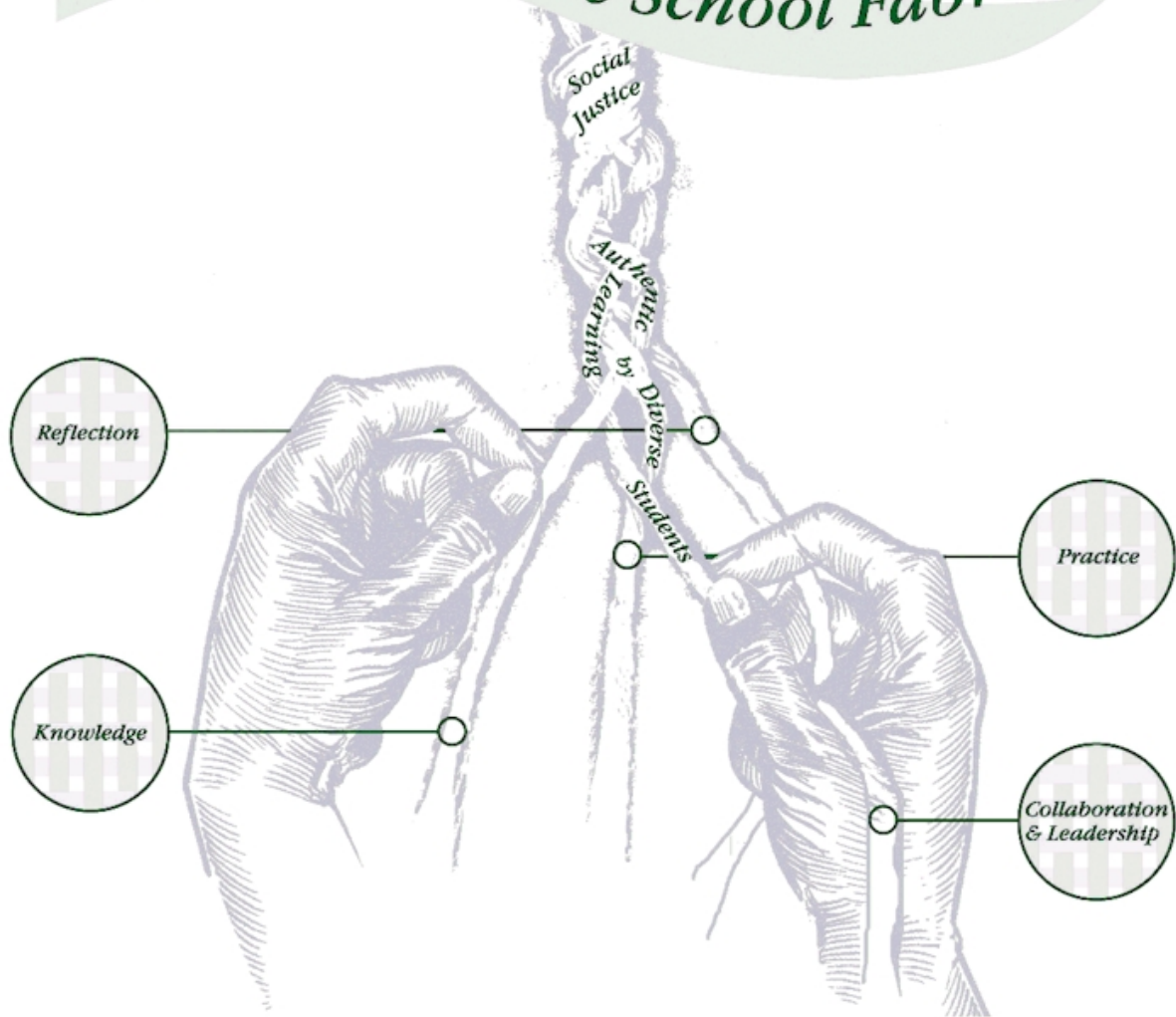


# WEAVING

*a Transformative School Fabric*



## POLICY HANDBOOK

For Faculty, Professional Staff & Candidates

School of Education  
State University of New York at Oswego  
July 2007



State University of New York at Oswego

## SCHOOL OF EDUCATION

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July 2007

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State University of New York at Oswego

## SCHOOL OF EDUCATION

### Overview of SUNY Oswego & the School of Education

July 2007

#### Historical and Institutional Information

The State University of New York (SUNY) is a unified system of public higher education with 64 campuses that are geographically dispersed across the state. Enrolling about 400,000 students, SUNY comprises the nation's largest multi-campus higher education system. It includes a unique assemblage of community colleges, two-year colleges of technology, specialized and statutory colleges, traditional four-year colleges, research university campuses, and academic health science centers.

SUNY Oswego was founded in 1861 as the Oswego Primary Teachers Training School. Its founder, Edward Austin Sheldon, was an innovative teacher educator who promoted the object method of teaching adapted from the techniques of the Swiss educator Johann Heinrich Pestalozzi. This method formed the pedagogical foundation for what is now Technology Education, and served as the cornerstone for other Oswego programs that emphasize authentic learning and field experiences, including Childhood and Adolescence Education. Sheldon's efforts in the preparation of teachers gained international recognition.

The Oswego Primary Teachers Training School was incorporated as the Oswego State Normal and Training School in 1865. In 1938, state normal schools were converted to teachers colleges and the course of study was extended from three to four years. In 1940, Oswego granted its first Bachelor of Science in Education degrees to graduates in Industrial Arts. SUNY was formed in 1948 and Oswego became one of its inaugural 42 units. Two years later, Oswego granted its first Master of Science in Education degrees. By 1962, Oswego had changed from an institution devoted exclusively to teacher training to a comprehensive college of arts and sciences.

Today, SUNY Oswego is one of thirteen regional colleges within SUNY. Because it is part of a unified system of public higher education, teacher education programs at SUNY Oswego are governed not only by New York State Education Department (NYSED) regulations, but also by SUNY Board of Trustees mandates on such issues as general education, faculty workload and evaluation procedures, and governance and resource allocation policies.

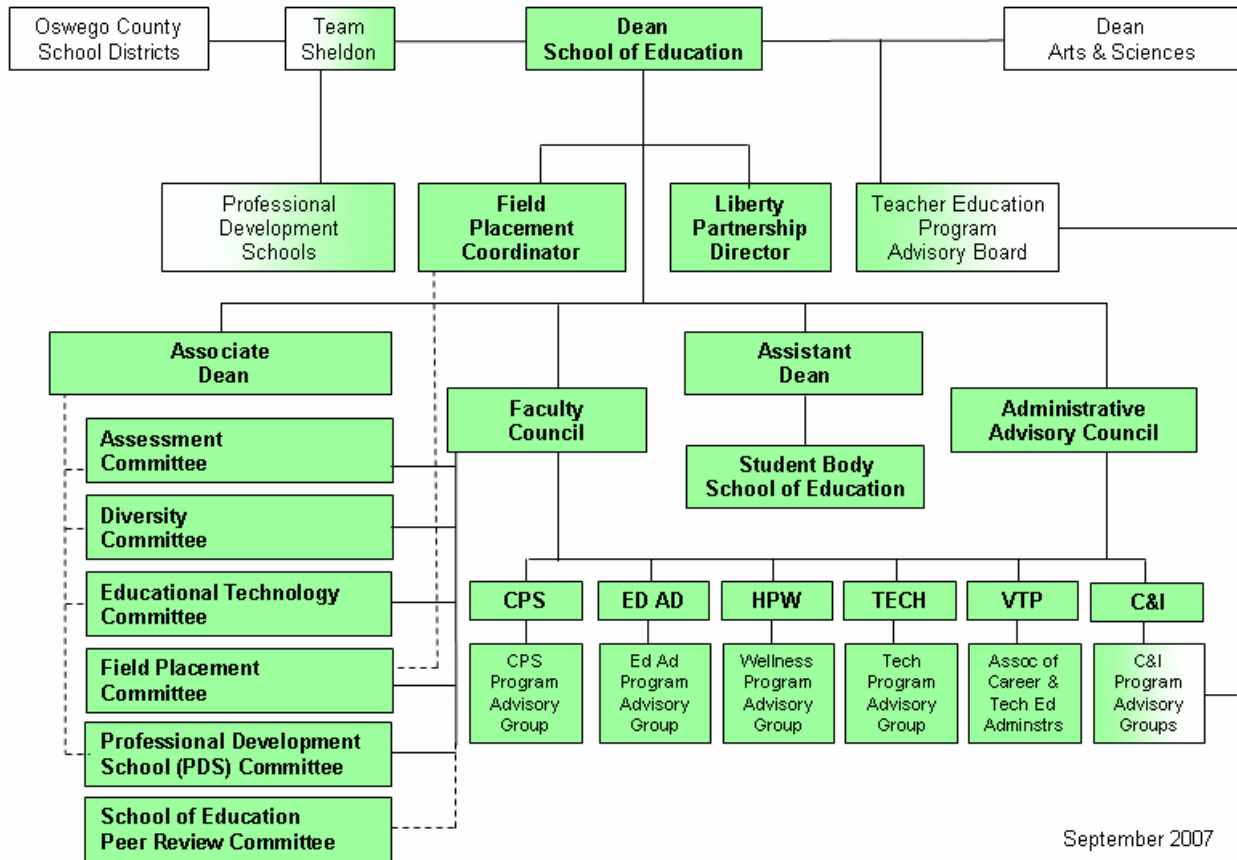
SUNY Oswego offers undergraduate and graduate programs in liberal arts, sciences, education, and business, in a small city setting about 50 and 75 miles respectively from the cities of Syracuse and Rochester. More than 300 of the nearly 400 faculty members are full-time, tenured or tenure-track employees; 75% hold a doctorate or highest terminal degree.

About 8,200 students are enrolled at SUNY Oswego, about 7,100 undergraduates and 1,100 graduate students. The undergraduate student body is generally traditional, with nearly 65% in fulltime study between the ages of 18 and 21; 97% are from New York State. In Fall 2006, entering freshmen had average SAT-Verbal scores of 542 (national average 503), average SAT-Math scores of 548 (national average 518), and high school GPAs of 88.0%. Candidates in teacher education and pupil personnel programs in the School of Education make up about 25% of the undergraduate enrollment and nearly 85% of the graduate enrollment at SUNY Oswego.

#### Organization of the School of Education

The **Dean of the School of Education** is responsible for the operation of all programs in professional education at SUNY Oswego. She reports to the Provost, who in turn reports to the President of SUNY Oswego. The Associate Dean, Assistant Dean, Field Placement Coordinator and the Liberty Partnership Director (a tutoring and counseling project of the School of Education) report to the Dean.

State University of New York at Oswego  
**School of Education  
 Organizational Chart**



September 2007

The faculty of the School of Education are organized into six departments, described in detail in the next section. Each department in the School of Education elects a chairperson (confirmed by administrative appointment) who represents the faculty of that department on the **School of Education Administrative Advisory Council (AAC)**. The Associate Dean, Assistant Dean, Field Placement Coordinator, and the chair of Faculty Council are also members of the AAC, which meets with the Dean regularly.

The faculty of each department are represented on the **Faculty Council**, along with an undergraduate, graduate student body, and professional staff representative. The Associate and Assistant Dean are *ex officio* members of Faculty Council. Faculty Council makes recommendations to the faculty and to the Dean about issues affecting the School of Education. The chairperson of Faculty Council participates on the Administrative Advisory Council as a voting member. The Administrative Advisory Council and the Faculty

Council meet together as needed to discuss and coordinate cross-cutting School of Education initiatives.

Faculty Council elects or appoints members to various standing and *ad hoc* committees to address issues of concern to the faculty of the School of Education. Current **Faculty Council standing committees** focus on Assessment, Diversity, Educational Technology, Field Placements and Professional Development School Partnerships. Each standing committee consists of a Faculty Council and Administrative Advisory Council representative in addition to interested SOE faculty, staff members, and candidates. The committees report to Faculty Council, and to the Dean through Faculty Council. The Peer Review Committee is an elected faculty group; it makes recommendations on promotion and discretionary salary increases.

Each department has at least one associated **Program Advisory Group (PAG)**, which are advisory boards consisting of School of Education, Arts & Sciences (or

School of Business) faculty as appropriate; school practitioners; and candidates. The Program Advisory Groups are organized in each department to meet the unique needs of candidates in each program. The Program Advisory Groups consult to make recommendations about program changes and improvements.

The **Teacher Education Program Advisory Board (TEPAB)** has representation from the Department of Curriculum & Instruction and the departments and interdisciplinary groups in the College of Arts & Sciences that contribute to the content majors associated with the childhood, adolescence, and art education programs (Anthropology, Art, Biology, Chemistry, Earth Science, Economics, English, History, Linguistics, Mathematics, Modern Languages & Literatures, Political Science, Physics, Sociology, Women's Studies). TEPAB is co-chaired by the deans of the School of Education and the College of Arts & Sciences. It makes recommendations to the deans, the provost, and the appropriate departments about issues of common interest to both Arts & Sciences and School of Education faculty. TEPAB also provides coordination for the various program advisory groups (PAGs) organized for each certification content area (Art, English, Foreign Languages, Mathematics, the Sciences, Social Studies, TESOL, and Women's Studies).

**Team Sheldon** is a partnership among the Oswego County public schools, the Oswego County Board of Cooperative Educational Services (BOCES), and the School of Education. Its members include the school superintendents; the Dean & Associate Dean; and representative faculty and department chairs from the School of Education. The group collaborates on issues of mutual interest, such as field placements and needs assessments for new programs. It also supports various projects, including the Oswego County Professional Development Schools initiative and Sheldon Institute (a grade 2-12 summer educational enrichment program).

### **Programs & Departments in the School of Education**

The **Counseling & Psychological Services (CPS) Department** offers three graduate degree programs. The Counseling Services program has four options designed to prepare school and higher education counselors. The School Psychology program is designed to prepare psychologists for the schools. Finally, the non-certification Human Services/Counseling program prepares counselors to work with a wide range of developmental concerns and employment issues. A special track permits candidates to fulfill requirements

for the Credentialed Alcohol & Substance Abuse Counselor (CASAC). The CPS Department offers a non-degree certificate Play Therapy program, which qualifies candidates as Credentialed Play Therapists.

The **Curriculum & Instruction (C&I) Department** is the largest department in the School of Education. It offers programs leading to initial certification in Childhood Education Grades 1-6 BS/MSED, Adolescence Education Grades 7-12 (Biology, Chemistry, Earth Science, English, French, German, Mathematics, Physics, Social Studies and Spanish) BS/MAT/MSED; Teaching English to Speakers of Other Languages (TESOL) All Grades BS; and Art Education MSED. C&I also offers advanced graduate programs for initial certification in Literacy Birth-Grade 6 and Grades 5-12; and Childhood Special Education Grades 1-6. Finally, C&I offers an advanced Curriculum & Instruction MSED program that leads to professional certification for candidates with initial certification in a variety of content areas in early childhood, childhood, middle childhood and adolescence regular and special education. A proposal for an undergraduate program in Early Childhood Education Birth-Grade 2 is under development.

The **Department of Educational Administration** (EAD) currently offers two Certificate of Advanced Study (CAS) programs leading to School Building Leader (SBL) and District Leader (SDL) certification. A proposal to offer a combined program leading to both certifications (a configuration now common across the state) has been submitted to the New York State Education Department (NYSED) for Fall 2007 implementation for all current candidates. The department offers a non-degree Superintendent Development Program in various locations around the state in response to a statewide need to increase the pool of high-quality potential school superintendents.

The **Department of Health Promotion & Wellness** (HPW) currently offers an undergraduate major in Wellness Management, and minors in Athletic Coaching and Health Sciences. Courses in the Athletic Coaching minor lead to New York State certification as a coach.

The **Department of Technology** (TEC) has the oldest and one of the largest baccalaureate degree Technology Education programs in the country. It is one of only three in New York State and currently enrolls nearly 300 undergraduate majors. The department offers the Master of Science in Technology Education for teachers who hold an initial certificate. For both programs, courses in technology content areas are taught in applied

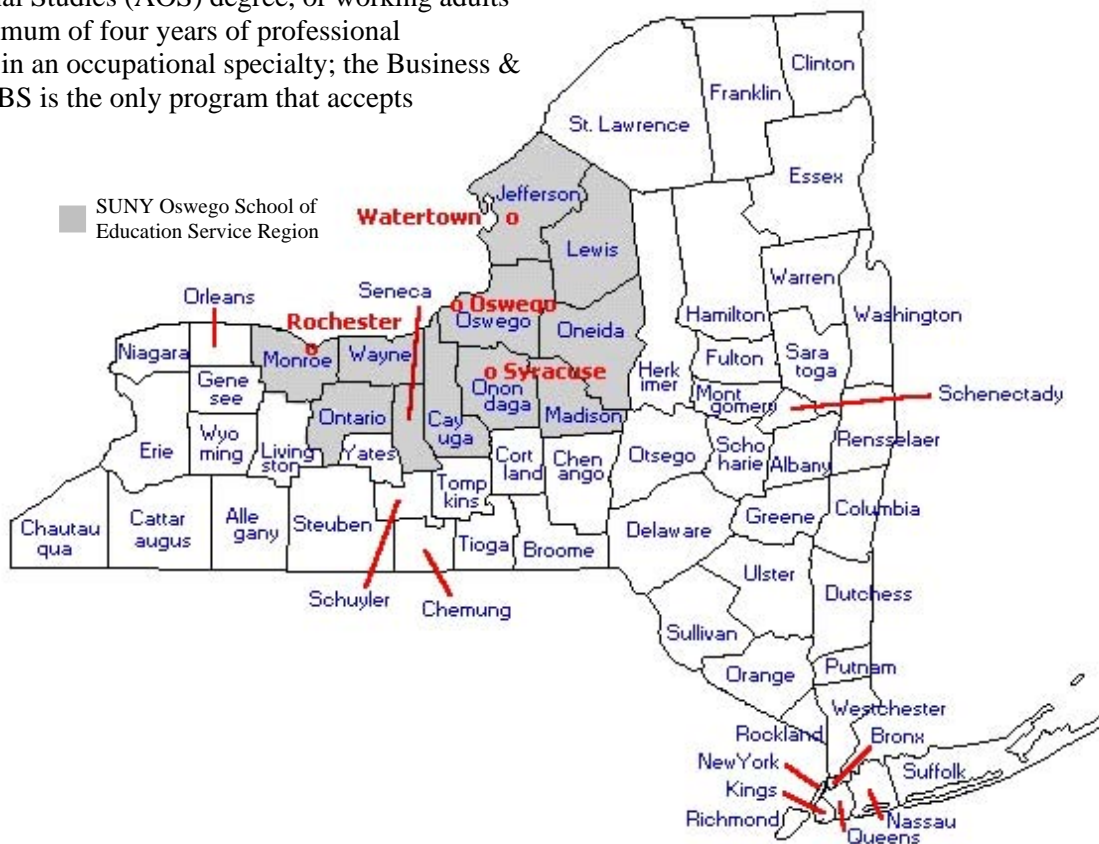
technology laboratories to educate technology teachers for public schools, trainers for business and industry, and personnel for related fields of human development. The department has hosted a Fall Technology Conference for nearly 70 years, which is attended by hundreds of preservice and inservice technology teachers (many of whom are alumni), college faculty, school administrators, and technology education vendors from all over the northeast. The department also offers the Bachelor of Science in Technology Management jointly with the School of Business.

The [Vocational Teacher Preparation Department](#) (VTP) produces the vast majority of the vocational teachers in New York State. The department offers a variety of non-degree, undergraduate degree, and graduate degree programs in 7-12 Agriculture, Business & Marketing, Family & Consumer Science, Health Careers, Technical, and Trade Education. The department also offers All Grades BS and MSED programs in Agriculture, Business & Marketing, and an All Grades MSED program in Family & Consumer Science. VTP programs are delivered on campus and at multiple sites across upstate New York. In addition, most required courses except for student teaching are offered via distance learning technologies. (Distance learning methods courses require a one-week intensive workshop on campus in the summer.) VTP programs are primarily designed for transfer students who have an Associate in Applied Science (AAS) or Associate of Occupational Studies (AOS) degree, or working adults with a minimum of four years of professional experience in an occupational specialty; the Business & Marketing BS is the only program that accepts freshmen.

## Service Region for School of Education Programs

The eleven-county region shaded on the map below represents the area where about 55% of SUNY Oswego undergraduates and about 85% of SUNY Oswego graduate students permanently reside. This area overlaps the service regions of several other SUNY units offering teacher education programs, but it encompassed 88% of the School of Education field placements in 2006-07.

Our vocational education and educational administration programs are an exception to the School of Education's regional service profile. Courses in the Vocational Teacher Preparation (VTP) programs are offered online, in Oswego and in several other locations serving the majority of the state, except for four counties in the west and New York City and Long Island in the southeast. Courses are usually taught in the late afternoon or evening at vocational schools associated with the regional network of Boards of Cooperative Educational Services (BOCES). Likewise, courses in the Educational Administration Department (EAD) are taught in the late afternoon in classrooms at regional schools or more centrally-located community college campuses. However, for programs in both departments, the full-time VTP and EAD faculty coordinate and deliver all student services – admissions, course registration, advisement, and field placements – by telephone, email, internet or in person.



## Unique Features of the School of Education

Many community, regional and international partnerships distinguish the School of Education, emphasizing authentic learning in diverse, urban, and/or high needs school settings. Among them are:

- ◆ The **Center for Urban Schools** in the School of Education is a resource center for communication among students, staff, faculty, and others who are interested in urban education issues ([http://www.oswego.edu/~prusso1/center\\_for\\_urban\\_schoolsatoswego.htm](http://www.oswego.edu/~prusso1/center_for_urban_schoolsatoswego.htm)). Its initiatives support the School of Education's goal to provide every graduate a field experience in an urban high needs school setting. The Center seeks to focus resources to support urban schools by:
  - Increasing the number of urban students in education programs;
  - Increasing urban field placements for pre-teachers;
  - Increasing the numbers of graduates who take positions in urban schools;
  - Supporting urban teachers and agencies via partnership arrangements;
  - Supporting faculty in their study and urban partnership work; and
  - Seeking funding to support urban education initiatives.
- ◆ The **Today's Students Tomorrow's Teachers** (TSTT) project represents a major commitment by SUNY Oswego and the School of Education to increasing the diversity of the teacher workforce in Central New York and across the state. The program will provide scholarships and sustained mentoring for high school students of color who enter SUNY Oswego with the intention of teaching in urban environments. A Memorandum of Agreement is currently under review by representatives from both SUNY Oswego and TSTT's administration.
- ◆ The Counseling and Psychological Services (CPS) Department sponsors all day professional development workshops each semester for up to 150 participants per event, many of whom are school counselors and psychologists who practice within the central New York region. The **CPS Spring Seminar** has been organized by the department for more than 20 years; the **CPS Professional Development Initiative Workshop** is a similar fall event. Both are scheduled on regional superintendent's days and feature topics of interest to school counselors and psychologists (e.g., autism, school violence, adolescent sexuality, media influences on the sexual behavior of youth; and understanding trans-gendered youth). CPS also hosts an annual all day **Play Therapy Workshop** in the summer to provide sustained professional development for regional professionals.
- ◆ The **SUNY FIPSE Teacher Education Program Assessment Project** is supported by a 4-year, \$703,000 grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE P116B030099) to enhance program assessment at all sixteen SUNY teacher education institutions (<http://www.oswego.edu/~educate/fipse/>). Oswego's Associate Dean is the project director. The initiative has sponsored a SUNY-wide professional development conference each year, and organized annual statewide collaborative events with the New York Association of Colleges of Teacher Education (NYACTE) and the New York State Association of Teacher Educators (NYSATE).
- ◆ The **Journal of Authentic Learning** (ISSN 1558-7320) is an online peer-reviewed research journal (<http://www.oswego.edu/jal>). It is published by the Department of Curriculum & Instruction; Dr. Audrey Rule is the editor. It provides a forum for dissemination of original ideas in research, practice, and theory of authentic learning and teaching in a wide variety of contexts. (Authentic learning involves real-world problems that engage learners in the work of professionals; inquiry activities that practice thinking skills and metacognition; discourse among a community of learners; and student empowerment through choice.) Articles describe education research that addresses these components in some way. It often features collaborative work by graduate students and their faculty mentors.
- ◆ The **Liberty Partnership Program**, in operation for more than a decade, is among a very few rural programs of its kind in New York State. It links School of Education candidates to middle and high school students at risk of dropping out of school. The program provides academic and social supportive services to support youth in completing secondary school and prepare those students for successful transition into postsecondary education and entry level careers. The program is a partnership among the School of Education, and the Central Square, Hannibal, and Mexico School Districts in Oswego County.

