintains highly functional buildings and attractive grounds to support faculty and candidates' use for teaching and learning.

Facilities range from adequate to outstanding. Classrooms ([Technology and Current Teaching Space Inventory](#)), faculty offices, conference rooms and staff/work areas are spacious, functional, aesthetic, and equipped with quality furniture, equipment and superior technologies. Eight of the eleven academic buildings have received multi-million dollar renovations within the last five years with Bowers Hall and the Dowd Fine Art Center currently in planning and design for upgrades to classroom, laboratory and research space. Newly renovated lecture classrooms are well-equipped with instructional technologies such as control systems providing remote management and an intuitive and consistent user interface; multiple sources that include an installed computer, high resolution document camera, combination DVD/VHS deck, auxiliary laptop connections and may include multimedia projectors or flat panel displays. Wireless connectivity extends throughout campus including all residence halls to enhance learning outside of the classrooms. Some instructional technology highlights include: 1) Sperry Center's five lecture halls possessing simultaneous, dual-source projection; 2) the Remote Audio-Visual Observation equipment in the newly constructed School of Education Building and Child Care Center; 3) the School of Professional Studies' XOS Sports software, the world's largest provider of digital solutions for the sports industry and Dartfish, the world's leading producer of performance-enhancing sport video training; and 4) the \$15 million renovation currently underway for the School of Professional Studies which will provide some of the newest technologies such as sound proof chambers for a Speech

Pathology and Audiology Clinic and an environmental chamber for exercise physiology and fitness testing labs.

The Park Center houses the physical education teacher programs and athletics. In addition to the high quality classrooms and championship level gyms, courts, and other specialized spaces, these facilities are surrounded by excellent playing fields and a first rate stadium that has attracted an NFL team (NY Jets) to use these state-of-the-art facilities for their summer training camp.

6d.2. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to unit facilities may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6e. Unit resources including technology

6e.1. How does the unit allocate resources across programs to ensure candidates meet standards in their field of study?

[Memorial Library](#) allocates resources across programs to ensure candidates meet standards in their field of study by budgeting monies to each librarian who serves as a liaison to the subject areas. The funding allocation is based on FTEs enrolled in fields of study plus the number of circulations in a subject area. Liaisons from the library actively solicit recommendations from the faculty and students as well as analyze interlibrary loan requests and consult appropriate reviewing sources. The majors with the highest allocation of funds are Physical Education, Childhood Education, Early Childhood Education, and Health. Materials purchased through this process are made available to candidates as well as faculty and enrollees in other programs.

Within Information Resources there are contact points for technology support to all students, staff, and faculty in the college. The support consists of technical assistance for offices and classrooms. There is also additional equipment that can be loaned to the college community. Video and still cameras, laptop computers and data projectors, and Clicker technology are included in the equipment available for checkout.

Faculty are provided current technology resources ([Instructional Technology and Design Services](#)) for teaching and research. All full-time faculty are supplied with a new laptop or desktop computer (Windows or Mac) every three to four years as part of a faculty computer replacement program. Part-time faculty also have access to computers to develop teaching materials.

6e.2. What information technology resources support faculty and candidates? What evidence shows that candidates and faculty use these resources?

Information technology resources ([Technology and Current Teaching Space Inventory](#)) that support faculty and the candidates include computers, computer based information systems, software applications, computer hardware, and information databases. These technology resources enable the IT professionals to convert, store, protect, process, transmit, and securely retrieve information. Regular replacement of computers in student labs, faculty offices and throughout the campus, coupled with the high usage of the computer labs, the Help Desk, laptop loan Memorial Library, and database usage statistics are evidence that candidates and faculty use these resources.

Sixty-five technology classrooms are equipped with teaching technology. They include an instructor's station, control system, audio system, data projector(s), motorized screen, campus telephone, and standard sources: document camera, VCR/DVD, PC, laptop input, and auxiliary A/V input. There are two videoconferencing facilities available for faculty to use. Faculty have used this technology to connect teacher education classes for observation activities, guest lectures, collaborative projects and joint classes, and international program collaborations. Some of our programs are using videoconferencing to demonstrate to SUNY Cortland teacher candidates through links with partner teachers how to teach to an objective, through a lesson plan written and implemented by the teacher and how to utilize a school-wide program such as the Responsive Classroom. Our teacher candidates observe how the teacher conducts a bonding session using group dynamics methods from the Responsive Classroom program. The videoconference also allows teacher candidates to learn to differentiate a lesson to meet the special needs of individual students while teaching content.