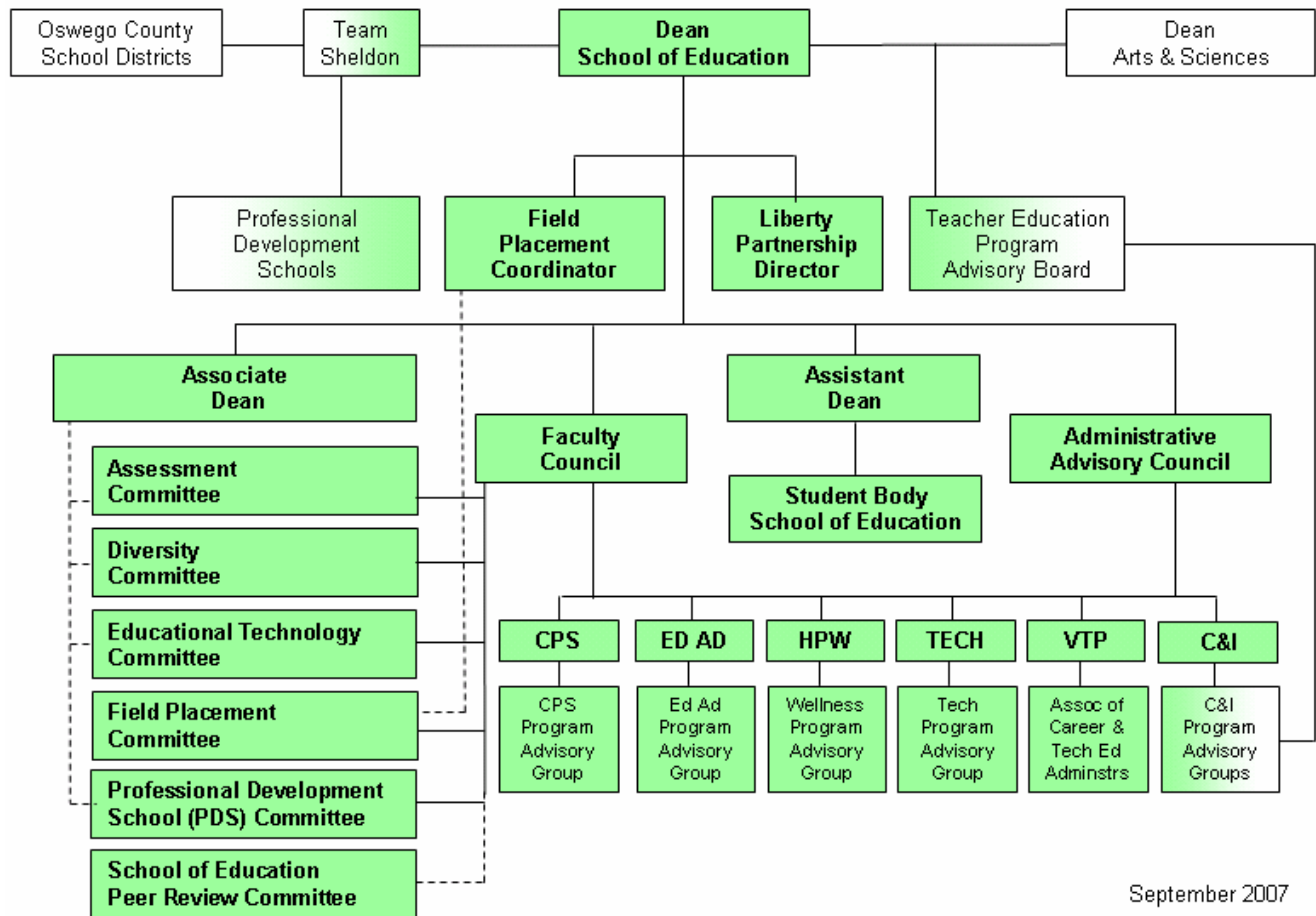
- ◆ The **Onondaga Nation Partnership** in Lafayette NY developed as the result of networking between School of Education faculty, the Oswego State Native American Advisory Council, and members of various Native American communities. Dr. Jennifer Kagan supervises literacy graduate students who provide tutoring in reading, writing, and oral language to Native American students. She works with the entire faculty on literacy instruction, responds to questions they raise, visits their classrooms, and conducts teacher study groups which meet weekly. Kagan also facilitates interactions with area writers, who have conducted writing workshops with elementary teachers on a regular basis. Along with these literacy activities, Kagan is organizing a new after-school tennis program funded by the Junior Tennis Foundation will promote physical fitness and provide K-6 Native American children access to a new sport.
- ◆ **Project CLIMB (Collaborative Link for Instructor Mentoring in Benin)** involves seven professors from the School of Education who are collaborating with school inspectors and educational leaders in the West African nation of Benin to improve the educational system. The project provides support for curriculum development; professional development for Beninese teachers and school administrators; and has a major focus on encouraging girls to enter and remain in school. The team is led by Alfred Frederick, professor of Curriculum & Instruction and Fulbright Lecturer/Visiting Specialist in Benin.
- ◆ **Project SMART** is a school/business/university partnership among the Oswego County Schools and Teacher Center, the Syracuse City School District, several New York City school districts, several regional business and community organizations, and SUNY Oswego ([http://www.oswego.edu/academics/colleges\\_and\\_departments/departments/curriculum\\_and\\_instruction/project\\_smart/](http://www.oswego.edu/academics/colleges_and_departments/departments/curriculum_and_instruction/project_smart/)). For twenty years it has provided high-quality and sustained professional development for inservice and preservice teachers during an annual summer institute, followed by implementation and assessment activities with participants during the academic year. Project SMART's purpose is the improvement of P-12 teaching through an inquiry-based approach that emphasizes how schoolwork is connected to learning in the real world of work. In addition, Project SMART has increasingly focused on promoting professional development school and other partnership activities in diverse urban school environments, receiving significant new funding for this enhanced programmatic emphasis in recent years. Project SMART has also begun to support the work of the **Project CLIMB** initiative by hosting a team from Benin in the 2007 summer professional development institute.
- ◆ During the summer and academic year, graduate students in the MSED-Literacy Education program participated in a semester-long, after school **SUNY Oswego Reading Clinics** in collaboration with the Oswego City and Baldwinsville Central School Districts. Teacher candidates provide individualized instruction for students experiencing special problems in reading and/or writing. They diagnose and tutor approximately 100 at-risk students per year under the supervision of the C&I literacy faculty.



State University of New York at Oswego  
**SCHOOL OF EDUCATION**

**Organizational Chart**  
 July 2007

State University of New York at Oswego  
**School of Education**  
**Organizational Chart**



September 2007



State University of New York at Oswego

## SCHOOL OF EDUCATION

### Conceptual Framework

December 1998

# WEAVING

*a Transformative School Fabric*

#### AUTHENTIC LEARNING

Educators provide meaningful opportunities and appropriate support for all students to engage in self-directed inquiry, problem-solving, critical thinking, and reflection in real world and creative contexts.

#### SOCIAL JUSTICE

Educators who graduate from Oswego State are socially conscious catalysts for change who promote authentic learning by all students.



Educators continually assess and reflect upon their professional practice in order to change and grow as life-long learners.



Educators have a deep understanding of the organizing concepts, processes and attitudes that comprise the disciplinary knowledge base (including the NYS Learning Standards), the pedagogical knowledge base, and the pedagogical content knowledge base.

Educators have a rich repertoire of research-based strategies for instruction, assessment, and use of educational technologies, focused on promoting authentic learning by all students.



Educators continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility and leadership.

#### The faculty of the School of Education

at Oswego State believes that the role of schools is to promote authentic learning by all students. The role of educators in meeting that goal is to function as socially conscious catalysts for change who create and sustain school environments where excellence is cherished and social justice flourishes.

#### The act of weaving a braid is a visual metaphor

for the interactive, recursive and transformative nature of the teaching and learning process. Educators continually weave strands of knowledge, practice, reflection, collaboration and leadership, thus creating a complex braided school fabric in which authentic learning is an everyday reality for diverse students. Concern for social justice anchors the educational process; it is the knot at the top of the braid.



State University of New York at Oswego  
**SCHOOL OF EDUCATION**

**Mission Statement**  
Spring 1993

The faculty of the School of Education, working in partnership with citizens of the world, supports and promotes extraordinary educators and learners.

Building on the wisdom of the past, the realities of the present, and the promise of the future, innovative educational programs will prepare individuals who will continually strive for personal growth and become socially conscious catalysts for change.

We will instruct, involve, challenge and care for all learners, children and adults, in the legacy of Edward Austin Sheldon.



State University of New York at Oswego  
**SCHOOL OF EDUCATION**

**Vision Statement**  
May 2000; Revised May 2003

SUNY Oswego has an exemplary School of Education (SOE) that maintains NCATE accreditation status and is characterized by:

- ◆ **Diverse graduates who are responsive to changing instructional settings and stakeholder expectations** as a result of meeting rigorous SOE and national standards, receiving timely and effective individualized assessments, and experiencing excellent instruction with integrated field placements in programs that are regularly assessed and improved;
- ◆ **An exceptional and diverse faculty of teacher-scholars** who exhibit an esprit de corps as they collaborate with their extensive professional community; and
- ◆ **Communication and collaboration** promoted by cross-departmental and cross-institutional organizational structures that advocate for autonomy, optimal allocation of resources, and state-of-the-art facilities and physical space.



State University of New York at Oswego  
**SCHOOL OF EDUCATION**

## **Professional Dispositions**

April 2004

### **Section 1. Professional Dispositions & the Conceptual Framework.**

- A. Professional dispositions are the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to fulfill the vision expressed by the conceptual framework of the School of Education at SUNY Oswego. The conceptual framework uses weaving a braid as a visual metaphor for the interactive, recursive and transformative nature of the teaching and learning process. Educators continually weave strands of KNOWLEDGE, PRACTICE, REFLECTION, COLLABORATION and LEADERSHIP, thus creating a complex braided school fabric in which AUTHENTIC LEARNING is an everyday reality for diverse students. Concern for SOCIAL JUSTICE anchors the educational process; it is the knot at the top of the braid.
- B. Educators must express professional values, commitments and ethics in order to promote authentic learning by *all students*\* in socially just school environments. We expect the potential for these dispositions to be exhibited by candidates at entrance to all programs. Faculty, administrators, teachers and other school personnel associated with programs in the School of Education support the development of candidates' understanding and practice of these professional dispositions within a socio-cultural perspective. Our goal is to prepare educators to function effectively as socially conscious catalysts for change, who create and sustain school environments where excellence is cherished and social justice flourishes.
- B. **Advocacy** – Educators understand how social structures and power relationships disadvantage some groups of learners; assume an effective leadership role in recognizing and challenging injustice; and act with courage and patience to ensure that *all students*\* can learn authentically at high levels in socially just schools.
- C. **Critical reflection** – Educators exhibit self-awareness and critical inquiry into their own biases and teaching practice within a socio-cultural perspective; and seek and respond appropriately to constructive feedback from *others*\* to improve their own practice.
- D. **Integrity** – Educators exhibit honesty, fairness, trustworthiness; adhere to professional ethics and standards of behavior; recognize and challenge injustice in effective ways; and act in the best interest of *all students*\* and *others*\* in the learning community.
- E. **Socially-conscious respect** – Educators demonstrate cultural sensitivity, empathy, caring, and rapport; seek to understand *others*\*; and believe *all students*\* can learn authentically at high levels.
- F. **Socially-conscious responsibility** – Educators hold themselves accountable for authentic learning by *all students*; and exhibit initiative, reliability, maturity and sound judgment in implementing equitable best practice for *all students*\* and *others*\* in the learning community.
- G. **Collaboration** – Educators listen, communicate, and work effectively with *others*\* from a variety of diverse backgrounds to provide a safe, inclusive, equitable and shared learning environment.

\* The phrase “*all students*” and “*others*” always includes people of all races/ethnicities, genders, ages, abilities/disabilities, languages, religious beliefs, sexual preferences, family types, socio-economic classes, etc

### **Section 2. The School of Education's Professional Dispositions.**

- A. **Commitment to authentic learning and teaching** – Educators exhibit enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, equitable environment for *all students*\* to learn at high levels; and seek effective new ideas, diverse perspectives, and relevant information to develop continuously as educators for social justice.



State University of New York at Oswego  
**SCHOOL OF EDUCATION**

## **Faculty Council Bylaws**

February 1994; Revised December 2000, March 2001, May 2007

### **PREAMBLE**

The *Policies of the Board of Trustees of the State University of New York* state that “the faculty of each college shall have the obligation to participate significantly in the initiation, development and implementation of the education process” (Article X, Paragraph 4). Furthermore, the *State University College at Oswego Faculty Bylaws* (Article IV) define the right of departments to organize themselves, by majority vote, for consultation under the *Policies of the Board of Trustees*. Therefore, the faculty of the School of Education at the State University College at Oswego hereby set forth the following *Faculty Council Bylaws* to insure faculty participation in the governance of the School of Education.

### **ARTICLE I—GOVERNANCE ROLE**

#### **Section 1. Purpose & Functions.**

- A. The Faculty Council of the School of Education shall provide leadership on behalf of, and represent, the faculty in:
  1. identifying short and long term goals and implementing related plans consistent with the mission statement and conceptual framework of the School of Education;
  2. developing, implementing, assessing, revising, and maintaining school-wide policies; and
  3. reviewing and recommending department curriculum and program initiatives to the Dean and faculty governance.
- B. The Faculty Council shall serve in an advisory and communication capacity on behalf of the faculty with respect to the administration of the School of Education.
- C. The Faculty Council shall be responsible for responding to institutional needs for School of Education faculty representation.

### **ARTICLE II—PARTICIPATION**

#### **Section 2. Membership & Terms of Office.**

- A. The membership of the Faculty Council shall be as follows:
  1. one voting faculty or professional staff (with term or permanent appointment) representative, and one alternate, elected from and by each of the following departments: Counseling & Psychological Services; Curriculum & Instruction; Educational Administration; Health Promotion & Wellness; Technology; and Vocational Teacher Preparation.
  2. one person elected from and by the School civil service staff; and
  3. one undergraduate and one graduate student representative.
- B. Representatives shall not have an administrative distribution-of-effort appointment exceeding 1/2, and shall not hold an appointment as Dean, Associate Dean, or Assistant Dean.
- C. Each faculty, staff, and student representative shall serve a three-year term.
- D. Members who serve two consecutive three-year terms shall not be eligible for Council membership for a period of one year following completion of their terms. Exceptions to this policy may be made by a majority vote at a School of Education Faculty meeting upon recommendation by the Faculty Council.

#### **Section 3. Election of Members.**

- A. Departmental elections shall be held at the end of the spring semester to fill any representative and alternate vacancies that exist on the Faculty Council.
- B. In the event that a member’s position on the Faculty Council is vacated before the term is completed, a special election shall be held to select the new representative, and alternate, to complete the term.

**Section 4. Officers.** The officers of the Faculty Council and their duties shall be:

- A. A Chairperson elected by the Faculty Council annually with the following duties:
  - 1. chair all Faculty Council and School of Education Faculty meetings;
  - 2. develop the agenda and schedule for School of Education Faculty meetings in consultation with the Dean (see Section 6B);
  - 3. serve as liaison to the School of Education Administrative Advisory Council;
  - 4. convene an organizational meeting of the School of Education Peer Review Committee before the end of the spring semester (see Section 9C); and
  - 5. make periodic reports to the faculty and professional staff of the School of Education.
- B. A Vice-Chairperson elected by the Faculty Council annually with the duty to serve in the absence of the Chair.
- C. A Secretary elected by the Faculty Council annually with the following duties:
  - 1. distribute reports to the faculty and professional staff of the School of Education; and
  - 2. maintain the records of the Faculty Council and School of Education Faculty meetings.

### **ARTICLE III—MEETINGS**

#### **Section 5. Faculty Council Meetings.**

- A. The Faculty Council shall meet on a regular basis during the academic year.
- B. Special meetings of the Faculty Council may be called by the Chairperson or by petition of four Faculty Council members.
- C. Meetings shall be open to all persons holding faculty, staff, or student rank in the School of Education.

#### **Section 6. School of Education Faculty Meetings.**

- A. The purpose for School of Education Faculty Meetings include:
  - 1. improving awareness of and communication among the various departments within the School;
  - 2. discussion and decision-making relative to issues that are pertinent to all School of Education faculty and professional staff; and
  - 3. dissemination of information from the Dean and other invited guests.

- B. The School of Education Faculty shall meet at least once per semester. The meeting schedule and agenda(s) shall be developed by the Chair of Faculty Council in consultation with the Dean (see Section 4A).
- C. The voting faculty of the School of Education shall be composed of the members of the academic staff having academic rank and term or continuing appointments in the departments of the School of Education.
- D. Professional staff with term or permanent appointments in the School of Education and qualified voting faculty in the School of Education may vote at School of Education Faculty Meetings, except for amendments to the Faculty Council Bylaws (see Section 11).
- E. Special meetings of the School of Education Faculty may be called by the Dean, or Faculty Council, or by petition to the Dean or Chair of Faculty Council submitted by six School of Education voting faculty and/or professional staff members with term or permanent appointment.
- F. The quorum for a School of Education Faculty meeting shall be one-third of the School of Education voting faculty and/or professional staff members with term or permanent appointment, in at least four departments.

### **ARTICLE IV—COMMITTEE STRUCTURE & FUNCTIONS**

#### **Section 7. Rules of Conduct Governing Committees.**

- A. All committees report to the Faculty Council.
- B. Each committee shall be responsible for forwarding actions to the Faculty Council for its approval and/or recommendation to the Dean.
- C. Membership on standing committees is defined by Section 2. Because the function of each committee is advisory, Faculty Council or the elected members of each committee may recruit additional members from among the School of Education voting faculty, qualified voting faculty, professional staff with term or permanent appointments, or the student body. However, the majority of each committee must be School of Education voting faculty or professional staff members with term or permanent appointments.
- D. *Ad hoc* committees may be created by the Faculty Council and charged to consider specific tasks over a specific time frame. Committee members may be elected or appointed by Faculty Council as appropriate.

## Section 8. Standing Committees.

A. The **Assessment Committee** is responsible for:

1. Developing recommendations on policies, procedures, and priorities to implement and enhance the Unit Assessment System, which produces data on candidate performance, program quality, and unit operations that are used to improve the School of Education and its programs;
2. Reviewing data on the quality of programs and unit operations generated by the Unit Assessment System; and reviewing program assessment plans and annual program assessment reports generated by the program faculty within departments; in order to coordinate collaborative efforts across departments to improve program and unit operations; and monitor the implementation of program and operational improvements; and
3. Coordinating professional development activities that will support faculty, administrators and staff in each department and program in implementing the School of Education's assessment goals.

B. The **Diversity Committee** is responsible for:

1. Developing recommendations on policies, procedures, and actions to address the School of Education's goals to increase:
  - a. Student body diversity,
  - b. Faculty diversity,
  - c. Field placement diversity; and
  - d. Attention to diversity issues in the curriculum, professional development, campus culture, and the larger community;
2. Coordinating professional development activities that will support faculty in each department and program in implementing the School of Education's diversity goals.

C. The **Educational Technology Committee** is responsible for:

1. Developing recommendations on policies, procedures, and actions to insure that
  - a. Candidates are prepared to use information technology as a tool to engage all students in authentic learning;
  - b. Faculty model best information technology practice in School of Education programs;
  - c. Appropriate current information technology is utilized in the unit assessment system to evaluate and improve the unit and its programs; and
  - d. Office and instructional facilities available to the School of Education feature current information technologies that allow faculty

to model effective technology use and candidates to practice technology use in instruction.

2. Coordinating professional development activities that will support faculty and candidates in the use of current information technologies.

D. The **Field Placement Committee** is responsible for:

1. Serving in an advisory capacity to support the efforts of the Field Placement Office to establish collaborative relationships with school partners to:
  - a. Increase the number of high quality placements for candidates:
    - i. With field-based supervisors who are appropriately certified and tenured; and model best practice instructional strategies, including the use of technology, to promote authentic learning by all P-12 students to meet the New York State Learning Standards.
    - ii. In urban and rural school settings that provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socio-economically disadvantaged students, students who are English language learners, and students with disabilities;
  - b. Prepare every teacher or school professional graduating from Oswego's programs for a successful field placement and potential career in an urban or high needs school setting; and
  - c. Increase the quality of field placement operations within departments and in the Field Placement Office with regard to efficiency, effectiveness, and service satisfaction.
2. Developing recommendations on policies, procedures, and implementation plans to accomplish these goals in each department and program; and
3. Working with the Field Placement Office to provide professional development activities that support faculty in each department and program in their efforts to accomplish these goals.

E. The **Professional Development School Committee** is responsible for:

1. Promoting efforts to create and sustain collaborative professional development partnership schools (PDPSs) and professional development schools (PDSs) that
  - a. Promote authentic learning by all P-12 students to meet the New York State Learning Standards;
  - b. Prepare preservice candidates to be socially-conscious catalysts for change who create and sustain school environments where excellence is cherished and social justice flourishes, as described by the School of Education's Conceptual Framework;
  - c. Provide sustained professional development opportunities for school and university-based educators to enhance their knowledge, practice, and skills in reflection, collaboration, and leadership to promote authentic learning for all students; and
  - d. Use a process of joint inquiry to identify and address the diverse learning needs of all P-12 students, candidates, and school and university-based faculty.
2. Developing recommendations on policies, procedures, implementation plans, and assessments to accomplish these goals;
3. Coordinating professional development activities that will support faculty in each department and program in their efforts to accomplish these goals; and
4. Serving as an advisory group to the Dean, Associate Dean, and others charged with coordinating the PDS/PDPS activities of the School of Education.

**Section 9. School of Education Peer Review Committee.**

- A. The membership and functions of the **Peer Review Committee** are defined by Appendix D of the *State University College at Oswego Faculty Bylaws*.
- B. Each department in the School of Education shall elect a representative to the Peer Review Committee in the spring of the current academic year. Department chairpersons shall forward the names of the elected representatives to the Faculty Council Chairperson by April 1 of the current academic year.
- C. The Faculty Council Chairperson, supported by the Dean's Office staff, shall be responsible for convening an organizational meeting of the Peer Review Committee before the end of the spring semester (see Section 4A).

**ARTICLE V—PROTOCOLS**

**Section 10. Precedence of Bylaws.** No part of the Faculty Council Bylaws is intended to infringe upon the governing policies and procedures of the *State University College at Oswego Faculty Bylaws* or the *Policies of the Board of Trustees of the State University of New York*. If contradictions occur, the superior document takes precedence.

**Section 11. Amendments to Bylaws.**

- A. Amendments to these Bylaws may be proposed in writing to the Faculty Council by any member of the School of Education voting faculty or professional staff with term or permanent appointment. Upon favorable action by a two-thirds majority of the Faculty Council, or if a petition for such amendment is presented to the Chair of the Faculty Council signed by twelve School of Education voting faculty and/or professional staff with term or permanent appointment, they shall be presented at the next School Faculty meeting for adoption or rejection without amendment from the floor.
- B. Adoption of amendments to these Bylaws shall require the affirmative action of a majority of the School of Education voting faculty present and voting at a meeting duly called for that purpose. All amendments shall be distributed to the School of Education voting faculty in writing at least two weeks prior to the meeting called to discuss them.



State University of New York at Oswego  
**SCHOOL OF EDUCATION**

## **Diversity Policy**

May 1999; Revised November 2000, May 2007

### **ARTICLE I—VISION & SCOPE OF CONCERN**

#### **Section 1. Vision.**

The faculty of the School of Education envision and are deeply committed to the creation of a fair and equitable society. The School of Education seeks to realize this ideal through the preparation of professional educators who can function as socially conscious catalysts for change who create and sustain school environments where excellence is cherished and social justice flourishes. Such educators value differences in their classrooms, seeing them as positive and desirable; they employ both pedagogy and curricula that promote social justice and address social justice issues. Social justice is a foundational principle in the School's Conceptual Framework.

Our society is diverse, and we honor and see strength in that diversity. In our efforts to create a truly just society, we must conceptualize diversity as broad, inclusive, and amenable to evolving definitions. The definition of diversity at a minimum addresses the issues of age, ethnicity, race, gender, religion, sexual orientation, socioeconomic status, and the issues of persons with disabilities. In addition, it is recognized that people also experience injustices for many other reasons (i.e., marital status, military experience, parental status). While the primary intention in defining diversity is ultimately to create a fair and equitable society, it is also to provide redress to persons who are members of groups that have traditionally experienced overt and institutional discrimination. Injustices may be reflected in the policies, procedures, and activities of organizations at SUNY Oswego. The faculty and staff will strive to change any such policies, procedures, and activities that are discriminatory or unjust.

Discrimination manifests in explicit behaviors carried out intentionally and unwittingly by persons in the course of everyday life. Our commitment to social justice means that we will work for the elimination of all behaviors that systematically have an adverse impact on any members of our learning community. The School of Education will strive to provide all members of the community with a safe environment that protects individuals from the effects of past discrimination manifesting in the present. Further, we will strive to create an environment where everyone is treated justly and rewarded on the basis of their individual accomplishments.

**Section 2. Scope of Concern.** The School of Education's efforts to foster diversity focus on, but are not limited to, the following areas of concern:

- ◆ Candidate Recruitment, Admission, and Retention
- ◆ Candidate Performance and Assessment
- ◆ Faculty Recruitment, Appointment, Retention, and Evaluation
- ◆ Professional Development of Faculty, Staff, and Community Members
- ◆ Curriculum, Programs, and Field Placements
- ◆ Campus Culture and Climate
- ◆ Service to Diverse Populations in the Community

### **ARTICLE II—COMMITMENT TO DIVERSITY INITIATIVES**

#### **Section 3. Implementation Responsibilities.**

- A. In order to realize these diversity goals, the School of Education places a charge on all faculty, administrators, staff, and students to strive to create a fair and just learning environment.
1. The Dean, his/her Administrative Advisory Council, and the Faculty Council of the School of Education are jointly responsible for providing leadership that results in implementing the School's diversity goals.

2. The **Diversity Committee** of the Faculty Council is responsible for:
  - a. Developing recommendations on policies, procedures, and actions to address the School of Education's goals to increase:
    - ◆ Student body diversity,
    - ◆ Faculty diversity,
    - ◆ Field placement diversity; and
    - ◆ Attention to diversity issues in the curriculum, professional development, campus culture, and the larger community;
  - b. Coordinating professional development activities that will support faculty in each department and program in implementing the School of Education's diversity goals.
  
2. The School of Education's **Diversity Coordinator**:
  - a. Is a faculty member who is appointed by the Dean in consultation with the Diversity Committee;
  - b. Is responsible for:
    - ◆ Coordinating efforts to promote the School of Education's candidate diversity goals through recruitment, scholarships, mentoring, professional development, and community relations initiatives;
    - ◆ Working with the Diversity Committee to coordinate efforts to promote the School of Education's diversity goals with respect to faculty, curriculum/program, field placement and the community.
  - c. Fulfills his/her responsibilities by identifying and developing opportunities for action; coordinating faculty participation; coordinating School of Education efforts with institutional efforts; facilitating public relations efforts; developing grant/philanthropic support; and evaluating the success of various initiatives in terms of diversity outcomes.
  - d. Has appropriate assigned time to fulfill his/her priority responsibilities.
  
3. The identification of issues, the setting of diversity goals, and the implementation of interventions are to be a collaborative process between all of the above-mentioned parties.

**Section 4. Diversity Review and Framework for Initiatives.** Any member of the College or School of Education community can bring equity concerns to any member of the School's administrative team, the Faculty Council, or the Diversity Committee to initiate a review by the Diversity Committee. Every effort shall be made to take a bottom-up or inclusive approach that includes students and staff as well as faculty and administration in the promotion of equity within the School of Education. When the Diversity Committee recommends action based on such a review, the description of the initiative shall:

- A. State the goals of the initiative;
- B. Describe an explicit set of strategies and interventions, identifying how, when, and who is responsible for implementing each strategy or intervention; and
- C. Provide specific assessment and attainment criteria for each goal.

### **ARTICLE III—HIRING & RETENTION OF DIVERSE FACULTY**

#### **Section 5. Faculty Diversity Goals.**

- A. The School of Education seeks a diverse faculty that mirrors the richness of the population of New York State. We seek to recruit and retain faculty from traditionally underrepresented populations. While the recruitment and retention of underrepresented faculty is recognized to be an ongoing and continuous process, the ideal minimum representation of underrepresented groups would correspond to the proportion of those groups within the population of New York State.
- B. Specific goals for faculty recruitment and retention are:
  1. To recruit and hire more faculty from underrepresented populations.
  2. To retain faculty from underrepresented populations.

**Section 6. Implementation of Faculty Diversity Goals.** To realize these goals the following policies and procedures will be followed:

- A. In searching faculty lines, the School of Education shall follow the general procedures explicated in Oswego State University's *Affirmative Action/Hiring Guidelines for Professional Staff Recruitment* (1993), Oswego State University's *Faculty Bylaws*, and the State University of New York's *Policies of the Board of Trustees*.

- B. Each faculty search committee shall consult with the Affirmative Action Officer at its first business meeting to review affirmative action guidelines; discuss search and interview procedures; review School of Education, departmental, and institutional action goals; agree on specific efforts to achieve these goals; and address other affirmative action questions. The services provided by the Affirmative Action Office shall be used throughout the search process to identify appropriate publications and additional resources to consult in the furtherance of our affirmative actions goals.
- C. Each faculty search committee shall designate a member to serve as affirmative action liaison. The affirmative action liaison shall ensure that the search process follows the letter and spirit of the affirmative action procedures and maximizes the opportunities to meet the goals set in the search. The affirmative action liaison shall serve as the information conduit between the committee and the Affirmative Action Officer and/or the Dean of Education, should the need arise.
- D. Once the advertisement for the position has been formulated, each faculty search committee shall enlist the support of the School of Education faculty (through the School of Education listserv, as well as Arts & Sciences and the School of Business faculty (especially the appropriate program advisory group members), in its efforts to secure a large, representative pool of qualified candidates. The faculty shall be requested to forward application information to candidates and professional groups with whom they are familiar, giving special attention to persons from underrepresented groups who may be interested in submitting their credentials.
- E. During the academic year, the School of Education Faculty Council shall plan events and professional development activities to promote cohesiveness among new faculty and networking among diverse faculty. Strategies to retain faculty from underrepresented populations may include but not be limited to:
1. Regular discussion forums focusing on issues of interest to new and diverse faculty;
  2. New faculty orientation activities;
  3. Mentoring from more senior faculty;
  4. Resources for research and professional development opportunities; and
  5. Teaching assignments that do not interfere with progress towards tenure.
- F. Search committee chairs shall be responsible for:
1. Ensuring that recruitment and hiring procedures are in conformity with Oswego State University's *Affirmative Action/Hiring Guidelines for Professional Staff Recruitment* (1993), Oswego State University's *Faculty Bylaws*, and the State University of New York's *Policies of the Board of Trustees*;
  2. Arranging for the Affirmative Action Officer's briefing of the search committee before recruitment activities get underway; and
  3. Ensuring that the committee designates an affirmative action liaison during the first meeting of the committee.
- G. Each member of the search committee shall be responsible for actively recruiting with other Oswego State University faculty, through various professional groups and learned societies and through their informal network of professional contacts, to identify promising candidates from underrepresented populations.
- H. The Faculty Council, primarily through the activities of its Diversity Committee, shall each year conduct activities and programs to promote the retention of faculty from underrepresented populations.
- Section 7. Evaluation of Faculty Diversity Efforts.**  
The combined effectiveness of all of the above strategies in realizing the School of Education diversity goals of increased recruitment and retention of diverse faculty will be evaluated in the actions listed below.
- A. In their annual reports, departments within the School of Education shall report current faculty diversity data (with special attention to race and gender as required by NCATE reporting requirements), retention efforts, and achievement of diversity goals in hiring, including a summary of positions searched and filled, as well as a description of the applicant pool for each position. The Dean of the School of Education shall summarize faculty diversity data in these areas in historical context in the Annual Report submitted for the School of Education.

- B. On an annual basis, the Dean and Faculty Council shall review faculty diversity data (with special attention to race and gender as required by NCATE reporting requirements), identify areas for change and improvement in future searches, and submit such initiatives to the School of Education faculty in each academic year for discussion, modification, and approval.
- C. The Affirmative Action Officer shall be invited to attend the School of Education's Diversity Committee on a regular basis in an *ex officio* role in order to provide updated information on relevant changes in the law or policies relating to affirmative action hiring procedures; provide updated information about resources that may assist us in our efforts to recruit and hire persons from underrepresented groups; respond to queries from members of the School; and offer guidance on procedural matters that may result in increased faculty diversity.

**ARTICLE IV—RECRUITMENT, ADMISSION & RETENTION OF A DIVERSE STUDENT BODY**

**Section 8. Student Body Diversity Goals.**

- A. The School of Education seeks to admit and retain more students from historically underrepresented groups at both the undergraduate and graduate levels. SUNY Oswego's institutional mission and vision statements highlight the importance of a diverse student body in creating an educational community where the ideals of global understanding, respect for human diversity and awareness of social responsibility prepare students to live and work in a culturally diverse world of changing opportunities.
- B. The School of Education shares the goals of SUNY Oswego to sustain and increase diversity of the student body:
  - 1. To recruit, admit, and enroll more students from underrepresented populations (African-American, Latino/a, Native American, women, etc.) in the School of Education.
  - 2. To retain students from underrepresented populations currently enrolled in the School of Education.
  - 3. To become more accessible to students with disabilities.
  - 4. To increase numbers of international students.

- 5. To increase the number of nontraditional students (i.e., displaced workers, dislocated homemakers, workers with limited English proficiency, etc.).

**Section 9. Implementation of Student Body Diversity Goals.**

- A. The School of Education Diversity Committee and the Diversity Coordinator shall formulate a candidate diversity plan that outlines specific goals and strategies for the recruitment of underrepresented and nontraditional student populations. The Diversity Committee and Coordinator will report on its plan, activities, and progress on a regular basis Faculty Council, the Administrative Advisory Council, and the School of Education Faculty.
- B. The School of Education Diversity Committee shall invite undergraduate and graduate admissions representatives to discuss recruitment efforts for underrepresented and nontraditional student populations. Likewise, the Diversity Committee shall invite diverse undergraduate and graduate candidates to evaluate recruitment and mentoring efforts. At this time, recommendations for the refinement of existing recruitment strategies may be proposed and discussed, and new goals and strategies may be formulated.

**Section 10. Evaluation of Student Body Diversity Efforts.**

- A. Each department shall annually review the School of Education's report that summarizes the enrollment and graduation trends for underrepresented and nontraditional populations. Department Chairs shall also summarize any candidate recruitment activities conducted by the department. This summary should be submitted at the end of spring semester as part of the annual reporting process, covering activities of the entire academic year.
- B. On an annual basis, the School of Education Diversity Committee shall review and summarize the previous year's diversity statistics and recruitment activities at a School of Education General Faculty Meeting. At this time, the Diversity Committee shall report on the effectiveness of current efforts, suggest refinements for the existing candidate diversity plan, and/or suggest new goals and strategies.

## **ARTICLE V—CURRICULUM & FIELD EXPERIENCES THAT SUPPORT DIVERSITY GOALS IN TEACHING AND LEARNING**

The Conceptual Framework states that graduates from all programs in the School of Education are expected to exhibit the knowledge, skills and professional dispositions to promote authentic learning by all students; and to function as socially-conscious catalysts for change who create and sustain school environments where excellence is cherished and social justice flourishes. The curriculum and field experiences in all School of Education programs are expected to support this mission as follows:

### **Section 11. Curriculum.**

- A. Departments, Faculty Council and the Dean are responsible for ensuring through the School of Education course and program review process that:
  - 1. Official course outlines are aligned with applicable national and state professional performance standards, and the goals of the School of Education’s Conceptual Framework, including those related to authentic learning and social justice;
  - 2. Candidate performance objectives for each program are aligned with applicable national and state professional performance standards, and the goals of the School of Education’s Conceptual Framework, including those related to authentic learning and social justice;
  - 3. Assessments associated with courses and programs are fair, consistent, accurate and free from bias; and are aligned with applicable national and state professional performance standards, and the goals of the School of Education’s Conceptual Framework, including those related to authentic learning and social justice.
- B. Department Chairs, Peer Review Committee(s), and the Dean are responsible for ensuring that faculty professional performance meets applicable national and state professional standards, and is congruent with the principles of the School of Education’s Conceptual Framework, including those related to authentic learning and social justice, through:
  - 1. Professional development that sensitizes faculty and staff to diversity issues and assists faculty with infusion of diversity elements into the curriculum; and

- 2. The personnel decision process defined by the *Policies of the Board of Trustees*.

**Section 12. Field Experiences.** Field experiences in the School of Education are designed to maximize candidates’ opportunities to develop and practice their professional knowledge, skills, and dispositions in a variety of communities, in high-need schools, and across the range of student developmental levels; with students of different genders and racial/ethnic backgrounds; and with socio-economically disadvantaged students, students who are English language learners, and students with disabilities. To accomplish this goal:

- A. The Field Placement Office and department program placement coordinators strive to ensure that all candidates in all programs have at least one significant urban field placement; and
- B. The Center for Urban Schools and the Field Placement Office work continuously to increase the quantity and quality of placements in urban and other high needs schools.

## **ARTICLE VI—SERVICE TO DIVERSE POPULATIONS IN THE COMMUNITY**

### **Section 13. Diversity Service.**

- A. Many individuals are members of groups that are not served or inadequately served by existing educational and other community services. School of Education faculty and candidates in response to these needs often provide direct services to underserved but needy populations. Faculty and candidates should provide such direct services for the benefit of the poor, people of color, and other underserved populations (e.g., persons with disabilities, gay/lesbian, dislocated workers, displaced homemakers). These efforts are summarized by Department Chairs as part of the annual report process in the School of Education.
- B. On an annual basis, the School of Education Diversity Committee shall:
  - 1. Review and summarize the previous year’s diversity services activities as reported in departmental annual reports; and
  - 2. Assess the effectiveness of current efforts, suggest refinements for existing strategies, and/or suggest new goals and strategies.





State University of New York at Oswego  
**SCHOOL OF EDUCATION**

**Unit Assessment System**  
May 2007

**ARTICLE I—CHARACTERISTICS OF THE UNIT ASSESSMENT SYSTEM**

**Section 1. Goals of the Unit Assessment System (UAS).** The purpose of the Unit Assessment System (UAS) at SUNY Oswego is to promote continuous improvement of candidate performance to enhance P-12 student learning in socially-just school environments. The UAS at SUNY Oswego is designed to offer credible evidence to guide improvement efforts in three areas:

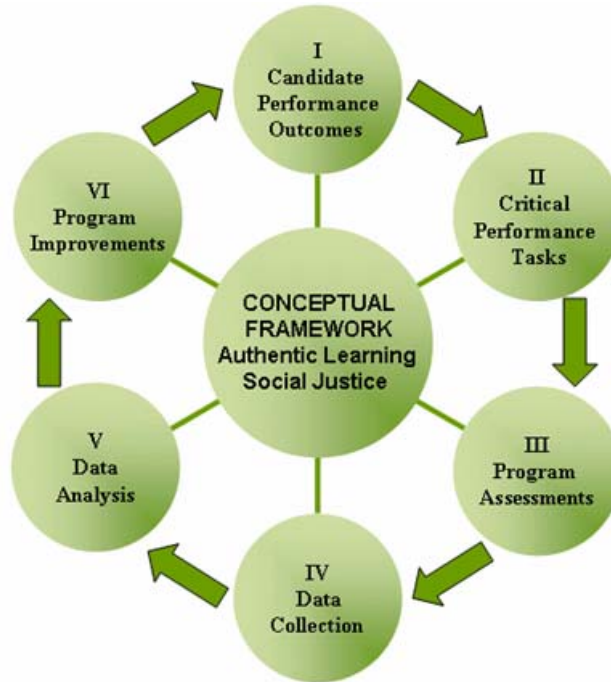
- A. Candidate Performance – Provide effective feedback to individual candidates at required checkpoints (admission; during courses, at degree candidacy and/or entrance to student teaching/internship; and graduation or program completion) to enhance their performance as teachers or other school professionals. This goal has been systematically met for decades, documented primarily in paper form within courses.
- B. Program Quality – Provide useful aggregated data analyses of candidate performance on key candidate assessments at required checkpoints (admission; during courses, at degree candidacy and/or entrance to student teaching/internship; graduation or program completion; and after graduation from the program) to faculty and administrators to support a continuous, data-driven program improvement. Achieving this goal requires a technologically-sophisticated electronic data management system. The implementation of such a system is underway and remains a high priority for the School of Education.

- C. Unit Quality – Provide useful data analyses to faculty and administrators on:
  - 1. Overall unit program quality, by using the Conceptual Framework to organize aggregated program-level data across the unit; and
  - 2. Unit operations (e.g., governance, resources, faculty, program delivery, and candidate support) to support improved program delivery to candidates. This goal is largely met by a combination of institutional and School of Education data sources in both paper and electronic form.

**Section 2. Guiding Principles of the Unit Assessment System.** The candidate and program assessment process in the School of Education is guided by the following principles:

- A. Assessment is continuous and systematic.
- B. Assessment is formative and summative.
- C. Summative assessment occurs at defined multiple decision points (admission, prior to or at entry to student teaching/internship, program completion, and post-graduation).
- D. Assessments are aligned with applicable national and state professional performance standards, and the School of Education’s Conceptual Framework.
- E. Assessment is fair, consistent, accurate and free from bias.
- F. Candidate assessment is based on multiple measures of performance over time on tasks that are based on (and/or predictive of) professional responsibilities in field settings.
- G. Program assessment is based on aggregating data from key candidate assessments at or near program completion.
- H. Program and unit-level assessment data are aggregated, analyzed, summarized, and shared on a regular basis with stakeholders to guide program and unit improvement efforts.

**Figure 1. Continuous Improvement Cycle**



**Continuous Improvement of Candidate Performance to Enhance P-12 Student Learning in Socially-Just School Environments**

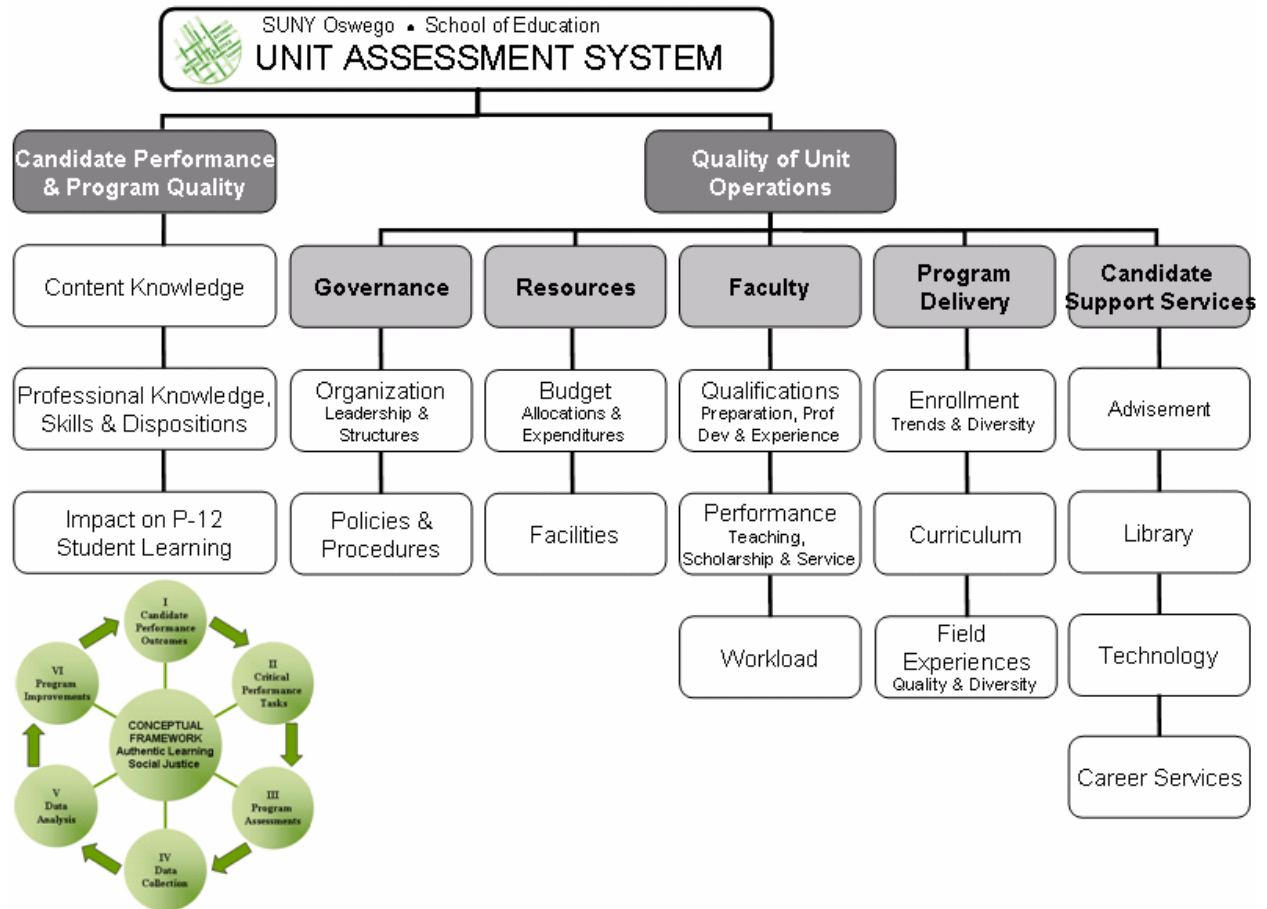
**Section 3.** The School of Education’s Unit Assessment System is based on a cycle of continuous improvement that is guided by our Conceptual Framework principles of knowledge, practice, reflection, collaboration and leadership, social justice and authentic learning. The assessment cycle begins with candidate performance; results in useful data that guide program improvements designed to enhance candidate and P-12 student learning and unit operations; and begins again with assessment of candidate performance (Figure 1).

**Section 4. Key Candidate, Program and Unit Information Used for Decision-Making in the Unit Assessment System.**

- A. The UAS is designed to collect data that provide multiple measures of important candidate, program and unit quality (Figure 2), including:
1. Candidate performance, including content knowledge; pedagogical knowledge, skills and dispositions; and impact on P-12 student learning), as measures of individual, program and unit quality (see Article II); and
  2. Unit operation quality, including governance, resources, faculty characteristics, program delivery and candidate support services (see Article III).

- B. Key information collected by the UAS includes:
1. Quantitative measures, such as maintenance of GPA requirements by candidates; standardized state licensure content and pedagogy test scores of candidates; ratings of candidate performance by faculty, field supervisors and/or self-ratings; course evaluations of faculty by candidates; opinion surveys of candidates/alumni on program quality or quality of advisement and other services; opinion surveys of employers on performance of alumni and program quality; budget and enrollment trends over time; and faculty line allocations and workload.
  2. Qualitative measures, such as evaluations of admission essays or interviews; culminating/comprehensive examinations; reflective essays; and curriculum units. Most qualitative products and performances are now quantified using performance rubrics.
  3. Validation measures, such as completion of required courses or workshops; completion of prerequisite degrees or certifications; and employment or graduate school status.
  4. Descriptive information, such as office and instructional space availability; library holdings; technology availability; and graduates employed or admitted to graduate school.

**Figure 2. Key Indicators of Candidate, Program and Unit Quality.**



**Section 5. The Role of the School of Education’s Assessment Committee.** The School of Education’s Assessment Committee is responsible for:

- A. Developing recommendations on policies, procedures, and priorities to implement and enhance the Unit Assessment System, which produces data on candidate performance, program quality, and unit operations that are used to improve the School of Education and its programs;
- B. Reviewing data on the quality of programs and unit operations generated by the Unit Assessment System; and reviewing program assessment plans and annual program assessment reports generated by the program faculty within departments; in order to coordinate collaborative efforts across departments to improve program and unit operations; and monitor the implementation of program and operational improvements; and
- C. Coordinating professional development activities that will support faculty, administrators and staff in each department and program in implementing the School of Education’s assessment goals.

**Section 6. Implementation of the School of Education Data Management System (SOE DMS) to Support the Unit Assessment System.** The implementation of an integrated computer-based School of Education Data Management System (SOE DMS) to collect, store, and analyze candidate performance data over time is required on a practical level to ensure effective candidate, program and unit level assessment within the UAS (see Article IV).

- A. The implementation of the School of Education Data Management System (SOE DMS) is:
  1. Developmental (i.e., implementation occurs in prioritized stages); and
  2. Evolutionary (i.e., the lessons learned by implementing early developmental stages change and improve the implementation of later stages).
- B. Priorities for implementing the SOE DMS:
  1. Collecting data on key program-level assessments through an online electronic portfolio software system is the first priority.
  2. Creating the Candidate Level Report (CLR) – online summaries of individual candidate performance on multiple assessments aligned to program outcomes at program checkpoints – in

the campus student data management system is the second priority.