The Information Resource Support Center offers telephone, walk-in and email assistance. The desktop equipment plan regularly updates and replaces faculty and staff equipment. The Library offers an array of databases and electronic information aligned with our curricula.

Information Resources annually supports a variety of eLearning systems including Blackboard, Second Life, where SUNY Cortland has its own island; iTunesU; Perception, a testing program used in the Psychology Department; and Impactica, software used to compress PowerPoint presentations for online environments. eLearning is growing with increasing numbers of online and hybrid courses, and most faculty incorporate some electronic component into their teaching. There were 247 online courses taught during the 2008-09 year, a 32.4% percent increase over the previous year. Of the 247 online courses, 151 were held during summer and winter sessions. The Professional Studies hybrid summer school program in coaching pedagogy continues to enroll about 40 new students each year.

6e.3. What resources are available for the development and implementation of the unit's assessment system?

The [Office of Institutional Research and Assessment \(OIRA\)](#) provides and coordinates the information support for planning, administering, and evaluating academic and administrative programs. This office operates within the Academic Affairs division of the college and reports to the associate provost for academic affairs. Its functions include reporting institutional data (both internally and externally), conducting institutional research/planning studies, and managing the teacher education assessment system.

The Office of Information Resources oversees and supports all technology work on campus and provides the support necessary for assessment initiatives. The IR staff consists of technical personnel, database development personnel, web personnel, and instructional technology specialists.

The four methods of accessing the data with the teacher education unit are: (1) BANNER itself, (2) the SUNY Cortland Teacher Education Candidate Assessment System (TECAS), (3) the Curriculum Advising and Program Planning (CAPP) report, and (4) requesting summary data from Institutional Research and Assessment. The first three methods provide individual advisors and students information (and could provide summary information), while the request for summary data provides for unit analysis. The system is dynamic and is available online to the individual candidate as well as advisors and other faculty members. Candidates can access only their own record through Banner Web Access; faculty members can access multiple candidate records (e.g., advisees). Other data can be retrieved from other sources such as the Field Placement Office.

Full implementation of the Unit's Teacher Education Assessment Plan will require additional planning, infrastructure and resources to create a better culture for on-going review and assessment on campus. Since 2009, the college has supported TaskStream and it is available to all teacher education programs.

6e.4. What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current?

Memorial Library provides a large array of resources ([Memorial Library resources](#)) in many different formats including print, microforms, and electronic as well as access to a large number of aggregated and indexed materials. The Teaching Materials Center within the library offers candidates the opportunity to interact with classroom curricular materials they are likely to encounter in the schools. In addition to the variety of formats, the library provides the appropriate equipment and access to those materials whether they are located physically within the building or hosted at remote sites. The library also provides multimedia studios for creating projects and access to presentation technologies for candidates to practice their presentations.

6e.5. How does the unit ensure the accessibility of resources to candidates, including candidates in off-campus, distance learning, and alternate route programs, through electronic means?

A new campus portal, [myRedDragon](#), with single sign-on for Banner, eLearning and e-mail was introduced to campus in 2009. The new portal, with ability to direct specific information to intended audiences, has the potential for more effective campus communications with students, faculty and staff. Specific tabs have been created to accommodate student interests.

Student Online Business Transaction tab and the Accepted Students tab allow newly accepted students to access their account information and campus resources sooner than ever.

Memorial Library ensures the accessibility of all resources to candidates through electronic means by using ezproxy to access the databases and the online learning program; offering training on systems/ programs needed by the faculty including Power Point, Web CT, TaskStream, video streaming with Quicktime, iTunesU, iMovies, Impatica, eLearning and one-on-one assistance; opening the library for 106 hours per week; offering chat and online reference programs (Ask-a-Librarian; AskUs24/7, IM chat); in-class teaching on technology for candidates; reference services; and inter-library loan services.

Presently, the college does not offer any distance learning nor alternate route teacher education programs.

6e.6. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to unit resources, including technology, may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 6?

Overall, the College's master planning process has allowed for the campus to continue fulfilling its educational, research and public service responsibilities. Although the operating budget for the campus has been in decline, the state's capital resources allocations have allowed the college to maintain and

upgrade its highly functional buildings and grounds in supporting our faculty and candidates' use for teaching and learning. The current 2008-13 capital planning cycle has demonstrated a significant transformation of new and renovated facilities on campus, while the next three five-year phases of the facilities master plan will continue to invest in many of the campus buildings, including upgrades in technology and instructional resources. The overarching premise is that every space on campus should be considered a learning space.

2. What research related to Standard 6 is being conducted by the unit or its faculty?