3. Institutionalizing an effective data archiving and retrieval system within the SOE DMS is a third priority.
4. Reporting unit-level summative evaluations over multiple programs and years is a fourth priority.

## ARTICLE II—CANDIDATE AND PROGRAM ASSESSMENT

### Section 7. Candidate Performance Outcomes.

Each program or group of similar programs defines candidate performance outcomes that:

- A. Focus on the professional knowledge, skills and dispositions identified by the National Council for Accreditation of Teacher Education (NCATE) Specialty Professional Association (SPA) standards; the appropriate Interstate New Teacher Assessment and Support Consortium (INTASC) standards or National Board for Professional Teaching Standards (NBPTS); the appropriate New York State Education Department (NYSED) regulations; and the SOE's Conceptual Framework (with crosswalks among all sets of standards).
- B. Are succinct and relatively few in number (e.g., less than 15).

1. Each **outcome** or standard is described by one or more observable indicators that define acceptable versus non-acceptable levels of performance.
2. **Indicators** associated with each outcome define satisfactory candidate performance on a set of multiple, varied critical performance tasks at defined program checkpoints (e.g., admission, candidacy and/or entrance to student teaching/internship, graduation, and after graduation from the program).

C. Are described on a **program decision map** (Figure 3). At least seven types of program decision maps that share common candidate performance outcomes have been or are being created for:

1. All initial teacher education programs (see sample in Figure 3);
2. Advanced teacher education programs in Childhood, Adolescence, Technology and Vocational Education;
3. Literacy Education;
4. Special Education;
5. School Leadership;
6. School Psychology and School Counseling; and
7. Non-education programs in Technology Management, Wellness Management and Human Services.

**Figure 3. Sample Program Decision Map.** Page 1 of 3 showing 4 of 12 candidate learning outcomes and indicators adopted for all initial teacher education programs in the School of Education. Items in **red** are critical performance tasks that also serve as program assessments; items in **blue** have not yet been implemented.

CHILDHOOD 1-6 BS Decision Map Learning Outcomes & Indicators [CONCEPTUAL FRAMEWORK]	CHECKPOINTS →	Entrance to Professional Education	Pre-Student Teaching	Student Teaching/Program Completion	Post-Graduation
<b>1. Demonstrates a solid foundation in the Arts &amp; Sciences [KNOWLEDGE]</b> 1A. Completes required Arts & Sciences coursework with no grade lower than C-. 1B. Completes General Education requirements with no grade lower than C-. 1C. Meets INTASC 1 Knowledge of Subject Matter 1D. Maintains a cumulative GPA of 2.5 or better throughout the program. 1E. Achieves a passing score on the New York State Teacher Certification Examination (NYSTCE) Liberal Arts & Sciences Test (LAST)		No grade lower than C- in required AAS courses No grade lower than C- in General Education courses	Candidacy Application Essay meets Writing Standard	<b>Student Tchng Pedagogy Eval</b> INTASC 1 score in CED 420&421 is 2 or better  Cumulative GPA is 2.5 or better	LAST total is 220 or better
<b>2. Possesses a deep understanding of the disciplinary knowledge base [KNOWLEDGE]</b> 2A. Completes content major requirements with C- or better 2B. Content GPA is 2.0 or better (Not a graduation requirement) 2C. Completes content-specific pedagogy courses with C- or better 2D. Demonstrates ability to develop content-area curriculum with appropriate content by meeting TWS 2 Student Learning Goals 2E. Achieves a passing score on the New York State Teacher Certification Examination (NYSTCE) Multi-Subject Content Specialty Test (CST) 2F. Meets the ACEI Curriculum: • ACEI 2.1 English language arts • ACEI 2.5 The arts • ACEI 2.2 Science • ACEI 2.6 Health education • ACEI 2.3 Mathematics • ACEI 2.7 Physical education • ACEI 2.4 Social studies • ACEI 2.8 Connections across the curriculum		No grade lower than C- in content major courses	CED 380, CED 340, CED 350, LIT 311 AND LIT 314 grades are C- or better TWS 2 score in CED 394 is 2 or better	No grade lower than C- in content major courses Content GPA is 2.0 or better  <b>Student Tchng Eval-Multi:</b> • ACEI 2.1 ELA, ACEI 2.3 Math AND ACEI 2.8 Interdisciplinary scores in CED 420 AND CED 421 are 2 or better AND • ACEI 2.2 Sci AND ACEI 2.4 SS score in CED 420 OR CED 421 are 2 or better AND • ACEI 2.5 Arts, ACEI 2.6 Health AND ACEI 2.7 PE score in CED 420 AND CED 421 are 2 or better or NA	Multisubject CST total is 220 or better
<b>3. Exhibits deep understanding of how students develop and learn [KNOWLEDGE]</b> 3A. Completes a child/adolescence psychology course with C- or better 3B. Meets INTASC 2 Knowledge of Human Development & Learning 3C. Successfully completes field experiences with students at a variety of developmental levels 3D. Achieves a passing score on NYSTCE RTS-III Part 1 Student Learning & Development			PSY 322/323 grade is C- or better	<b>Student Tchng Pedagogy Eval</b> INTASC 2 score in CED 303, EDU 393, SPE 303, CED 420 AND CED 421 grades are 3 or better	RTSIII Part 1 subscore is 220 or better AND RTSIII total is 220 or better
<b>4. Displays a reflective commitment to authentic student learning (self-directed inquiry, problem solving, critical thinking, and reflection in real world and creative contexts) by all students [AUTHENTIC LEARNING]</b> 4A. Plans and implements curriculum and assessments that promote authentic learning by diverse learners by meeting: • TWS 1 Learning-Teaching Contextual Factors • TWS 3 Assessment Plan • TWS 4 Instructional Sequence 4B. Documents a positive impact on P-12 student learning by meeting TWS 5 Analysis of Student Learning 4C. Demonstrates a reflective commitment to authentic student learning by meeting: • 9 Professional Commitment, Growth & Reflection • TWS 6 Evaluation and Reflection 4D. Provides learning opportunities for students to make connections across disciplines that apply to real world issues by meeting ACEI Curriculum 2.8 Connections across the curriculum		Candidacy Application Essay meets Authentic Learning Standard	TWS 1, 2, 3 AND 4 scores in CED 394 are 2 or better  TWS 5 score in CED 394 is 2 or better	<b>Student Tchng Pedagogy Eval</b> INTASC 9 score in CED 420 AND CED 421 is 2 or better AND TWS 6 score in CED 394 is 2 or better  <b>Student Tchng Eval-Multi</b> ACEI 2.8 score in CED 420 AND CED 421 is 2 or better	

## Section 8. Critical Performance Tasks:

- A. Are usually assigned and evaluated within required courses by college faculty and/or appropriately certified cooperating teachers or other school-based field supervisors.
- B. Are based on (and/or predictive of) authentic, research-based, professional-level work with P-12 students, teachers, administrators, and other professionals in school settings.
- C. Measure a variety of important outcomes, including:
  - 1. Assessments of content knowledge, including results of state licensure tests of content knowledge;
  - 2. Assessments of professional/pedagogical knowledge, skills and dispositions, including performance evaluations during practica, student teaching or internships;
  - 3. Assessments of impact on P-12 student learning (or student learning environments), including Teacher Work Samples; and
  - 4. Any SPA-specific performance requirements (e.g., instructional planning ability for all initial teacher preparation programs; ability to develop supervisory plan for classroom-based instruction for school leadership; oral proficiency interview for initial adolescence language programs, etc).
- D. Include a variety of measurement types, including:
  - 1. Quantitative measures, such as maintenance of GPA requirements; standardized state licensure content and pedagogy test scores; ratings of candidate performance by faculty, field supervisors and/or self-ratings; opinion surveys of candidates/alumni on program quality; and opinion surveys of employers on performance of alumni and program quality.
  - 2. Qualitative measures, such as evaluations of admission essays or interviews; culminating/comprehensive examinations; reflective essays; and curriculum units. Most qualitative products and performances are now quantified using performance rubrics.
  - 3. Validation measures, such as completion of required courses or workshops; completion of prerequisite degrees or certifications; and employment or graduate school status.
- E. Provide important information about candidate knowledge, skills and dispositions that is used:
  - 1. At the candidate level to provide formative and summative feedback to individual candidates to improve performance or to advise unsatisfactory candidates out of the program.
  - 2. At the program level as the basis of a unit-wide data-driven continuous improvement program review process.
- F. Consist of:
  - 1. An assignment description (with date of most recent revision) that provides:
    - a. An overview of the assignment;
    - b. A rationale for its use in the course (and/or program);
    - c. Detailed directions to candidates for completing the assignment; and
    - d. A description of how the assessment specifically aligns with the appropriate SPA standards (or program outcomes if no SPA report required). Alignment may be done on the scoring guide/rubric or on a separate crosswalk.
  - 2. A scoring guide/rubric for the assessment (with date of most recent revision) that:
    - a. Describes the performance criteria (standards and/or indicators) upon which performance is to be judged.
    - b. Has a 4- or 5-point rating scale, starting with 0 as the “not met” score category and including three levels of “met” performance (met with some competencies developing, met at target level; met with distinction). Distinguishing three levels of “met” candidate level performance is required for effective program assessment/improvement efforts.
    - c. Includes an explicit statement of the **decision rule(s)** that define what constitutes a “passing score” on the entire task (e.g., which standards or how many standards must be met at what level on the rating scale; does “passing” the task depend on absolute or mean scores on indicators; are subareas or indicators equally important). (See Figure 4 for an example of a critical task decision rule.)
    - d. May provide a crosswalk between the performance criteria and the appropriate SPA standards (or program outcomes if no SPA report required) if not included in the assignment description.
- G. Are assessed at one or more required **program checkpoints** described on the program decision map (see example in Figure 2):
  - 1. Admissions
  - 2. During the program (e.g., during a course), at degree candidacy, or at entrance to student teaching/internship
  - 3. Graduation or program completion
  - 4. Post-graduation

## Section 8. Critical Performance Tasks (Continued):

H. Are fair, reasonable and free from bias; accurate; and valid and reliable.

1. All SOE instruments are fair, reasonable and free from bias, not only because they are based on national standards but also because we take seriously our Conceptual Framework principle of social justice.
  - a. Fair – Is the instrument biased towards gender, race/ethnicity, cultural, language, socio-economic, ability/disability, sexual preference, family status? Is the scoring of the instrument objective? Are the methods used to administer the instrument fair? How can we improve fairness?
  - b. Accurate – How do we know the data are complete and correct? How can we improve accuracy?
  - c. Valid – Is the assessment instrument appropriate for the audience? Does it appear to measure key performance indicators? How thoughtfully were the specifications of the instrument developed to measure performance on key indicators? How faithfully was the instrument constructed to conform to these plans? How skillfully were its questions or tasks crafted to address the targeted performance domain and nothing else? Are there sources of bias? What other measures should be and are correlated to this instrument? How well does previous academic year or term predict current academic year or term? What is the reliability and validity of the scoring? Has it changed over time? Did the questions or tasks used to measure the key performance indicators change? How can we improve validity?
  - d. Reliable – Is the instrument a reliable measure of the key performance indicator(s) it is intended to measure? How do we know it is reliable? How can we improve reliability?
2. Procedures to ensure fairness, accuracy, consistency and the elimination of bias include:
  - a. Using multiple measures at various checkpoints in the programs
  - b. Using existing measurement tools with known reliability and validity characteristics.
  - c. Using data entry methods that optimize completeness and accuracy.
  - d. Progressing toward the use of rubrics for rating and scoring measures.
    - e. Progressing toward operationally defining performance using a four or five point scale with three categories describing “Met” performance [Met But Some Competencies Need Development, Met (Target), and Met with Distinction].
    - f. Progressing toward using two raters for high-stakes decisions on candidate performance.
    - g. Progressing toward formal evaluation of the **psychometric integrity** of critical performance task assessments. The first priority for validity and reliability evaluation are program assessment instruments created by the institution and used for high stakes decisions (e.g., evaluation of student teaching and internship experiences) for large programs. Confirming the validity and reliability of unit-wide instruments based on nationally-validated models (e.g., Teacher Work Sample Methodology) or instruments used within specific courses for candidate-level feedback have lower priority.

**Section 9. Program Assessments.** Each program or group of similar programs selects key program assessments from the set of candidate critical performance tasks on the program decision map (see Figure 2 for example) that:

- A. Are relatively few in number (e.g., 5-8).
- B. Are based on the SPA standards, INTASC/NBPTS standards if applicable, the appropriate NYSED requirements, and/or the SOE’s Conceptual Framework.
- C. Are rich and robust measures of the full range of professional-level performance expected of program completers, including assessment of candidate:
  1. Content knowledge, including results of state licensure tests of content knowledge;
  2. Professional/pedagogical knowledge, skills and dispositions, including performance during student teaching or internships;
  3. Impact on P-12 student learning (or student learning environments); and
  4. Any SPA-specific performance requirements (e.g., instructional planning ability for all initial teacher preparation programs; ability to develop supervisory plan for classroom-based instruction for school leadership; oral proficiency interview for initial adolescence language programs, etc).

**Section 10. Data collection** on evaluation of critical performance tasks identified for each program

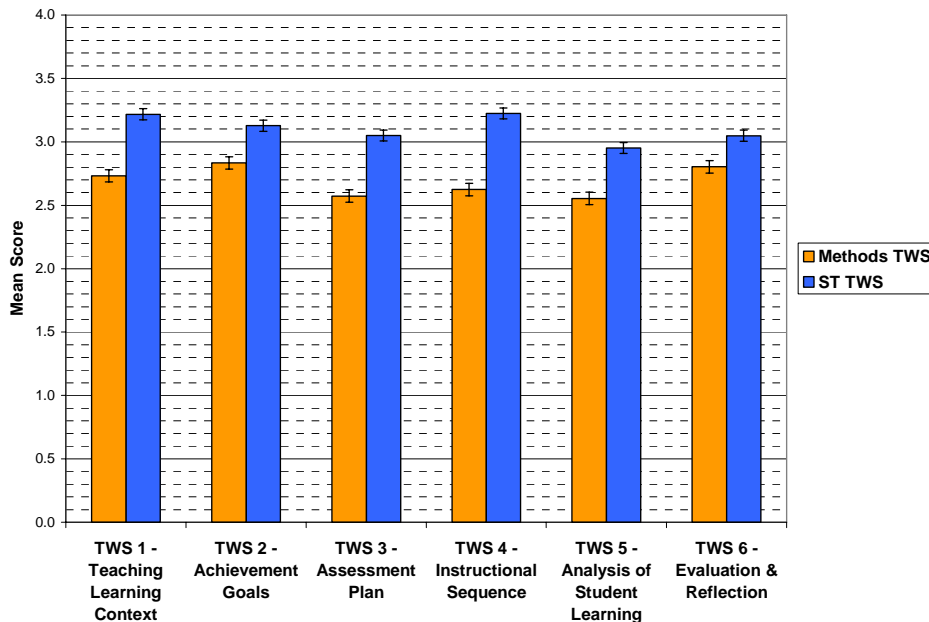
- A. Is carried out each semester by college faculty with appropriate expertise and experience; or by school-based cooperating teachers/field supervisors with appropriate permanent certification and experience.
- B. Is submitted electronically in a timely manner each semester, either directly into the SOE’s online portfolio software or entered from paper scoring guide/rubrics into a spreadsheet or database designed for that purpose.
  - 1. The completeness of data entry by all faculty or school-based field supervisors from all courses is a departmental responsibility supervised by the department chair, with support from the SOE’s technology support professional and associate dean or designee.
  - 2. Departmental data collected and stored electronically for each program is archived at the end of each semester by the SOE’s technology support professional and associate dean or designee.

**Section 11. Data analyses** for the limited number of critical performance tasks selected as program assessments

- A. Are conducted on a regular basis (annual or other) for each program.
- B. Involve aggregating performance data from candidates over multiple courses and time periods; and may involve disaggregating performance data from candidate groupings of interest (e.g., gender, race/ethnicity, methods versus student teaching experience, native versus transfer candidates). See Figure 4 for an example.
- C. Are integrated with data from other critical performance tasks and institutional data of various types to draw conclusions about candidate content knowledge; professional/pedagogical knowledge, skill and dispositions; impact on P-12 student learning/learning environments; etc.
- D. Are shared with faculty in the SOE and Arts & Sciences, and with members of the professional school community as appropriate.

**Figure 4. Sample Data Analysis.**

Mean Scores ( $\pm$  Standard Error) on Teacher Work Sample Instrument for All Childhood and Adolescence Education Candidates in Spring 2006. (Student Teaching Q1 N=42, Q2 N=117; Methods N=97).



**X Axis Categories:** Teacher Work Sample subareas as listed above.

**Y Axis Scale:** 0=Not Met; 1=Not Met But Some Competencies Are Emerging; 2= Met But Some Competencies Need Development; 3=Met (Target); 4=Met with Distinction.

**Decision Rule:** To pass the TWS critical performance task, a candidate must achieve a mean subscore of 2 or greater on each of 6 TWS subareas. (TWS has 6 subareas, with a total of 32 indicators; 3, 6, 5, 10, 4, and 4 for TWS 1-6 respectively.)

**Section 12. Data-driven program improvements** consistent with best practice, professional standards, and the Conceptual Framework are made to improve the program, which may include changes in or within courses or field experiences, professional development for faculty or school professionals, policy changes, technology support, and/or resource allocation.

**Section 13. Program Assessment Plans.** The SOE Unit Assessment System (UAS) guides the development of program assessment plans created at the department level. Each department chair or designee is responsible for facilitating the creation and maintenance of a current program assessment plan for each program, which consists of the following:

- A. A coversheet with the program name, department, date, and table of contents.
- B. A description of the program from the college catalog.

- C. The number of declared majors and graduates for the past five years from the Institutional Research & Assessment Fact Book.
- D. The program decision map (see Figure 2 above).
- E. A **program assessment list** (see Figure 5 below) that provides the name of each assessment; a brief description of the assessment and the form in which data are collected; the course(s) where and when the data are collected; and the faculty/staff member(s) responsible for collecting and inputting the data into electronic form.
- F. For each program assessment, a copy of the current assignment, scoring guide/rubric, and decision rule (see Article II, Section 2 above) or other appropriate descriptive information.

**Figure 5. Sample Program Assessment Matrix.**

Page 1 of 2 showing 3 of 7 program assessments adopted for all undergraduate initial teacher education programs in the Department of Curriculum & Instruction.

Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered	Location of Data Storage & Faculty/Staff Responsible for Data Collection/Entry
1 <b>Liberal Arts and Sciences Tests (LAST)</b>  <b>Multisubject Content Specialty Test (Multisubject CST)</b>	New York State licensure multiple choice exam with constructed (written) response, on general education content knowledge.  New York State licensure multiple choice exam with constructed (written) response, on content knowledge specific to mathematics education.	After general education requirements are met, usually junior year or at program completion.  After content concentration is complete, usually senior year or at program completion.	SUNY System provides this data to SUNY Oswego from NES/NYSED in the Teacher Certification Examination Database (TCED), an annually updated Access database.  Associate Dean Suzanne Weber is responsible for obtaining these data.
2 <b>Student Teaching Evaluation – Multisubject, English, Foreign Language, Math, Science, Social Studies, TESOL</b>	Student teaching assessment rubric based on ACEI Content Standards 2.1–2.8, completed by cooperating teachers in the schools in consultation with the college supervisor. It is an assessment of content knowledge corresponding to the elementary school curriculum.	During student teaching semester in senior year (CED 420/421), usually the semester of program completion.	Data are collected and stored in the <i>iWebFolio</i> online portfolio software system.  Cooperating teachers are responsible for paper or online data entry. College supervisors are responsible for ensuring that data collection is complete at the end each quarter (i.e., online form is complete or paper form is in student teacher folder). Supervision Coordinator Joyce Smith and Secretary Stancy Smith monitor process based on compliance reports from SOE Technology Support Professional Abby Wiertzema.
3 <b>Teacher Work Sample (TWS) 1-4</b>	Rubric used to evaluate curriculum development in the areas of 1, Content; 2, Goals; 3, Assessment Plan; and 4, Instructional Sequence. It is an assessment of candidate ability to plan instruction.	During Block 3 Methods semester (CED 394), usually first semester senior year, and twice in the student teaching semester, usually the semester of program completion.	Data are collected and stored in the <i>iWebFolio</i> online portfolio software system.  Faculty teaching CED 394 are responsible for online data entry. Department Chair Pamela Michel monitors this process based on compliance reports from SOE Technology Support Professional Abby Wiertzema.

**Section 14. Annual Program Assessment Status Report.** The department chair, the SOE Technology Support Professional and Associate dean or designee, complete an annual program assessment status report that has two parts:

- A. A summary table (Figure 6) that lists the name of each assessment; a description and location for each stored data set collected in the past year; the stage of use for each data set (collected, extracted, cleaned up, analyzed, summarized/reported, shared among the appropriate stakeholders); and
- B. A brief narrative that summarizes the planned or completed program or operational improvements made as follows:
  1. What data summaries on candidate performance were reviewed in the past year and with whom (faculty, candidates, school partners) were the summaries shared?
  2. What do the data summaries imply (strengths and weaknesses)?
  3. What actions have been taken? How have faculty, candidates and school partners been involved in program improvement efforts?
  4. What new data on candidate competence were collected in the past year and with whom will data summaries be shared for review in the coming year?
  5. Each year, departments are encouraged to concentrate on reviewing data from one type of program assessment instrument (e.g., content knowledge; professional/pedagogical knowledge, skills and dispositions; impact on P-12 student learning or learning environments) over several years, rather than all instruments every year. In this way, departments cycle through all the major program assessment types at least twice in the 7-year period between accreditation reviews.

**Figure 6.**  
Sample Annual Program Assessment Status Summary Table.

Name of Assessment	Data Management Protocol & Faculty/Staff Responsible for Data Collection/Entry	Location (Path & File Name) of Stored Data Sets, Pivot Tables, Reports/Summaries	Brief Description of Data Set (Candidate Type, Time Period, Sample Size By Program)	Status of Data Use (Collected, extracted, cleaned up, analyzed, summarized/reported, shared among stakeholders for program improvement?)
1 Liberal Arts and Sciences Tests (LAST)  Multisubject Content Specialty Test (Multisubject CST)	SUNY System provides this data to SUNY Oswego from NES/NYSED in the Teacher Certification Examination Database (TCED), an annually-updated Access database.  Associate Dean Suzanne Weber is responsible for obtaining these data.			

**Figure 7.**  
Sample Alignment of Initial Teacher Education Program Assessments with School of Education Conceptual Framework & Professional Dispositions

Conceptual Framework Element	INTASC & Oswego Standards (Student Teaching Evaluation)	TWS Indicators
<b>7 Authentic Learning</b>	Not Directly Assessed (See Practice, INTASC 6 Assessment of Student Learning)	2.7 Challenge and Variety of Objectives in Support of Authentic Learning 3.11 Multiple Modes & Approaches in Support of Authentic Learning 4.17 Opportunities for Authentic Learning 5.25 Alignment of Student Learning Analysis with Objectives 5.26 Clarity and Accuracy of Data Presentation & Analysis 5.27 Interpretation of Student Learning Data 5.28 Evidence of Impact on Student Learning 6.29 Evaluation of Student Learning
<b>6 Social Justice</b>	INTASC 3 Adapting Instruction for Diverse Learners	1.1. Knowledge of Community, School & Classroom Factors 1.2. Knowledge of Individual Student Characteristics, Skills & Approaches to Learning 1.3. Implications for Instructional Planning & Assessment 2.9 Responsiveness of Objectives to Student Diversity 3.13 Adaptations Based on Individual Needs of Diverse Students 4.16 Cultural Responsiveness
<b>5 Collaboration &amp; Leadership</b>	INTASC 10 Professionalism	4.24 Collaboration with Families & Community
<b>4 Reflection</b>	INTASC 9 Professional Commitment, Growth & Reflection	5.30 Insights on Effective Instruction & Assessment 5.31 Reflection on Authentic Learning & Social Justice 5.32 Implications for Future Teaching
<b>3 Practice</b>	INTASC 4 Multiple Instructional Strategies INTASC 5 Classroom Motivation, Management Skills & Rapport INTASC 6 Communication & Interpersonal Skills INTASC 7 Instructional Planning Skills INTASC 8 Assessment of Student Learning Oswego 12 Instructional Technology	3.10 Alignment of Assessment with Learning Objectives & Instruction 3.12 Technical Soundness & Clarity of Performance Criteria 3.14 Assessment Plan Narrative 4.15 Alignment of Instruction with Learning Objectives 4.19 Lesson & Unit Structure 4.20 Use of a Variety of Instruction, Activities & Resources Reflecting Best Practice 4.21 Use of Technology 4.22 Appropriate Developmental Level 4.23 Modifications Based on Analysis of Student Learning
<b>2 Knowledge</b>	INTASC 1 Knowledge of Subject Matter INTASC 2 Knowledge of Human Development & Learning	2.4 Significance of Goals/Objectives & Alignment with National, State or Local Standards 2.6 Developmental Appropriateness of Objectives for Students 2.5 Clarity of Objectives 2.6 Rationale for Objectives 4.16 Accurate Representation of Content
<b>1 Professional Dispositions</b>	Oswego 11A Professionalism—Students' Rights & Protection under Law Oswego 11B Professionalism—Physical & Emotional Capacity of Professional Educators Oswego 11C Professionalism—Professional Dispositions	Not Directly Assessed

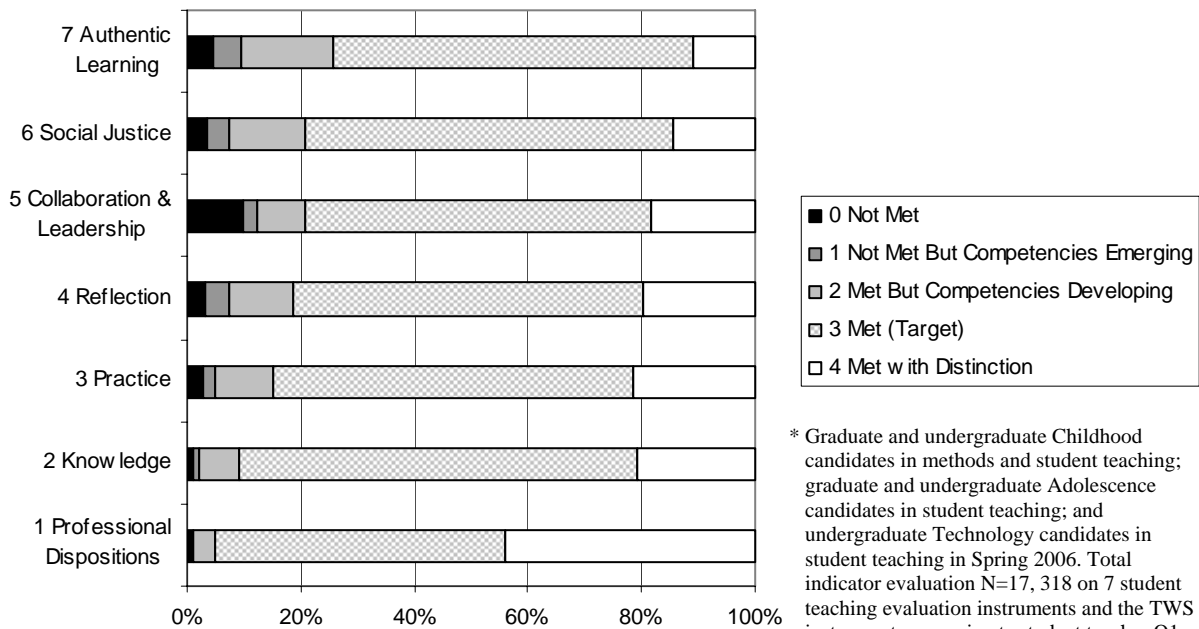
**ARTICLE III—UNIT-LEVEL ASSESSMENT OF PROGRAMS AND OPERATIONS**

**Section 15. Unit-Level Assessments of Candidate Performance Across Programs.** Unit-level assessments of candidate performance (see Figure 8 for example) across multiple programs are built upon the key program assessments identified for each program, using the Conceptual Framework to organize data summaries.

- A. The Conceptual Framework Principles and Professional Dispositions are common to all programs in the School of Education. They serve as key indicators of overall quality for unit-level assessment.
- B. Each program assessment instrument consists of outcome indicators that are aligned to the six elements of the Conceptual Framework plus the SOE Professional Dispositions (see Figure 7 for **crosswalk** example).

- C. **Dashboard displays** (see Figure 8) provide a short, simple and easily understood summary of unit-level candidate performance across multiple programs.
  - 1. Dashboard displays provide information on the proportion of candidates overall who meet the performance outcomes of their respective programs.
  - 2. Unit-level dashboard displays of quality across multiple programs are created by aligning indicators on key program assessments to the elements of the Conceptual Framework as in Figure 7 above, and then aggregating data generated by the instruments over multiple programs.
  - 3. Unit-level assessments of candidate performance are not a high priority at present because we have too little data to make such unit-level assessments meaningful. The example in Figure 8, however, shows that such unit-level assessment summaries are possible within the SOE’s Unit Assessment System.

**Figure 8. Sample Dashboard Unit-Level Quality of Performance on Conceptual Framework Elements by Initial Teacher Preparation Candidates.\***



\* Graduate and undergraduate Childhood candidates in methods and student teaching; graduate and undergraduate Adolescence candidates in student teaching; and undergraduate Technology candidates in student teaching in Spring 2006. Total indicator evaluation N=17, 318 on 7 student teaching evaluation instruments and the TWS instrument; approximate student teacher Q1 N=213, Q2 N=195; methods candidate N=97.

**Section 16. Assessment of Unit Operations.**

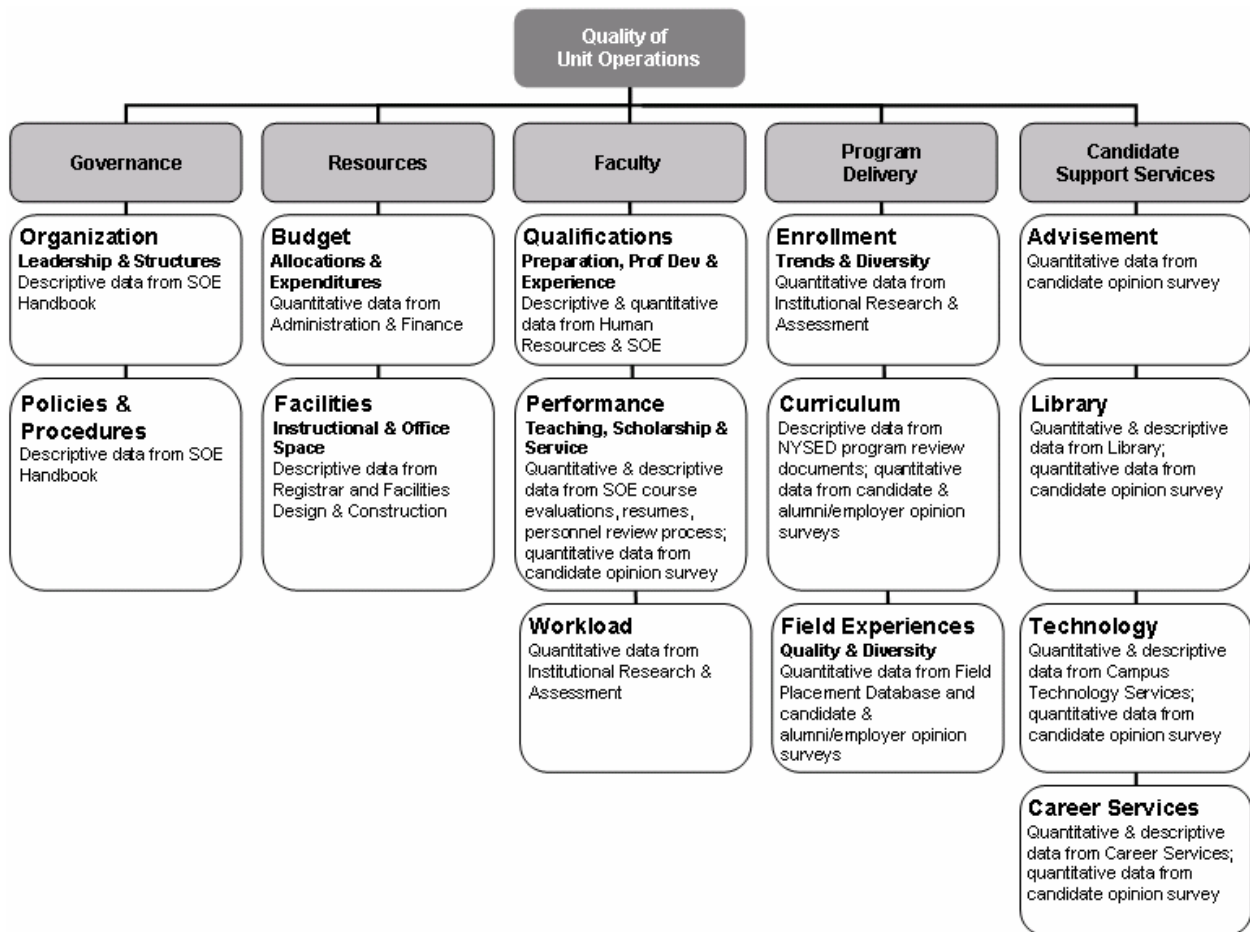
A. Unit operations are assessed in the areas of:

1. Governance, including organizational leadership and structures; and policies and procedures;
2. Resources, including budget allocations and expenditures; and facilities (office and instructional space);
3. Faculty characteristics, including qualifications (academic preparation, professional development and experience in schools); performance in teaching, scholarship and service; and workload;
4. Program delivery, including enrollment trends and diversity; curriculum quality; and field experience quality and diversity; and
5. Candidate support services, including advisement; library; technology and technology support; and career services.

B. Key information collected by the UAS about unit operations is summarized in Figure 9 and includes:

1. Quantitative measures, such as data on budget allocations and expenditures; faculty qualifications and diversity; course evaluations by candidates; faculty workload; enrollment trends and diversity; field placement diversity; library holdings; technology availability; and candidate and alumni/employer survey data on quality of faculty, programs and candidate support services.
2. Qualitative descriptions, primarily in the areas of organizational leadership, structures, policies and procedures; facilities, faculty qualifications and performance; and curriculum.

**Figure 9. Sources of Data for Assessment of Unit Operations.**



## Section 16. Assessment of Unit Operations (Continued)

C. In addition to the sources of unit operations data summarized in Figure 9, the SOE maintains records of formal **candidate complaint resolution**. The process of unit-level assessments of program quality and assessment of unit operation quality is integrated with institutional and SUNY System data management system(s) and protocols as follows:

1. Course and candidate data from the *Banner* student management system are downloaded to SOE databases (e.g., for use with online portfolio software extracts and the Field Placement Office database).
2. Candidate performance data from SOE databases will be uploaded into the online *Banner*-based Candidate Level Reporting (CLR) system when it is complete (see below).
3. The Dean's Office routinely receives institutional and SUNY System data on unit operations related to budget and facilities, personnel, professional development, enrollment, instruction, advisement, diversity, and other data summarized in Figure 9.
4. Formal evaluations of all programs must be submitted to SUNY System by SUNY Oswego on a regular 5-7 year cycle. The NCATE SPA program review and BOE Team unit review process is the basis for reports on SOE programs.

## ARTICLE IV—DATA MANAGEMENT SYSTEM TO SUPPORT THE UNIT ASSESSMENT SYSTEM

**Section 17. Specifications for the School of Education's Data Management System (SOE DMS)** are based on those defined by faculty, administrators, and institutional researchers from 16 SUNY teacher education institutions in 2004-05. [The model specifications document was produced as part of a grant from the U.S. Department of Education's Fund to Improve Post-Secondary Education (FIPSE P116B030099) to SUNY Oswego and all sixteen institutions.] SUNY Oswego is in the process of implementing the key operational and analytical requirements of a computing system that will support effective campus-based teacher education assessment and continuous, data-driven program improvements as follows:

- A. Access and Security
  1. Faculty and program coordinators/directors should have the same secure access to the SOE DMS as they do to the institutional student information system. The web portal or on-line interface should look and function like existing institutional administrative support systems.
  2. The SOE DMS should support varying levels of access depending on the user (i.e., each candidate only sees her/his own record; faculty only see records of their students or advisees; cooperating teachers only see appropriate assessment input; as appropriate, administrators may see all individual data or only aggregated data). SOE DMS access should be identical to the user's access level and username/password in the existing institutional student data management system.
  3. The SOE DMS should have the capability to link to SUNY System information about the student and to incorporate the unique identifiers for students used by other systems, such as NYSED or SUNY.
- B. Operational Functionality – The SOE DMS requires a blend of operational and analytical capabilities (Figure 10 below). Candidate reporting should be from an up-to-date operational data source. Analytical reports are better stored in a data warehouse environment, where reports can be assembled over time and information stored in a stable/consistent format.
  1. The SOE DMS must capture all data electronically, when and where it is entered the first time.
  2. Operational functions should interface in real time with other campus databases that store important data for candidate management [e.g., the institutional student data management system, admissions, financial aid, campus security/academic integrity/judicial review system(s), alumni foundation, field placement database].
  3. The SOE DMS must import data on a regular batch basis from various external sources of candidate performance data such as commercial online portfolio software vendors (e.g., *iWebFolio*), state licensure test scores from NES/NYSED; post-graduation NYSED certification and employment history; results of alumni and employer surveys [e.g., *Educational Benchmarking (EBI)*].

4. The SOE DMS should support:
  - a. Submission and storage of electronic products from candidates.
  - b. Import or collection of survey information, both campus-wide (e.g., SUNY System Student Opinion Survey) and specific program/department surveys.
  - c. Storage of candidate contact information; records of informed consent; and employer contact information (e.g., for non-teacher education post-graduate programs).

C. Candidate Management/Reporting

1. The SOE DMS must track performance of individual students against program standards over time at defined checkpoints. Real-time candidate reports must identify assessment standards, observable measures for each, and display if the standard has been met/not met.
  - a. Candidates, faculty, and college administrators should be able to view the appropriate up-to-date candidate-level record(s) online at any time
  - b. Candidate-level reporting for undergraduate transfers and graduate students entering initial programs must be as complete as that for native undergraduate candidates.
2. The SOE DMS should utilize whatever degree audit functionality exists in the institution's operational system not only to display the candidate level reports but also to allow electronic transcript evaluation (e.g., calculation of content GPA).
3. Meeting some standards will depend on a course instructor entering scores on critical performance task(s) defined by departments/programs. The system must have the capacity to monitor or synchronize course grade entry with entry of critical performance task scores required for the course.

D. Program Analyses/Reporting – The SOE DMS should be capable of:

1. Ad hoc reporting with a variety of standard reporting tools (e.g., *Cognos, Access, Discover*).
2. Mining data and drilling down through parameterized characteristics to individual students; and aggregating and disaggregating data by program and candidate characteristics (e.g., transfer versus native, candidates who failed a practicum experience versus those who did not).
3. Linking, sorting, selecting and exporting data from various sources within the SOE DMS to

provide samples of individuals based on candidate characteristics (including random samples of defined sizes within defined subsets) for analyses within the SOE DMS and/or for export to other analytical applications.

4. Exporting data from components of the SOE DMS into institutional student information systems.
5. Reporting progress of individual candidates and groups of candidates over time on related assessments (e.g., performance on early to late practicum and student teaching assessments of INTASC skills).

**Section 18. Current Components of the School of Education Data Management System.** The School of Education Data Management System (SOE DMS) specifications outlined above envision an online **integrated data management system** for teacher education that interacts seamlessly with or within Oswego's *Banner* student data management system (see Figure 9). What exists at present is a **distributed data management system** with the following components:

- A. The current *Banner* student data management system provides:
  1. Candidate demographic, admissions, directory, program, course schedule, and transcript/grade information through the Registrar's Office.
  2. Derived faculty workload information through the Office of Institutional Research & Assessment.
- B. The Teacher Certification Examination Database is an Access database created and maintained by SUNY System Institutional Research that contains New York State Teacher Certification Examination (NYSTCE) licensure scores for program completers at SUNY Oswego and other SUNY teacher education institutions. It provides a limited number of very useful standard reports and is updated annually. It was created as a result of the SUNY FIPSE grant, for which SUNY Oswego provides leadership.
- C. The Field Placement Database is an Access database that is used by the Field Placement Office to manage and document the characteristics of practicum and student teaching placements for all initial teacher preparation programs.

- D. The *iWebFolio* online portfolio system (<http://www.iwebfolio.com/>):
1. Is used to collect evaluation data for course and program-level critical performance tasks, including all of the student teaching evaluation instruments and the Teacher Work Sample instrument for the initial Childhood, Adolescence, and Technology programs. Beginning in Fall 2007, candidates in initial teacher preparation programs in Childhood, Adolescence and Technology Education will be required to purchase an *iWebFolio* account during their methods and student teaching semesters.
  2. Will eventually be used to collect electronic **samples of candidate work** (e.g., Teacher Work Samples and other critical performance tasks from required courses).
- E. The online *Education Benchmarking (EBI) Teacher Education Alumni & Employer Survey* system (<http://www.webebi.com/WESS/default.aspx>) is currently used to report the results of exit surveys conducted with all 2005-07 initial teacher education program completers. EBI is the vender selected by SUNY System as part of the SUNY FIPSE project to perform exit surveys on 2005-07 program completers followed by alumni/employer surveys for this same cohort in 2007-10. The project is partially funded by the SUNY FIPSE grant for participating institutions, including SUNY Oswego. We have already conducted a retrospective EBI alumni/employer survey of pre-2005 graduates.
- F. Additional sources of candidate data that are currently utilized as needed (or proposed for the future) that should be incorporated into the SOE DMS include:
1. Formal Candidate Complaint Resolution spreadsheets currently maintained by the Dean of the School of Education and Dean of Graduate Studies, and implemented by the six departments in the School of Education.
  2. Academic dishonesty database/spreadsheet maintained by the Dean of Arts & Sciences;
  3. Judicial review database/spreadsheet maintained by the Office of Judicial Affairs;
  4. Proposed NYSED databases that would give teacher education institutions access to certification, employment (position title and school) information on our graduates. (This is another initiative of the SUNY FIPSE project led by SUNY Oswego.)

**Section 19. Future Components of the School of Education Data Management System.** To convert the distributed data management system into the integrated SOE DMS we envision requires that we add the following components and functions, listed in priority order. The implementation timeline for this work is dependent on the size and timing of resource allocations within the institution.

- A. Online Candidate Level Report (CLR) – As described above, program faculty identify a set of candidate outcomes that are assessed by specific critical performance tasks at defined assessment checkpoints. These candidate expectations are described on a program decision map (Figure 2), which is used to create a CLR web template for each program within Banner, the campus student data management system. For each SOE candidate, the CLR system will display demographic information and the candidate's performance (Met/Not Met) on the critical performance tasks against the established program standards at each checkpoint as s/he progresses through the program. Priorities for implementing this capability are to complete the web templates for selected initial teacher preparation programs at the undergraduate level in 2006-07, and all initial undergraduate programs in 2007-08. The advanced teacher preparation programs and pupil personnel programs will be implemented in the third phase, and non-education programs as time permits. The issues raised by incomplete transcript data for undergraduate transfers and graduate students entering initial programs will be addressed in phase three.
- B. Standards-Based Organization and Archiving System – Once data are collected and analyzed, we need a system to organize and store the data in a common standard format that will facilitate retrieval and comparisons over time. Options are to purchase a commercial online service such as *TracDat* or build our own system. In the meantime, we have designated server space in which to archive current data sets and reports. Given the limited amount of electronic data available at present, this is an adequate temporary solution.
- C. Faculty Activity (Scholarship, Teaching, Service, Workload) Reporting System – There is no doubt that candidate and program-level assessment is the most important purpose of the SOE DMS. However, we must also document faculty qualifications, scholarship, teaching performance, service to the profession and workload to meet the unit operations

evaluation requirements of NCATE Standard 2 Assessment System & Unit Evaluation, along with NCATE Standard 5 Faculty Qualifications, Performance & Development and Standard 6 Unit Governance & Resources. These data are available, but not easily accessed or integrated on a regular basis because they are dispersed among several databases maintained by different campus offices. A commercial online faculty activity reporting system such as Digital Measures' *Activity Insight* (or a similar sophisticated homegrown solution) would permit us to:

1. Store data related to faculty activity (teaching, research, service, workload, etc), inputted either from faculty/departments or from existing campus databases
2. Produce a variety of standard reports over any time period for faculty on demand, with the capacity for customized reporting as well.
3. Provide continuous access to real time, searchable faculty information for a variety of uses, including accreditation documentation, annual reporting and other faculty assessment and review functions.

#### **Section 20. Current School of Education Data Management System Support Personnel**

- A. SOE Technology Support Professional (1.0) provides support and technical expertise to the instructional community for the School of Education. This support spans faculty and student computing, computer labs, advanced technology classrooms (0.5 FTE); and data management support, which includes data collection, export, cleanup, and storage (0.5 FTE).
- B. SOE Desktop Support Technician (0.5 FTE) provides support and technical expertise to the instructional staff of the School of Education. This support spans faculty and student computing, computer labs and advanced technology classrooms; and desktop computer support for the faculty and staff of SUNY Oswego.
- C. SOE Associate dean or designee (0.50 FTE of a fulltime position) analyses data and produces accreditation documents and interpretive reports to support program improvement efforts by faculty. This support was augmented in 2006-07 by 0.50 FTE faculty assistance for SPA report production and other data-related accreditation efforts.
- D. Programmer/Analyst(s) (1.0 FTE or as needed) are currently creating and implementing the Candidate Level Reporting component of the SOE DMS within *Banner*, the campus student data management system.

- E. Additional Technology Support Professional (as needed) are currently providing support and technical expertise to evaluate and enhance the Field Placement (*Access*) Database

#### **Acknowledgements**

The SUNY Oswego School of Education's Assessment Committee thanks **Drs. Christine Murray, Betsy Balzano and Katherine LaLonde from SUNY Brockport** for their generous permission to use organizing concepts about data-driven continuous program improvement, dashboard displays, and unit-level assessments that they presented at the annual meeting of the New York State Association of Colleges of Teacher Education and the New York State Association of Teacher Educators (NYACTE/NYSATE) in April 2006. Similar ideas were already in place at SUNY Oswego, but applying Brockport's elegant conceptual diagrams to our situation has deepened our understanding of this complex task.

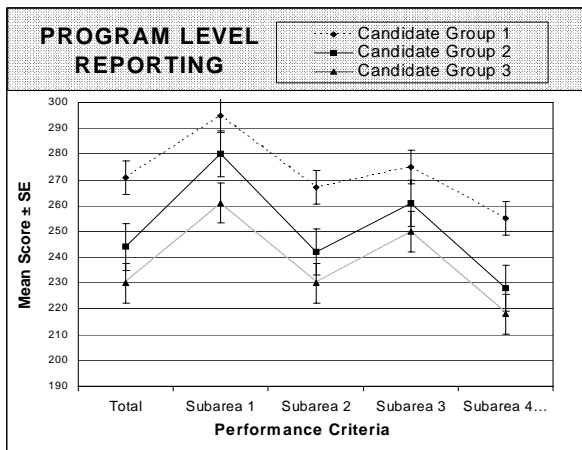
Likewise, our thinking about unit assessment systems was positively influenced by the work of **Indiana University's Dr. Gary Ingersoll** for the American Association of Colleges of Teacher Education's (AACTE) Partnerships for Excellence in Teacher Education (PETE) Project. We used many of the "big ideas" in his white paper entitled "Some Observations Regarding Emerging NCATE Unit Assessment Systems" to scaffold the initial development of this document describing SUNY Oswego's Unit Assessment System.

Finally, SUNY Oswego has had the honor of providing leadership in 2003-2007 for the **State University of New York (SUNY) FIPSE Teacher Education Program Assessment Project** (P116B030099), which involved all sixteen of the SUNY colleges and universities that prepare new teachers. The purpose of this large collaborative project was to develop, implement, and enhance campus assessment systems in order to improve teacher education programs and beginning teacher performance. The project was supported by a large grant from the U.S. Department of Education's Fund to Improve Post-Secondary Education (FIPSE). [FIPSE provided \$704,369 (41%); SUNY provided \$998,027 (59%).] Many of the ideas incorporated into this document were gathered, refined, shared, and subjected to critical analysis by many individuals at all sixteen institutions. The unit assessment systems at all the institutions, including SUNY Oswego, benefited greatly from this collaboration

**Figure 10. Options for Design of Candidate and Program Data Management Systems**

CANDIDATE LEVEL REPORTING				
Name				
Student ID				
Demographic & Academic Information (age, gender, race, SES, program, transfer credits, credits earned, GPA...)				
<b>Performance Report</b>				
Standard	Time (Checkpoints)			
	1	2	3...	6-99?
1	Item 1 Not Met			
A	Met			
B	Item 2...			
C...	Not Met			
	Met			
2				
A				
B				
C...				
3				
A				
B				
C...				
4-999?				Item 998 Not Met
A				Met
B				Item 999?
C...				Not Met
				Met

SOME ITEMS



SOURCES OF DATA	ITEM
Banner (Oracle, People Soft, Home Grown)	Candidate Personal & Demographic Information Course Grades, Financial Aid (SES) GPA (cum, content major, pedagogy, gen ed, etc) SAT, HS GPA, GRE Faculty workload
NES/SUNY	LAST scores & subscores ATS/W scores & subscores CST scores & subscores
Field Placement Office	School characteristics Urban/Rural Diversity SES Completion High Needs English Language Learners
Dept/Faculty Web Interface for Data Entry (BlackBoard, CourseSpace, etc)	ST Performance Ratings Teacher Work Samples Unit/Lesson Plan Rubrics Admissions/Candidacy Ratings Other Critical Performance Tasks
Candidates Portfolio Software (LiveText, iWebfolio, TaskStream, Homegrown)	Candidate Work
EBI/SUNY	Alumni/Employer Survey (EBI) Other
NYSED/SUNY	Certification History Employment History
Misc	Judicial Review, Academic Dishonesty, Professional Reviews Transcript Evaluations Surveys of Individuals & Groups

INTEGRATED OPTION

DISTRIBUTED OPTION

Specific Candidate Information      Program Reports on Some Items

TracDat or other standards-based organizing software



## **Program Entry & Candidate Retention**

November 2000

**Section 1. Criteria for Entry and Retention in Programs and/or the Professional Sequence.** Each program in the School of Education shall determine the criteria for entrance and retention in the program and/or candidacy in the professional sequence (which may occur simultaneously or separately).

- A. Entrance and retention criteria will:
1. be specific to the department/program;
  2. be appropriate to the department/program;
  3. be based upon multiple types of data;
  4. be clearly and directly related to the principles defined by the Conceptual Framework of the School of Education;
  5. be consistent with professional standards that are appropriate to the department/program;
  6. be consistent with the admissions policies of the College that pertain to the department/program; and
  7. embody the principles for the recruitment and retention of a diverse student body outlined in the *Diversity Policy*.
- B. Entry to the program and/or entry to the professional sequence for the degree will be based on multiple sources of data, which may include, but are not limited to, some or all of the following:
1. GPA – cumulative and/or in specific content area
  2. GRE, Praxis I scores, or scores on other standardized instruments
  3. Controlled literacy/numeracy samples
  4. Letters of reference
  5. Personal statement of learning/teaching philosophy or professional objectives
  6. Experience with diverse learners
  7. Experience in diverse social, cultural, or educational settings
  8. Work samples in content area
  9. Prior performance
  10. Degrees, courses or semester hours completed
  11. Interviews

- C. Eligibility for student teaching, internships, or other required practica may include, but are not limited to, some or all of the following:
1. Portfolio review
  2. GPA – cumulative and/or in content area(s)
  3. Faculty recommendation(s)
  4. Grades in specific courses
  5. Self and/or supervisor assessments of performance.
- D. The criteria for admission to program and/or entry to the professional sequence shall be directly related to candidate exit criteria and the overall assessment plan for the department and the School of Education.

**Section 2. Procedures for Program Entry and Candidacy in the Professional Sequence.** Each program in the School of Education shall:

- A. determine deadlines for submission of application materials and for notification of program entry and/or candidacy decisions, in a timely manner;
- B. publish and disseminate program entry and/or candidacy processes and criteria for such decisions, including relevant dates/deadlines and rubrics for assessment so that applicants are aware of the requirements and can make plans to meet them;
- C. establish an appeals process at each program entry and eligibility checkpoint, publishing and disseminating such information to candidates in a timely manner; and
- D. monitor admission/program entry, retention, and completion data, to insure that the goals of the School of Education are served by established entrance and candidacy procedures and decisions, and that any unintended consequences are identified and corrected.



State University of New York at Oswego

## SCHOOL OF EDUCATION

### Field Experiences & Candidate Outcomes

November 2000

**Section 1. Field Experiences.** The faculty of the School of Education is proud of the candidates who go forth into the various educational careers offered in the six departments. In order to continue assurance of high quality, all programs in the School of Education that include field experiences adhere to the following principles, which meet the professional standards of national and state agencies:

- A. Field experiences – including practica, student teaching, and internships – are guided by a college approved course outline. Each outline includes the field experience description, objectives, expected content, and assessment consistent with the School of Education’s Conceptual Framework, the professional standards applicable to the program, and each program’s philosophy or goals.
- B. Field experiences are accompanied by a syllabus and/or a handbook informing all participants of outcome expectations.
- C. Field experiences in a single program are based on the development of professional knowledge, skills, and attitudes with the final experience(s) extending at least 10 weeks.
- D. Field experiences are accompanied by coursework or seminars.
- E. Field experiences provide candidates with opportunities to work with a full range of students, including varying ages and abilities and different racial, ethnic, socioeconomic, and linguistic backgrounds.
- F. Field experiences occur in appropriate high quality settings that provide experiences in diverse learning environments, including urban/high needs schools, and opportunities for collaborative professional inquiry.
- G. Field experiences provide opportunities for candidates to work with a variety of school and community personnel as well as with parents and families.

### Section 2. Qualifications of College Supervisors (College Employees).

- A. Field experiences are supervised by college faculty who hold certification in the appropriate content area, or in educational administration. Any candidate who experiences content area difficulty is provided supervision by a college faculty member certified in the appropriate content area.
- B. College supervisors are systematically oriented and monitored. They participate actively in the programs. They participate in professional development activities to ensure quality of field experiences for candidates.

### Section 3. Qualifications for Cooperating Teachers and Other Field-Based Supervisors (School District Employees).

- A. Cooperating teachers and other on-site, field-based supervisors of candidates in applied settings have a minimum of three years of experience in the area in which they are supervising, are certified for the areas in which they are teaching or working, and are recommended by the appropriate school administrator.
- B. Exceptions may be made for otherwise qualified cooperating teachers and field-based supervisors in school settings where teacher shortages exist.

**Section 4. Candidate Outcomes.** The exit outcomes for candidates graduating from the programs in the School of Education are based on applicable national (NCATE) and state (NYSED) professional goals and standards. The exit criteria for each program will also reflect the following principles from the School of Education's *Conceptual Framework*, which states that educational professionals who graduate from SUNY Oswego:

- A. Are socially conscious catalysts for change who promote authentic learning for all students;
- B. Provide meaningful opportunities and appropriate support for all students to engage in self-directed inquiry, problem-solving, critical thinking and reflection in the real world and creative contexts;
- C. Have a deep understanding of the organizing concepts, processes and attitudes that comprise the disciplinary knowledge base, the pedagogical base, and the pedagogical content knowledge base;
- D. Have a rich repertoire of research-based strategies for instruction, assessment, and use of educational technologies, focused on promoting authentic learning by all students;
- E. Assess and reflect upon their professional practice in order to change and grow as life-long learners; and
- F. Seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibilities and leadership.

**Section 5. Program Implementation.** Each program that includes field placement(s) must demonstrate, in the materials that describe field experiences to candidates and school personnel involved in supervision, how the goals outlined in Sections 1-4 above are met.



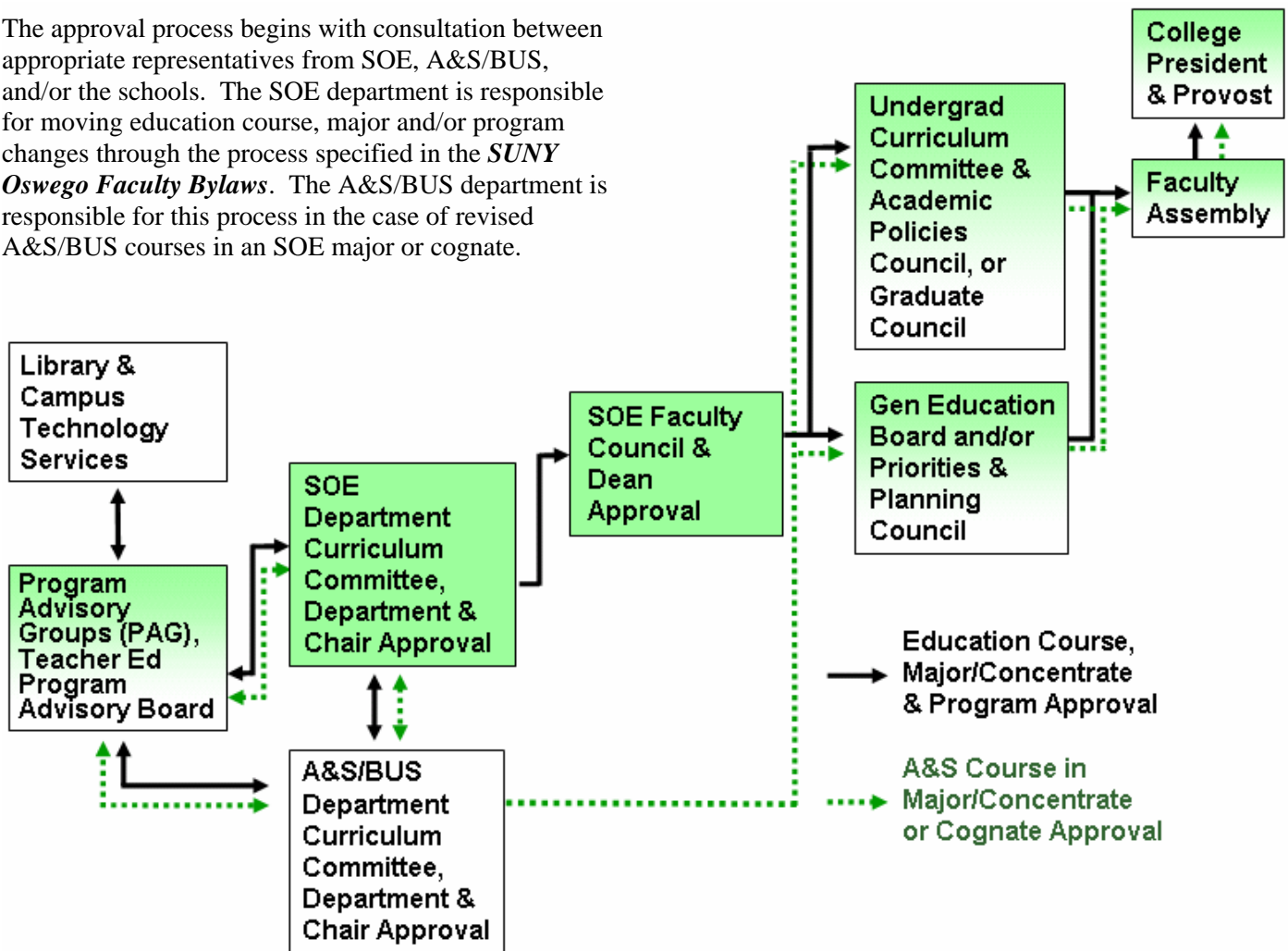
State University of New York at Oswego  
**SCHOOL OF EDUCATION**

**Collaboration with the Professional Community**

May 1996; Revised November 2000, May 2002

**Section 1. Collaborative Consultation Process for Course, Major & Program Design.**

The approval process begins with consultation between appropriate representatives from SOE, A&S/BUS, and/or the schools. The SOE department is responsible for moving education course, major and/or program changes through the process specified in the *SUNY Oswego Faculty Bylaws*. The A&S/BUS department is responsible for this process in the case of revised A&S/BUS courses in an SOE major or cognate.



**Section 2. Functions.** Program Advisory Groups (PAGs) in each School of Education department shall be organized to provide for a broadly representative group of professionals to work cooperatively in designing and modifying all School of Education programs that prepare school professionals; and make recommendations to departments and the appropriate deans about other subjects of mutual interest.

- A. When a revision in the content of a program is considered, the members of the appropriate Program Advisory Groups (PAGs), and the Teacher Education Program Advisory Board (TEPAB) for C&I programs, are convened. The members of the PAG(s) (and TEPAB if appropriate) make recommendations to the department(s), Faculty Council, and to Faculty Assembly as required by the *SUNY Oswego Faculty Bylaws*.
- B. Changes in curriculum, such as the design of new courses, the content of laboratory experiences, course revision, changes in prerequisites, and name or number of courses, originate within the appropriate department, in consultation with the members of the appropriate Program Advisory Group(s).
- C. Policies associated with selection and retention of students also may originate in the appropriate Program Advisory Group(s). The administration of such policies for each program is a School of Education responsibility.
- D. In each case, the appropriate academic department(s) shall cooperatively plan programs based on the needs of prospective educators and other school professionals. Meeting the standards of the appropriate NCATE professional society and incorporating recommendations from practitioners in the field is required.

**Section 3. Membership.**

- A. The membership of each Program Advisory Group shall be appointed by the chair of the appropriate department(s) or director of the appropriate program in consultation with the Dean of the School of Education, and the Dean of the College of Arts & Sciences or the School of Business if appropriate. Each Program Advisory Group shall be composed of appropriate representation from the following groups:
  - 1. Representation from the School of Education faculty who teach or supervise the required courses in the program.
  - 2. Representation of the faculty from related Arts & Sciences or School of Business departments.
  - 3. Representation of school educators from the appropriate field(s).
  - 4. Representation of the student body, when appropriate.
- B. In addition to the above membership, the Associate Dean of the School of Education is an *ex officio* member of all undergraduate and graduate Program Advisory Groups.

**Section 3. Meetings.** Each Program Advisory Group shall meet at least once each semester.



State University of New York at Oswego

## SCHOOL OF EDUCATION

### Substitution of Teaching Experience for Student Teaching Experience

May 2004

**Section 1. Applicability.** This policy applies to candidates completing all initial and initial/professional programs in the Department of Curriculum & Instruction in the School of Education at SUNY Oswego. These principles may be applied to candidates in other teacher certification programs as appropriate.

#### Section 2. Requirements for Waiving One Student Teaching Experience.

- A. Candidate must have had at least one full academic year of full-time paid, school-based experience as a lead teacher (not teaching assistant or teacher's aide) at either Grades 1-3 or Grades 4-6 level for the Childhood Education Program; Grades 7-8 or Grades 9-12 level for the Adolescence Education Program; or the appropriate grade levels for all other programs.
- B. The School Administrator must verify this teaching experience using the New York State Education Department (NYSED) Form OT11 "Substitution of Experience for College Supervised Student Teaching" (<http://www.highered.nysed.gov/tcert/ot11.htm>). This completed form will be attached to the college's "Program Deviation Student Personal and Academic Data" form and kept on file in the Dean's office for the NYSED/NCATE review.
- C. Candidate's methods instructor must verify with the Department Chair that the candidate meets or exceeds the NYSED Annual Professional Performance Review (APPR) criteria for new teachers [NYSED Commissioner's Regulations Part 100.2(o)].
- D. Candidate must successfully complete at least one supervised student teaching experience in a high needs or urban setting in a public school. This minimum requirement will not be waived.
- E. Candidate must successfully complete the appropriate student teaching seminar course.
- F. In lieu of the one student teaching experience that has been waived, candidate must take 6-sh of coursework in pedagogy or content area under advisement to complete program requirements.



## **Professional Development School Policies**

May 2002

### **Section 1. Goals and Definitions for Professional Development School & Partnership School Relationships.**

- A. Goals: Oswego State University seeks collaborative relationships among school and university-based educators, preservice candidates, and preschool through grade 12 (P-12) students that will:
1. promote authentic learning by all P-12 students to meet the New York State Learning Standards;
  2. prepare preservice candidates to be socially-conscious catalysts for change who create and sustain school environments where excellence is cherished and social justice flourishes, as described by the School of Education's Conceptual Framework;
  3. provide sustained professional development opportunities for school and university-based educators to enhance their knowledge, practice, and skills in reflection, collaboration, and leadership to promote authentic learning for all students; and
  4. use a process of joint inquiry to identify and address the diverse learning needs of all P-12 students, candidates, and school and university-based faculty.
- B. A **professional development school (PDS)**:
1. is committed to teaching for social justice and continuous authentic learning for P-12 students, preservice candidates, and school and university-based educators;
  2. is committed to implementing research-based best practices in areas that are critical to enhanced P-12 student learning and excellent teacher and pupil personnel preparation (e.g., authentic learning in the content areas, literacy education, special education, student services, teaching for social justice, preservice educator program design and implementation), through a collaborative process of self-reflection and joint inquiry-based decision-making;
  3. is committed to enhancing the learning experiences of preservice candidates in the school environment;
  4. has committed resources to the partnership between the school and the college, including the identification of:
    - a. a team of school-based educators who have agreed to serve as PDS facilitators; and
    - b. at least one School of Education faculty member who has agreed to serve as a PDS liaison.
  5. has a PDS management team composed of the school-based facilitators, the School of Education liaison(s), and other school and university-based educators; and
  6. has met the 2001 NCATE PDS Standards for a "beginning" professional development school (see Sections 2 and 3).
- C. A **professional development partnership school (PDPS)**:
1. has some or many of the core characteristics of a professional development school in at least one significant and coherent organizational segment of the school;
  2. has established a working relationship among a team of school-based educators and at least one School of Education faculty member;
  3. is committed to implementing research-based best practices in areas that are critical to enhanced P-12 student learning and excellent teacher and pupil personnel preparation (e.g., authentic learning in the content areas, literacy education, special education, student services, teaching for social justice, preservice educator program design and implementation); and
  4. may be working toward meeting the 2001 NCATE PDS Standards for a "beginning" professional development school (see Section 2).

- D. A **university-based PDS liaison**:
1. is a School of Education faculty member;
  2. receives the equivalent of at least 25% assigned time or extra service compensation;
  3. develops and implements a high quality professional agenda in the PDS related to teaching, scholarship, and/or service that is supported and valued by the School of Education within the university reward structure described by the *Policies of the Board of Trustees*; and
  4. has the following responsibilities:
    - a. serves on the PDS management team;
    - b. engages in joint inquiry with school-based educators at the PDS;
    - c. facilitates communication between the PDS and the School of Education by attending faculty meetings in the School of Education;
    - d. supports the appropriate preservice candidates placed in the PDS; and
- e. collaborates to meet the professional development needs of school and university-based educators at the PDS.
- E. The team of **school-based PDS facilitators**:
1. includes at least one full-time educator at the school;
  2. receives release time and/or a stipend (see Section 2, Standard V, Part D); and
  3. has the following responsibilities at the PDS:
    - a. serves on the PDS management team;
    - b. engages in joint inquiry with university-based educators at the PDS;
    - c. facilitates communication between school and the School of Education;
    - d. supports the appropriate preservice candidates placed in the PDS; and
    - e. collaborates to meet the professional development needs of school and university-based educators at the PDS.

**Section 2. Criteria for Designation as a Professional Development School Affiliated with the SUNY Oswego School of Education** (based on the Beginning Level of the NCATE Standards for Professional Development Schools; shaded areas are modifications of the 2001 NCATE PDS Standards).

**NCATE PDS Standard I. Learning Community**

Criteria	Indicators
A. Supports Multiple Learners	<ul style="list-style-type: none"> <li>• PDS participants plan an environment that simultaneously supports the learning of all P-12 students, candidates, faculty, and other professionals.</li> <li>• Their plans include the creation of field experiences and clinical practice to provide candidates with opportunities for full immersion in the learning community, professional development opportunities for faculty and other professionals, and an inquiry orientation to improve P-12 learning for all students.</li> </ul>
B. Work and Practice are Inquiry-Based and Focused on Learning.	<ul style="list-style-type: none"> <li>• The PDS participants articulate a shared goal of improving and assessing the learning of all P-12 students, candidates, faculty, and other professionals.</li> <li>• They express the belief that action research and other forms of inquiry are valuable tools in improving instruction.</li> </ul>
C. Develops a Common Shared Professional Vision of Teaching and Learning Grounded in Research and Practitioner Knowledge that Fully Supports the SOE Conceptual Framework	<ul style="list-style-type: none"> <li>• PDS partners have a vision that includes an articulated set of beliefs about teaching and learning for all P-12 students, candidates, and PDS partners.</li> <li>• They have a plan to support all P-12 student and professional learning in the context of practice.</li> <li>• A majority of site personnel demonstrate a commitment to developing educators who value, practice, and implement the SUNY Oswego School of Education Conceptual Framework themes of authentic learning, social justice, knowledge, practice, reflection, collaboration and leadership.</li> </ul>
D. Serves as Instrument of Change	<ul style="list-style-type: none"> <li>• PDS partners envision the PDS as an instrument for school and university improvement.</li> <li>• School district and university support the PDS partnership and its potential to provide exemplars of inquiry-based practice and to impel policy changes.</li> </ul>
E. Extended Learning Community is Fostered	<ul style="list-style-type: none"> <li>• Although the relationship between the school and university may engage PDS partners in a limited fashion, there are plans for extending the learning community.</li> <li>• There are plans created collaboratively for creating a forum to share practices and policies with other PDSs in the partnership and affiliated schools.</li> </ul>

## NCATE PDS Standard II. Accountability and Quality Assurance

Criteria	Indicators
A. Develops Professional Accountability	<ul style="list-style-type: none"> <li>• PDS partners have a plan in place for the collaborative development and prioritization of important questions about P-12 student, candidate, faculty and other professionals' learning.</li> <li>• They also have a plan in place for using local state, and national standards for assessing all P-12 students, candidates, faculty and other professionals' learning.</li> </ul>
B. Assures Public Accountability	<ul style="list-style-type: none"> <li>• The school faculty reports student achievement data to families and community.</li> <li>• PDS partners explore ways to collect and report evidence related to school and university faculty knowledge, skills, and dispositions.</li> <li>• PDS partners discuss ways to engage families, policymakers, and the business community in shared responsibility for learning of P-12 students, candidates, faculty, and other professionals.</li> </ul>
C. Sets Participation Criteria	<ul style="list-style-type: none"> <li>• PDS partners develop explicit criteria for PDS participants at the institutional and individual levels.</li> <li>• Partner institutions are accredited or planning for accreditation. PDS partners identify skills and knowledge for faculty and plan training.</li> <li>• Partners discuss criteria for candidates' admission, program completion, and certification, and the relationship of these criteria to national standards.</li> </ul>
D. Develops Assessments, Collect Information, and Use Results	<ul style="list-style-type: none"> <li>• School faculty collect some data about P-12 student achievement and examine the impact of current practices and norms on student learning.</li> <li>• The PDS partners' primary focus is on evaluation of candidates' skills, knowledge, and disposition in relationship to national standards.</li> <li>• Candidate assessment is seen as a primary responsibility of university faculty, with some input from school faculty.</li> </ul>
E. Engages with the PDS Context	<ul style="list-style-type: none"> <li>• PDS partners have begun to explore the institutional and community supports and constraints to PDS work. Partners are aware of the need to engage with institutions and policymakers to influence policies.</li> <li>• PDS partner institutions have begun to develop inter-institutional relationships and connections with policymakers to influence policies and practices related to PDS work.</li> </ul>

## NCATE PDS Standard III. Collaboration

Criteria	Indicators
A. Engages in Joint Work	<ul style="list-style-type: none"> <li>• PDS partners collaboratively develop a plan for joint work that shapes the learning of candidates as well as all P-12 students.</li> <li>• The plan supports collaborative decision-making approaches and strategies to implement the work of PDS</li> <li>• The plan also delineates shared institutional goals and leadership and resource commitments.</li> </ul>
B. Designs Roles and Structures to Enhance Collaboration and Develop Parity of Agency	<ul style="list-style-type: none"> <li>• The development of new roles and the necessary reallocation of resources are discussed and agreed to by the PDS participants.</li> <li>• PDS participants agree to operate the PDS in ways that recognize and encourage parity among the partners.</li> </ul>
C. Systematically Recognizes and Celebrates Joint Work and Contributions of Each Partner	<ul style="list-style-type: none"> <li>• Joint work in the PDS is expressed as a value of the PDS participants and institutional leaders.</li> </ul>

#### NCATE PDS Standard IV. Diversity and Equity

Criteria	Indicators
A. Ensures Equitable Opportunities to Learn.	<ul style="list-style-type: none"> <li>• PDS partners and candidates examine the gaps in achievement among diverse groups, including those based on ethnic, racial, socio-economic and gender differences.</li> <li>• PDS partners and candidates examine the curricula of the university and school programs in light of issues of equity and access to knowledge by diverse learners. PDS partners begin to expand their curricula to include multicultural, gender-fair, inclusive, and global perspectives.</li> <li>• PDS partners and candidates begin to engage in learning experiences that allow them to develop the proficiencies to support all P-12 students with exceptionalities.</li> </ul>
B. Evaluates Policies and Practices to Support Equitable Learning Outcomes.	<ul style="list-style-type: none"> <li>• School and university PDS partners recognize that their partners recognize that their curricula, instructional approaches, and assessment strategies affect outcomes for diverse P-12 students and candidates.</li> <li>• PDS partners examine multiple and varied assessment approaches to measure learning in the PDS.</li> <li>• PDS partners engage families and community members from diverse populations in support of P-12 learning.</li> </ul>
C. Recruits and Supports Diverse Participants.	<ul style="list-style-type: none"> <li>• The PDS partner institutions begin to develop practices and policies to recruit and retain diverse candidates, faculty and other professionals to engage in PDS work.</li> <li>• PDS partners examine the opportunities they provide for candidates, faculty, and other professionals to develop and demonstrate their capacity to work well with diverse learners and their families.</li> </ul>

#### NCATE PDS Standard V. Structures, Resources, and Roles

Criteria	Indicators
A. Establishes Governance and Support Structures.	<ul style="list-style-type: none"> <li>• The PDS partner institutions agree to form a professional development school and to develop a joint mission statement.</li> <li>• Institutional leaders, both faculty and administration, participate in early discussions and decisions about PDS work.</li> </ul>
B. Ensures Progress Toward Goals.	<ul style="list-style-type: none"> <li>• PDS partners articulate partnership goals that tie in to local needs and are consistent with the mission of PDSs. The PDS partners agree to place all P-12 students' needs at the center of PDS work.</li> </ul>
C. Creates PDS Roles	<ul style="list-style-type: none"> <li>• New roles emerge in the PDS partner institutions for those involved in PDS work.</li> <li>• PDS partners plan professional development opportunities for faculty and other professionals to develop leadership, inquiry, and other boundary-spanning skills.</li> </ul>
D. Resources	<ul style="list-style-type: none"> <li>• Partner institutions identify the kinds of resources needed to support PDS work.</li> <li>• Partner institutions have a commitment to incorporating PDS roles into regular job descriptions.</li> </ul>
E. Uses Effective Communications	<ul style="list-style-type: none"> <li>• PDS participants see communication as a key goal. They recognize the importance of clear communication mechanisms.</li> </ul>

### **Section 3. Procedure for Becoming a Professional Development School.**

#### **A. Letter of Intent:**

1. The building administrator and the faculty members from the school and the university who have agreed to participate in the co-application process shall submit a letter of intent to the Dean of the School of Education (“Dean”) and the appropriate School District Superintendent (“Superintendent”).
2. The Letter of Intent shall:
  - a. indicate that both parties believe that the school partnership has met the criteria to become a professional development school affiliated with SUNY Oswego;
  - b. outline the basis for this assertion; and
  - c. propose a timetable for completing the PDS Co-Application Process and Joint Review Process.

#### **B. PDS Co-Application Process:**

1. After positive review and feedback on the Letter of Intent from both the Dean and the Superintendent, the PDS Application shall be completed collaboratively by the building administrator, school-based educator(s), and the university-based educator(s).
2. The PDS Application shall be submitted to the Dean and to the Superintendent, who will initiate a joint review process.

#### **C. Joint Review Process:**

1. An application to become a PDS affiliated with the SUNY Oswego School of Education will be evaluated by a PDS Review Committee consisting of two members appointed by the Dean, two members appointed by the Superintendent, and one outside expert jointly appointed by the Dean and Superintendent. Personnel from the proposed PDS building, the School of Education faculty liaison(s), and others with potential conflict of interest shall not serve on the Joint Review Committee.

2. After careful review and evaluation of the PDS Application using the standards outlined in Section 2, the PDS Review Committee shall submit a report to the Dean and the Superintendent that includes:
  - a. the standards met and not met;
  - b. a rationale for the decision on each standard; and
  - c. an overall recommendation for designation or non-designation as a professional development school.

#### **D. Designation as a Professional Development School.**

1. The Dean and Superintendent will review the findings and recommendations of the PDS Review Committee. The Dean has the final authority for designating professional development schools for the School of Education, in consultation with the Provost and President of the State University of New York at Oswego. Likewise, the Superintendent has the final authority for designating professional development schools for the School District, in consultation with the Board of Education.
2. The School of Education shall not designate any school as a PDS that does not have explicit school district approval. Likewise, the School District shall not designate any school as a PDS that does not have explicit School of Education approval.

### **Section 4. Evaluation of Professional Development School Performance.**

- A. A collaborative self-study process shall be completed by each PDS on a biannual basis to demonstrate that the PDS continues to meet the beginning level of the 2001 NCATE PDS Standards, and is moving toward the developing level or beyond.
- B. A summary of the self-study findings with an action plan for continued improvement shall be submitted to the Dean and Superintendent for review.
- C. If the self-study review is unsatisfactory, the Dean and Superintendent shall develop a collaborative plan to support, intervene, or terminate the PDS.



State University of New York at Oswego  
**School of Education**

**Professional Development  
Partnership School Policies**  
July 2002; Revised July 2007

**Section 1. Goals of the Professional Development  
Partnership School (PDPS) Model.**

The School of Education (SOE) at SUNY Oswego seeks to establish and sustain collaborative relationships among school and university-based educators and preservice candidates to benefit preschool through grade 12 (P-12) students. Such relationships may be organized as professional development partnership schools as described herein, or formally structured as professional development schools (PDS) as described in the School of Education's *Professional Development School Policies*. The goals of both kinds of partnerships are to:

- A. Promote authentic learning by all P-12 students to meet the New York State Learning Standards;
- B. Allow for enhanced reflection and professional growth as a result of cooperative efforts among college faculty, school administrators and personnel, classroom teachers, and preservice candidates;
- C. Have a significant positive impact on the educational experiences of undergraduate and graduate candidates in teacher education and pupil personnel preparation; and
- D. Provide sustained professional development opportunities for school and university-based educators via a process of joint inquiry and the implementation of research-based best practices.

**Section 2. A Professional Development Partnership  
School (PDPS):**

- A. Consistently hosts 8-10 student teachers per semester (4-5 per quarter).
- B. Has some or many of the core characteristics of a professional development school in at least one significant and coherent organizational segment of the school.

- C. Is committed to implementing research-based best practices in areas that are critical to enhanced P-12 student learning and excellent teacher and pupil personnel preparation (e.g., authentic learning in the content areas, literacy education, special education, student services, teaching for social justice, preservice educator program design and implementation).
- D. May be working toward meeting the National Council for the Accreditation of Teacher Education (NCATE) Professional Development School Standards at the "beginning" level.
- E. Is staffed by a **Professional Development Coordinator (PDC)**, a part-time or fulltime School of Education faculty member who is permanently assigned to the partnership school. The PDC is likely to be an experienced retired teacher or school administrator, who develops a close relationship to the full-time faculty in the School of Education. The responsibilities of the PDC are to:
  - 1. Consistently supervise the student teachers placed at the partnership school each quarter. The PDC is paid by SUNY Oswego for this service at the negotiated rate.
  - 2. Spend the equivalent of an additional half-day per week (during two college semesters per year) in the partnership school working with teachers, the Principal, candidates, and P-12 students to implement a mutually-agreed upon professional development partnership plan. The PDC receives a stipend of \$1,250/semester from the school district for this service.

3. Submit an **annual report** and a **professional development partnership plan** by May 1 of each year to the Superintendent and Dean of the School of Education. The annual report must follow the format provided by the SOE's PDS Specialist in consultation with the School of Education's Professional Development Committee. The sustained, inquiry-based professional development partnership plan must focus on P-12 student achievement and the professional growth of preservice and inservice educators; it must be collaboratively developed with the teachers and Principal at the partnership school and approved by all stakeholders.
  4. Is supported by a **PDS Specialist**, a School of Education faculty member assigned by the Dean as part of his/her regular workload to:
    - a. Meet on a regular basis with the PDC, and the teachers and Principal in the partnership school(s) as needed, to promote effective collaboration;
    - b. Facilitate the implementation of the professional development partnership plan;
    - c. Support the production of the annual report for each partnership school site.
- C. The school district commits \$5,000 per year to the PDPS effort: \$2,500 per year to pay the PDC and \$2,500 per year to be used by PDPS participants to achieve the goals of the professional development partnership plan.

**Section 4. The Role of the School of Education in Supporting a Professional Development Partnership School.**

- A. Upon the designation of a specific professional development partnership school by the Superintendent, the Dean of the School of Education (or designee) will hire and assign a part-time or fulltime faculty member to supervise student teachers on a consistent basis, and serve as the Professional Development Coordinator (PDC).
- B. The Dean of the School of Education will designate a PDS Specialist to provide training and support for the PDC, and the Principal and teachers as needed, to implement the mutually agreed upon, sustained, inquiry-based professional development partnership plan focused on P-12 student achievement and the professional growth of preservice and inservice teachers.

**Section 3. The Role of the School District in Supporting a Professional Development Partnership School.**

- A. The Superintendent, Principal and the teachers in a designated professional development partnership school (PDPS) collaboratively commit to hosting 8-10 student teachers per semester on a consistent basis. The PDPS must be identified by the Superintendent at least one semester prior to the anticipated placement of student teachers.
- B. The Principal and teachers in the PDPS work with the Professional Development Coordinator (PDC) to identify and implement a mutually agreed upon, sustained, inquiry-based professional development partnership plan focused on P-12 student achievement and the professional growth of preservice and inservice teachers.



State University of New York at Oswego  
**SCHOOL OF EDUCATION**

## **Graduate Faculty**

October 1996; Revised November 2000

**Preamble.** The designation of Graduate Faculty member in the School of Education is a reaffirmation of the School's commitment to the principles of human diversity and to excellence in teaching and scholarly activity. The criteria for the School of Education Graduate Faculty outline standards that promote the selection and continuing growth of graduate faculty within the School of Education and which are consistent with those of major national accrediting bodies.

### **Section 1. Criteria for SUNY Oswego School of Education Graduate Faculty.**

- A. Graduate faculty possess a terminal degree from an accredited institution of higher education that is directly relevant to the instructional assignments of the faculty member.
- B. Graduate faculty have a minimum of one year of full-time experience in teaching at the graduate or undergraduate level, and provide evidence of effectiveness/success in their past teaching assignments.
- C. Part-time graduate faculty meet the requirements for full-time graduate faculty.
- D. Graduate faculty with the responsibility for supervision of school-based field experiences have had training in supervision, as well as professional experiences in the school setting in which that supervision takes place.
- E. Graduate faculty remain informed about scholarly work in the areas in which they teach.
- F. Graduate faculty are actively involved in professional associations, and provide education-related services at the local, state, national and/or international levels in their areas of expertise and assignment.
- G. Graduate faculty regularly obtain and, where appropriate, use feedback from students, peers, and duly authorized review committees to improve the quality of teaching, scholarly and creative activities, and service within the School of Education.
- H. Graduate faculty demonstrate both theoretical and applied competence in their area(s) of expertise through significant, successful professional experience in the area(s) in which they instruct.
- I. Graduate faculty demonstrate ongoing commitment to facilitating/promoting the growth, development, and progress of graduate students by teaching at least one graduate level course within a two year period and maintaining within the department a proportional share of the graduate student advisement load.
- J. Graduate faculty are committed to graduate programs as demonstrated by ongoing, active involvement in activities such as supervision of graduate student projects/theses, summer instruction, and participation on appropriate School of Education and College committees (particularly those impacting on graduate education).

- K. An active program of scholarly and professional activity is maintained by graduate faculty. Scholarly and professional activity includes such endeavors as:
1. Publications in scholarly journals
  2. Original research
  3. Grant-writing
  4. Holding office in professional organizations
  5. Professional practice within the area of instructional expertise
  6. Presentations at professional conferences
  7. Consultation and public speaking in the area of professional expertise
  8. Program and curricular development

**Section 2. Exceptions to Requirements.** In special circumstances, exceptions to the requirements in Section 1, A-C may be made for individuals who demonstrate exceptional qualities and/or professional achievement that clearly enhance the quality of the graduate program to which they are appointed and for whom fully-qualified, alternative appointees are unavailable. In such cases, the department must forward its recommendation to the School of Education Faculty Council with a description of the efforts made to find a qualified applicant and a description of the unique qualifications which warrant that the appointment outside of established guidelines for graduate faculty be approved. Persons appointed pursuant to this section shall be designated **Associate Graduate Faculty**.

**Section 3. Criteria for Cooperating Teachers and Other Field-Based Supervisors in Graduate Programs (School District Employees).**

- A. Cooperating teachers and other on-site, field-based supervisors of graduate candidates in applied settings have a minimum of three years of experience in the area in which they are supervising, are certified for the areas in which they are teaching or working, and are recommended by the appropriate school administrator.
- B. Exceptions may be made for otherwise qualified cooperating teachers and field-based supervisors in school settings where teacher shortages exist.

**Section 4. Compliance Procedures.**

- A. Within each department that offers graduate programming within the School of Education, a graduate faculty member will be selected by the department to act as coordinator of graduate studies for that department. The coordinator, in conjunction with the department chair (graduate coordinator and chair may be the same person), annually reviews the records of current or prospective appointees to the graduate faculty with respect to adherence to the criteria for appointment to the graduate faculty.
- B. Appointment to the graduate faculty is made by the Dean of Graduate Studies upon the recommendation of the Dean of the School of Education. Credentials of prospective nominees are reviewed by the appropriate chair and graduate coordinator. From the chair and coordinator, the appointment form is forwarded to the Dean of Education for his/her approval. The Dean of Education may refer the application to the Faculty Council for its opinion on the qualifications of the candidate for graduate status. The Dean of Education then sends his/her recommendation forward to the Dean of Graduate Studies for his/her action.



State University of New York at Oswego  
**SCHOOL OF EDUCATION**

## **Faculty Workload**

December 2000

**Preamble.** The following workload policies apply to all full-time and part-time faculty, except where specifically noted.

### **Section 1. Class Size**

- A. Enrollments for courses in the School of Education typically are limited to 50 students in lower division undergraduate courses, 30 in upper division courses, and 20 in graduate courses. Instructionally based rationales exist for lower enrollments in some courses. For example, laboratory sections may establish lower enrollment to meet safety guidelines; writing intensive courses and field-based courses requiring student supervision may also have lower enrollment limits.
- B. Double workload credit for teaching a single large section of a required course will be awarded if the total number of students is greater than 85 for lower division undergraduate courses, 50 for upper division undergraduate courses, and 35 for graduate courses.

**Section 2. Number of Course Preparations.** The number of course preparations is not to exceed 3 per semester.

### **Section 3. Number of Advisees**

- A. The wide range of undergraduate and graduate programs with the School of Education place varying advisement demands on faculty. However, advisement responsibility within a department must be equitably distributed among the faculty. The department chair and faculty in each department determine the equivalent advisement loads across programs, and reasonable advisement expectations for all faculty.

- B. As a rule, part-time instructors are not assigned advisees. Whether full-time temporary faculty are assigned advisees is the prerogative of the respective department.
- C. Faculty with time assigned for advisement coordination usually have proportionally larger numbers of advisees than other faculty.

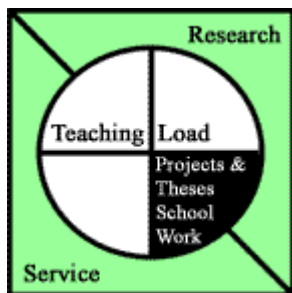
### **Section 4. Teaching Load and Workload.**

- A. State and Institutional Requirements
  - 1. Section 52.21(b)(2)(i)(h) of the New York State Education Department Commissioner's Regulations requires that "faculty teaching assignments in teacher education programs shall not exceed 12 semester hours per semester for undergraduate courses, or 9 semester hours per semester for graduate courses, or 21 semester hours per academic year for faculty who teach a combination of graduate and undergraduate courses."
  - 2. The *SUNY Oswego Faculty & Professional Staff Handbook* states "the instructional portion of faculty workload assignments for full-time faculty at the College is generally equivalent to 12 semester hours per semester during the academic year" (Section 6, page 1). No distinctions are made for the level of courses taught.

3. The criteria for all personnel decisions in the School of Education are based on criteria of the *Policies of the Board of Trustees* – mastery of subject matter, teaching, research, service, and continuing growth. No distinctions are made for the level of courses taught. Specifically, expectations for research, service, and quality of instruction for faculty teaching graduate and undergraduate courses are identical in the School of Education. (See the School of Education Scholarship Policy.)
4. Faculty with teaching loads of less than 9 sh per semester generally have additional non-course-related assigned time responsibilities, as described in Sections 10-12; teach large enrollment courses as described in Section 1; or are eligible for a course reduction due to a high rate of project/theses completion as described in Section 5.

B. Workload in the School of Education

1. Overall workload equity should prevail for all faculty members across the School of Education. That is, the instructional load plus research and service effort – i.e., overall workload – should generally be equitable for all faculty who teach graduate or undergraduate courses or some combination.
2. The figure graphically represents these workload equity expectations. Instructional load for all faculty in the School of Education is the equivalent of 12 semester hours per semester, represented by the circle divided into four sections. Undergraduate and graduate faculty members have the same overall workloads – instructional load or its equivalent, plus research and service – represented by the overall square area in the figure.



3. School of Education faculty are expected to spend significant time in one-to-one teaching interactions with candidates involved in projects and theses. They are also expected to spend significant time in the schools, creating relationships that support candidate learning. In recognition of this fact, all School of Education faculty should have a 9 sh teaching load. Thus, project and thesis advisement and/or school involvement is built into the typical faculty instructional assignment as the equivalent of one 3-sh course.

**Section 5. Theses & Project Advisement.** Faculty whose rate of project/theses completion over time is significantly higher than the average, and who do not otherwise have assigned time for graduate advisement, are eligible for a one course reduction in their subsequent teaching load as follows:

- A. Faculty who complete 16 or more projects/theses in a 3-year period are eligible for a one course reduction in teaching load in the next academic year.
- B. It is the responsibility of the faculty member to document the completion of projects/theses through departmental or Graduate Studies records, and to request such a course reduction in writing prior to the date when course schedules for the next semester are finalized. The chair of the department may postpone a project/thesis course reduction for one semester, pending resource availability.

**Section 6. Summer Teaching.** Faculty cannot be compelled to teach in the summer. However, in programs where the faculty has determined that summer course offerings are important to meet the needs of candidates, faculty are encouraged to teach in the summer.

**Section 7. Student Teaching Ratios.** Individual faculty members shall not supervise more than 18 student teachers per semester, or 4.5 student teachers per 0.25 teaching load per semester.

**Section 8. Practicum Ratios.**

- A. The definition of practicum varies across disciplines, but in undergraduate programs that require practica, the average should be no more than 30 students to 1 faculty member per course, or fewer if required by applicable professional standards.

- B. Graduate programs are expected to meet applicable professional standards. For those graduate programs not governed by professional standards, the department in consultation with the Dean shall determine the appropriate student/faculty ratio based upon warranted practice in the field.

**Section 9. Internship Ratios.**

- A. The definition of internship varies across disciplines, but in undergraduate programs that require an internship, the ratio of students to teacher should be no more than 15:1 for a semester, or fewer if required by applicable professional standards.
- B. In the graduate programs, the ratio of students to faculty varies according to differing instructional activities associated with the internship. The graduate programs are expected to meet applicable professional standards. For those graduate programs not governed by professional standards, the department in consultation with the Dean shall determine the appropriate ratio based upon warranted practice in the field.

**Section 10. Independent Study.** Faculty in the School of Education assume responsibility for supervising students for Independent Studies (on courses that bear credit for the student, but not for the faculty member) in a manner consistent with institutional policy.

**Section 11. School or Site Involvement.** Faculty shall strive to embed all professional education courses in the school setting, as is appropriate for the particular discipline. Therefore, faculty involvement in a school setting is generally viewed as part of the regular instructional load (see Section 4B). In the case of Professional Development School (PDS) initiatives, departments or the Dean may provide assigned time for participating faculty.

**Section 12. Assigned Time.** In general, assigned time for faculty depends on the size of the program, and specific programmatic needs. Assigned time may be granted for department chair, program coordinator, admissions coordinator, student teaching coordinator, advisement coordinator, coach and trainer. Responsibility for a grant or special project may also fall under this category.



State University of New York at Oswego

## SCHOOL OF EDUCATION

### Scholarship Statement

Spring 1996; Revised November 2000

#### Section 1. Definition of Scholarship.

The School of Education embraces a comprehensive definition of scholarship that is inclusive of the diverse creative and scholarly activities consistent with our mission of collaborating in partnerships with citizens of the world to develop, implement, and assess innovative, socially conscious educational programs for all learners. Though there is diversity within the school in terms of the types of scholarship recognized, there are salient commonalities across departments:

- A. Consistent with the mission, scholarship should reflect the School's commitment to exceptional teaching, and to collaborating with the public.
- B. Scholars are current in their field as evidenced by reading widely, participating in professional and community associations and conferences, publishing in peer reviewed journals, and/or authoring book chapters or books.
- C. Scholars also engage in grant writing to further our understanding of topics relating to education, research in their subject matter field, research that integrates theory and practice, curriculum development that is reported in the literature, and/or pedagogical innovations.
- D. Third party validation, for example through peer review, or receiving a competitive grant or award, is necessary in assessing the contribution of one's scholarship.
- E. Internal evaluation of all scholarly activities conforms to the published *Policies of the Board of Trustees*.

#### Section 2. Promoting Scholarship for All

- A. The School of Education faculty pursue scholarly endeavors that are both self-renewing and in alignment with the School's overall mission. The administration of the School of Education is committed to acquiring and allocating adequate resources that foster the growth and development of exemplary teachers as scholars. Cogent examples of the various levels of administrative support provided include, but are not limited to exchanges and sabbaticals, joint appointments, graduate assistants, reduced teaching loads, travel funds, assigned time to develop long range departmental research agendas, laboratory equipment, and the development of personal growth contracts toward the attainment of tenure and promotion.
- B. The School of Education promotes an *esprit de corps* among its faculty members, each of whom has an individual dedication to exceptional teaching as it contributes to advancing academic scholarship in their disciplines.



## **Guidelines Regarding Discretionary Salary Increases**

May 1999; Revised July 2007

**Section 1. Documentation.** Faculty preparing material or consideration for Discretionary Salary Increases (DSI) should create two folders:

### **A. Case Presentation Folder**

1. Annual summary covering the period under review, organized by the “Criteria for Personnel Decisions” in the *Policies of the Board of Trustees* and including brief characterizations of the significance of the activities. Faculty should use this outline for the presentation of their request to be considered for a Discretionary Salary Increase award.
2. Curriculum Vitae
3. A letter of intent accompanied by a brief summary documentation where appropriate to provide evidence in support of the faculty member’s performance as outlined above (e.g., teaching evaluation summaries, summary of assessment of innovative pedagogy, summary of scholarship and service, etc).

### **B. Supporting Source Material Folder**

1. Journal articles, manuscripts, poster presentations
2. Course syllabi, exams, raw assessment data, raw teaching evaluations
3. Committee assignments and evaluation of committee work from committee chairs
4. *Et cetera*

### **Section 2. Procedures.**

- A. The Case Presentation Folder will be the only folder forwarded to the School of Education Personnel Committee, the Dean, the Provost, and the President. The Supporting Source Material Folder should be kept secure in the department chair’s office for review if required.
- B. Source materials should be read in detail by the department chair and department review committee in making evaluative judgments of the strength of the case presented by each candidate. The department chair and department review committees are best able to evaluate a candidate’s scholarly record. Their obligation is to examine and authenticate the source materials and include evaluative comments in the letters of support that are sent forward along with the Case Presentation Folder.
- C. Letters of support for each candidate from both the department chair and the department review committee should begin with a summary evaluation. Using the “Criteria for Personnel Decisions” in the *Policies of the Board of Trustees*, writers should also provide evaluative statements within criteria in a bulleted fashion indicating what was particularly illustrative of meritorious activity.



## **Periodic Review of Faculty on Continuing Appointment**

Adopted September 2002; Effective September 2003

### **Section 1. Rationale.**

- A. The School of Education's *Conceptual Framework* emphasizes the importance of seven principles including authentic learning, social justice, knowledge, practice, reflection, collaboration & leadership. All faculty members in the unit should continually assess and reflect upon their professional practice as educators (reflection), and continually seek opportunities to work together and learn from one another (collaboration).
- B. The *Policies of the Board of Trustees* (1998, Article XII, Title A) state that the purpose of evaluation shall be the appraisal of the extent to which each academic employee has met his or her professional obligations to the University. Continuing growth is one of the five criteria listed for consideration during evaluation of academic employees, and it is commonly demonstrated by keeping abreast of current developments in one's field and being able to successfully accept increased responsibility.
- C. The *Professional Standards for the Accreditation of Schools, Colleges and Departments of Education* (NCATE, 2006 Edition) include one standard specific to faculty qualifications, performance and development (Standard 5). SUNY Oswego's NCATE-accredited School of Education must utilize a systematic and comprehensive evaluation system that includes regular and comprehensive reviews of the professional education faculty's teaching, scholarship, service, collaboration with the professional community, and leadership in the institution and profession.

**Section 2. Evaluation Procedure.** Pursuant to these tenets, the School of Education embraces a collegial view of performance evaluation that provides an avenue for all faculty to reflect, grow and improve as vital members of the academy, and as active contributors to SUNY Oswego's learner-centered community. With this goal firmly in mind:

- A. Department Chairs in the School of Education will, at their first departmental faculty meeting in the fall semester, identify those faculty members on continuing appointment (tenured) who have not submitted materials supporting consideration for promotion or discretionary salary increase (DSI) within the previous two years. This first faculty meeting should occur not later than October 1st and not earlier than the date for departmental submission of DSI folders to the School of Education's peer review committee. (In years when DSI funds are not available, the first faculty meeting should not occur earlier than September 1st).
- B. The Department Chair shall inform in writing those individuals identified that the following materials should be prepared for submission to her/his office not later than May 1<sup>st</sup> of the subsequent spring semester. If the department chair is the faculty member being reviewed, she/he will submit the above materials to the Dean of the School of Education by May 1<sup>st</sup>:
  - 1. An updated and complete curriculum vita;
  - 2. Student evaluations from not less than two classes (six preferred) taught by the faculty member during the previous two years (summer sessions included);
  - 3. A written peer evaluation of at least one class session held during the current academic year [faculty are encouraged to invite peer review(s) from outside their own department, and even from outside the School of Education]; and

4. A brief reflective statement written by the faculty member that describes how the peer review process has informed his/her teaching effectiveness, and the extent to which it may have influenced or informed future scholarship or service.
- C. The Department Chair will review the materials submitted by faculty members on continuing appointment and schedule a meeting with each of them prior to the end of May. This session will allow time for further reflection, formative assessment, and collegial discussion that is pertinent to the faculty member's teaching, scholarship and service.
  - D. If any area(s) of concern arise as a result of the evaluation process, the faculty member and department chair will draft a mutually agreed upon plan for performance and development that spans two following two years.
  - E. All materials assembled and collected during this process shall be placed in the faculty members' personnel folders maintained in the department chair's office.

**Section 5. Effective Date of Policy** is September 1, 2003.



**Fair Process  
Policy & Procedures**

December 2002

**ARTICLE I—GENERAL PROVISIONS**

**Section 1. Scope.** The provisions of the *Fair Process Policy & Procedures* apply to all programs in the School of Education.

**Section 2. Definitions**

- A. **Class Day.** A “class day” is Monday, Tuesday, Wednesday, Thursday, or Friday on which the School of Education conducts regularly scheduled classes.
- B. **Mailed.** A letter is “mailed” when it is placed in a United States mailbox or is delivered to a United States Post Office or other commercial delivery services, such as Federal Express or United Parcel Service.
- C. **Decision Maker.** A “decision maker” is a School of Education faculty member or professional staff member who participated in the decision concerning admission, retention, graduation, or recommendation for state certification.
- D. **Dean.** The term “Dean” as used in this policy refers to the Dean of the School of Education for all procedures involving undergraduate candidates, and to the Dean of Graduate Studies for all procedures involving graduate candidates.
- E. **Terminate From a Program and Not Recommend for State Certification.** The phrase “termination from a program” as used in this policy refers to and includes both the decision to “terminate a candidate from a program” and the decision to “not recommend a candidate for state certification.” It is possible for an individual to be terminated from an education program (and therefore not be recommended for a state certification), yet graduate from the university with a non-certification degree in education.

**Section 3. Academic and Professional Criteria for Admission, Retention, Graduation, and Recommendation for State Certification.**

- A. All School of Education programs prepare candidates to serve as professionals in roles of service to pupils and clients who may be minors or individuals in circumstances of significant vulnerability. In the course of pursuing their academic programs, School of Education candidates come into direct contact with such vulnerable pupils and clients as part of their internships, practica, field experiences and clinical experiences. The School of Education has an obligation to protect those pupils and clients and cannot tolerate candidate behavior that exploits, endangers, compromises or threatens the welfare, safety or rights of those pupils or clients.
- B. In deciding whether to admit to, retain in, or graduate from a program, or to recommend an individual for a state certificate, the School of Education considers not only the university’s admission and academic requirements but also the individual’s competencies related to serving in a profession, including, but not limited to, personal characteristics, conduct, and potential to serve effectively and ethically in the profession for which the individual is seeking training or certification.
  - 1. **General Academic Criteria:** In deciding whether to admit to, retain in, or graduate from a program, or to recommend an individual for a state certificate, the School of Education considers:
    - a. The values set out in the university’s mission statement and written student policies;
    - b. The values set out in the School of Education’s mission statement; conceptual framework; and written candidate policies, procedures and professional competencies;
    - c. The mission, philosophy, and values of each program as set out in its written candidate policies, procedures, and professional competencies;

- d. For applicants and candidates for state approved programs, the legal requirements and professional expectations as set out in the applicable laws and regulations governing state certification; and
  - e. The standards and rules adopted or recognized by the applicable professional organizations.
2. Specific Academic Criteria: In deciding whether to admit to, retain in, or graduate from a program, or to recommend an individual for a state certificate, the School of Education considers:
- a. Whether the individual has submitted a timely and complete application;
  - b. Whether the individual meets the admission criteria set out in the university's catalog(s), and in the written admissions materials for the School of Education and its programs;
  - c. Whether the individual has maintained the required cumulative grade point average;
  - d. Whether the individual has received the minimum required grade as set out by the program for each course taken as part of the degree program; and
  - e. Whether the individual has met all the other program completion requirements for retention, graduation, or recommendation for state certification as set forth in the university's catalog(s) and each program's written candidate policies, procedures, and professional competencies;
3. Professional Competencies and Criteria: In deciding whether to admit to, retain in, or graduate from a program, or to recommend an individual for a state certificate, the School of Education considers:
- a. The individual's educational, work, and other life experiences related to the education profession;
  - b. The individual's ability to communicate and work effectively with others, including individuals from different backgrounds, individuals with exceptional needs or limitations, individuals from different racial or ethnic populations, and individuals of both genders and different sexual orientations;
  - c. The individual's moral character and fitness for the profession for which he or she is training, including but not limited to any felony conviction(s) that would bar state certification;
  - d. The individual's behavior in light of appropriate professional and ethical standards; and
  - e. The individual's general and specific knowledge, skills, and dispositions needed to successfully complete the particular program and to function effectively in the profession for which he or she is training, as set forth in each program's written candidate policies, procedures, and professional competencies, as well as the standards and rules adopted or recognized by the applicable professional organizations.
- Section 4. Disclaimer.** Admission to or graduation from a teacher education program in the School of Education at SUNY Oswego does not constitute a guarantee that the candidate will be granted a State certificate, extension, endorsement, or license.
- Section 5. Academic and Professional Decisions Subject to Review Under This Policy.** An individual who is terminated from a program by a department under Article II of this policy may request a review of such a decision by the Dean's Office following the procedures set out in Article III of this policy.
- Section 6. Academic and Professional Decisions Not Subject to Review Under This Policy.** An individual who is denied entrance to the School of Education or to one of its programs cannot request a review of that decision beyond the department level. In addition, an individual cannot request a review under this policy of any of the following:
- A. a decision not to transfer credits earned at another institution or in another on-campus program;
  - B. a decision denying a request to have a program or course requirement waived;
  - C. a decision denying a request for an exception to a program or course policy or procedure;
  - D. a decision that the candidate failed a comprehensive or other summative exam;
  - E. an evaluation by a field, school or program supervisor;
  - F. a decision to place the candidate on probation;
  - G. a decision that a candidate should be removed from a class; or
  - H. a decision to withdraw a candidate from, or reassign a candidate to, a field placement or clinical experience.

## **ARTICLE II—TERMINATION FROM A PROGRAM BY A DEPARTMENT**

### **Section 7. Grounds for Termination from a Program.**

A department may terminate a candidate from a program for failure to meet, satisfy, or demonstrate satisfactory performance with respect to one or more of the academic and/or professional criteria in Section 3B.

### **Section 8. Candidate Withdrawal from a Program.**

If at any time a candidate chooses to withdraw from a program, the candidate should notify the department chairperson in a signed written statement that (a) the candidate has chosen to withdraw, and (B) if the department has already proposed action to terminate or made the decision to terminate, the candidate must also waive the right to request a review of the department's proposed action or decision.

### **Section 9. Notification of Proposed Action to Terminate a Candidate from a Program.**

- A. It is normal practice for a department chairperson, the department chairperson's designee, or other program decision maker to informally consult with a candidate about a proposed decision to terminate that candidate from the program. At this point, the candidate may choose to withdraw from the program (see Section 8) and the matter will then be considered concluded.
- B. If a candidate chooses to continue in the program after informal notification, but before the department finalizes a decision to terminate a candidate, the department chairperson or designee will hand deliver or mail to the candidate a letter:
  - 1. notifying the candidate of the proposed action, including the effective date of that action;
  - 2. setting out the reasons for the proposed action; and
  - 3. providing the candidate five class days after the hand-delivery or postmark date to make a written request to meet with the department chairperson, and/or other appropriate decision-maker(s), to discuss the decision.

## **Section 10. Department-Level Review Meeting**

- A. If the candidate does not request a meeting with the department chairperson or designee, and/or other decision-makers if appropriate, within the timeframe set out in the notification of proposed action, the department chair or designee will hand-deliver or mail to the candidate a program termination decision letter (Section 11), which may be appealed either through the Office of the Dean of the School of Education for undergraduate candidates or through the Office of the Dean of Graduate Studies for graduate students (Article III).
- B. If the candidate wishes to meet with the department chairperson or designee and/or other appropriate decision-maker(s), the candidate must make a written request for such a meeting within five class days after the notification of proposed action was hand delivered or seven days after it was postmarked. This written request for a meeting should be addressed to the department chairperson or designee and shall provide all of the information and explanations the candidate wants the department chairperson or designee and/or other appropriate decision-maker(s) to take into consideration in making the decision. This written request for a meeting must be signed and dated, and contain all the following information:
  - 1. A statement identifying the program decision that is being requested for review;
  - 2. A statement explaining why the candidate believes that the program decision should be changed;
  - 3. Any information that the candidate has to support the candidate's belief that the decision should be changed;
  - 4. The candidate's current address, telephone number, and e-mail address; and
  - 5. A signed statement giving the department chairperson or designee and/or other appropriate decision-maker(s) permission to talk to person(s) who may have relevant information. If the candidate refuses to sign such a release, the review process is thereby concluded and the program decision stands.
- C. Within five class days of receiving a written request from the candidate, the department chairperson will schedule a meeting between the candidate, the department chairperson or designee, and one or more of the decision-makers if appropriate. Whenever possible, the meeting should be held within 10 class days of the date the candidate's request for review was received by the department chairperson.

1. This meeting will be conducted by the department chairperson or designee. The candidate should be given the opportunity to provide the decision-makers with information or explanations to provide a context for the candidate's performance, and the decision-makers may ask questions.
2. Since all School of Education programs are professional programs, candidates are expected to be personally present at the meeting, to speak on their own behalf, and to appropriately participate in the process of the meeting. If the candidate elects to do so, the candidate may be accompanied by either a faculty member of the School of Education or program classmate, who may observe but not actively participate in the meeting, except at the department chairperson's sole discretion. At least one day prior to the review meeting, the candidate shall inform the department chairperson of the name of the support person, if any.
3. The duration of this meeting is at the sole discretion of the department chairperson or designee.

**Section 11. Program Decision Letter.**

- A. Whether or not the candidate chooses to meet with program decision-makers as described in Section 10, the program decision-makers will finalize the departmental decision. The department chairperson or designee will then hand-deliver or mail to the candidate a program decision letter notifying the candidate of the outcome. If the decision is to terminate the candidate from the program, the program termination decision letter will notify the candidate of the opportunity to have the department's decision reviewed either through the Office of the Dean of the School of Education for undergraduate candidates or through the Office of the Dean of Graduate Studies for graduate students (Article III).
- B. Once the department chairperson or designee has hand delivered or mailed to the candidate a program termination decision letter, the candidate will not be permitted to attend or register for classes or to participate in any School of Education sponsored clinical program, practicum, student teaching experience, internship, or activity, except at the discretion of the department chairperson or designee.

**ARTICLE III—APPEAL OF PROGRAM TERMINATION DECISIONS**

**Section 12. Standard for Appealing a Program Termination Decision.**

A department's decision to terminate a candidate from a program, and thus not to recommend the candidate for state certification, will be overturned only if the Dean of the School of Education for undergraduate candidates or the Dean of Graduate Studies for graduate candidates determines that the department's decision was based upon an unfair process. The Dean will not reverse a department's decision simply because the Dean might have reached a different decision given the performance of the candidate.

**Section 13. Candidate Request for Appeal Meeting**

- A. A candidate who wishes to appeal a department decision to terminate the candidate from a program must submit a written request for an appeal meeting within five class days after the program termination letter was hand delivered or postmarked, either to the Office of the Dean of the School of Education for undergraduate candidates or to the Office of the Dean of Graduate Studies for graduate candidates. If the candidate does not deliver this request within these time limits, the candidate waives his or her right to an appeal, and the program termination decision stands.
- B. The request for an appeal meeting must be in writing and must contain the following information:
  1. A statement identifying the program decision that is being appealed;
  2. A statement explaining why the candidate believes that the program decision process was unfair, and should be changed;
  3. Any information that the candidate has to support the candidate's belief that the decision was based upon an unfair process, and should be changed;
  4. The candidate's current address, telephone number, and e-mail address; and
  5. A signed statement giving the Dean or Dean's designee permission to talk to person(s) who may have relevant information. If the candidate refuses to sign such a release, the appeal process is thereby concluded, and the program termination decision stands.

#### **Section 14. Appeal Procedure for Undergraduate Candidates**

- A. The Office of the Dean of the School of Education will schedule an appeal meeting between the candidate and the Assistant Dean of the School of Education. The Dean's Office will notify the candidate and the original decision-makers of the date, time, and place of the appeal meeting. Whenever possible, the appeal meeting should be held within 10 class days of the date the candidate's request for review was received in the Dean's Office.
- B. If, without good cause as determined by the Assistant Dean, the candidate fails to appear for the appeal meeting, the candidate shall be deemed to have abandoned his or her appeal, and the original program decision shall stand.
- C. Since all School of Education programs are professional programs, candidates are expected to be personally present at the appeal meeting, to speak on their own behalf, and to appropriately participate in the process of the appeal meeting. If the candidate elects to do so, the candidate may be accompanied by either a faculty member of the School of Education or program classmate, who may observe but not actively participate in the appeal meeting, except at the Assistant Dean's sole discretion. At least one day prior to the appeal meeting, the candidate shall inform the Dean's Office of the name of the support person, if any.
- D. As a general rule, the following process will be followed at the appeal meeting:
  - 1. No recording or verbatim record of the meeting is permitted.
  - 2. The Assistant Dean will provide the candidate with an opportunity to explain the candidate's reasons for requesting that the program's decision be changed. The Assistant Dean may then ask questions of the candidate. The Assistant Dean may conclude the meeting at any time after the candidate has been heard by the Assistant Dean.
  - 3. The duration of this meeting is at the sole discretion of the Assistant Dean.
- E. After the conclusion of the appeal meeting, the Assistant Dean will deliberate the request for review. Such deliberation, at the Assistant Dean's sole discretion, may include discussions with the candidate, the department chairperson, other decision-makers, or any others who have relevant information at times other than the appeal meeting. After deliberation, the Assistant Dean will make a recommendation to the Dean of the School of Education or his/her designee for a decision.
- F. Upon review of relevant documents and the recommendation of the Assistant Dean, the Dean of the School of Education or his/her designee may take any of the following actions:
  - 1. Affirm the original decision to terminate the candidate from the program, and thus not recommend a candidate for state certification;
  - 2. Reverse the original decision to terminate the candidate from the program;
  - 3. Reverse the original decision to terminate the candidate from the program, which could be subject to the candidate meeting additional requirements; or
  - 4. Request additional information before deciding to affirm the original decision; reverse the original decision; or reverse the original decision which could be subject to the candidate meeting additional requirements.
- G. After reaching a decision, the Dean's Office will hand deliver or mail a letter setting out the decision of the Dean of the School of Education to the candidate and the department chairperson within five class days of the review meeting whenever possible. If the Dean needs additional information, the timeline for notification of the decision may be extended at the discretion of the Dean or his/her designee.
- H. A candidate may request a meeting with the Dean of the School of Education after receiving the decision letter from the Dean. At the sole discretion of the Dean, the time, place, and duration of the meeting will be scheduled by the Dean's Office
- I. The decision of the Dean of the School of Education is final and is not subject to further review or appeal within the School of Education.

## **Section 15. Appeal Procedure for Graduate Candidates**

- A. The Office of the Dean of Graduate Studies will schedule an appeal meeting between the candidate and the Dean of Graduate Studies. The Graduate Studies Office will notify the candidate and the original decision-makers of the date, time, and place of the appeal meeting. Whenever possible, the appeal meeting should be held within 10 class days of the date the candidate's request for review was received in the Graduate Studies Office.
- B. If, without good cause as determined by the Dean of Graduate Studies, the candidate fails to appear for the appeal meeting, the candidate shall be deemed to have abandoned his or her appeal, and the original program decision shall stand.
- C. Since all School of Education programs are professional programs, candidates are expected to be personally present at the appeal meeting, to speak on their own behalf, and to appropriately participate in the process of the appeal meeting. If the candidate elects to do so, the candidate may be accompanied by either a faculty member of the School of Education or program classmate, who may observe but not actively participate in the appeal meeting, except at the Dean of Graduate Studies' sole discretion. At least one day prior to the appeal meeting, the candidate shall inform the Graduate Studies Office of the name of the support person, if any.
- D. As a general rule, the following process will be followed at the appeal meeting:
  - 1. No recording or verbatim record of the meeting is permitted.
  - 2. The Dean of Graduate Studies will provide the candidate with an opportunity to explain the candidate's reasons for requesting that the program's decision be changed. The Dean may then ask questions of the candidate. The Dean may conclude the meeting at any time after the candidate has been heard by the Dean.
  - 3. The duration of this meeting is at the sole discretion of the Dean of Graduate Studies.
- E. After the conclusion of the appeal meeting, the Dean of Graduate Studies will deliberate the request for review. Such deliberation, at the Dean's sole discretion, may include discussions with the candidate, the department chairperson, other decision-makers, or any others who have relevant information at times other than the appeal meeting.
- F. Upon review of relevant documents, the Dean of Graduate Studies may take any of the following actions:
  - 1. Affirm the original decision to terminate the candidate from the program, and thus not recommend a candidate for state certification;
  - 2. Reverse the original decision to terminate the candidate from the program;
  - 3. Reverse the original decision to terminate the candidate from the program, which could be subject to the candidate meeting additional requirements; or
  - 4. Request additional information before deciding to affirm the original decision; reverse the original decision; or reverse the original decision which could be subject to the candidate meeting additional requirements.
- G. After reaching a decision, the Graduate Studies Office will hand deliver or mail a letter setting out the decision of the Dean of Graduate Studies to the candidate and the department chairperson within five class days of the review meeting whenever possible. If the Dean additional information, the timeline for notification of the decision may be extended at the discretion of the Dean.
- H. The decision of the Dean of Graduate Studies is final and is not subject to further review or appeal within the School of Education.



State University of New York at Oswego  
**SCHOOL OF EDUCATION**

**Professional Competencies for  
Teacher Education Candidates**

December 2002; Revised October 2004

**Section 1. General Professional Competencies.**

The professional competencies required of candidates for successful completion of the professional education programs at SUNY Oswego are based upon:

- A. the individual's educational, work, and other life experiences related to the education profession;
- B. the individual's ability to communicate and work effectively with others, including individuals from different backgrounds, individuals with exceptional needs or limitations, individuals from different racial or ethnic populations, and individuals of both genders and different sexual orientations;
- C. the individual's moral character and fitness for the profession for which he or she is training, including but not limited to any felony conviction(s) that would bar state certification;
- D. the individual's general and specific knowledge, skills, and dispositions needed to successfully complete the particular program and to function effectively in the profession for which he or she is training; and
- E. the individual's behavior in light of appropriate professional and ethical standards.

**Section 2. Specific Professional Competencies.**

- A. The specific professional competencies that apply to admission, retention, and completion of professional education programs at SUNY Oswego are guided by the *School of Education Conceptual Framework* ([http://www.oswego.edu/academics/colleges\\_and\\_departments/education/about/conceptual\\_framework.html](http://www.oswego.edu/academics/colleges_and_departments/education/about/conceptual_framework.html)) and incorporate the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC, [http://www.ccsso.org/Projects/interstate\\_new\\_teacher\\_assessment\\_and\\_support\\_consortium/projects/standards\\_development/791.cfm#special](http://www.ccsso.org/Projects/interstate_new_teacher_assessment_and_support_consortium/projects/standards_development/791.cfm#special)) and the

***School of Education Professional Dispositions.***

The INTASC standards were developed by the Council of Chief State School Officers, and have been adopted by the National Council for Accreditation of Teacher Education (NCATE). The INTASC Standards represent those principles that should be present in all teaching regardless of the subject or grade level taught. The INTASC Standards have served as a national framework for the systemic reform of teacher preparation and professional development since their introduction in 1992. The *School of Education Professional Dispositions* describe the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to promote authentic learning for all students in socially-just school environments. They incorporate all the INTASC dispositions required of professional educators.

- B. The knowledge, skill, and dispositions associated with the following standards must be developed and demonstrated by candidates to complete a professional education program and be recommended by SUNY Oswego for New York State teacher or pupil personnel certification:
  1. **Knowledge of Subject Matter.** Understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful for students (KNOWLEDGE, PRACTICE).
  2. **Knowledge of Human Development & Learning.** Understands how children learn and develop, and provides learning opportunities that support their intellectual, social and personal development (KNOWLEDGE, PRACTICE, AUTHENTIC LEARNING).

3. **Adapting Instruction for Diverse Learners.** Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners (SOCIAL JUSTICE, AUTHENTIC LEARNING, PRACTICE).
4. **Multiple Instructional Strategies.** Understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills (PRACTICE, AUTHENTIC LEARNING).
5. **Classroom Motivation, Management Skills & Rapport.** Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (SOCIAL JUSTICE, COLLABORATION & LEADERSHIP, AUTHENTIC LEARNING).
6. **Communication & Interpersonal Skills.** Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom (PRACTICE, COLLABORATION).
7. **Instructional Planning Skills.** Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals (PRACTICE, KNOWLEDGE, SOCIAL JUSTICE).
8. **Assessment of Student Learning.** Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner (PRACTICE, KNOWLEDGE, REFLECTION, SOCIAL JUSTICE).
9. **Professional Commitment, Growth & Reflection.** Reflects upon and evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to grow professionally (REFLECTION, COLLABORATION & LEADERSHIP, SOCIAL JUSTICE).
10. **Partnerships.** Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being (COLLABORATION & LEADERSHIP, SOCIAL JUSTICE).
11. **Professional Ethics & Dispositions.** Understands the ethical, moral, and legal complexities of schooling, and the professional dispositions and behaviors expected of educators as delineated by institutional, school district, state, and national standards; and has developed and acts upon a complementary set of values in relation to ethical, moral, and legal issues (KNOWLEDGE, REFLECTION, SOCIAL JUSTICE). The *School of Education Professional Dispositions* are:
  - a. **Commitment to authentic learning and teaching** – Educators exhibit enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, equitable environment for all students\* to learn at high levels; and seek effective new ideas, diverse perspectives, and relevant information to develop continuously as educators for social justice.
  - b. **Advocacy** – Educators understand how social structures and power relationships disadvantage some groups of learners; assume an effective leadership role in recognizing and challenging injustice; and act with courage and patience to ensure that all students can learn authentically at high levels in socially just schools.
  - c. **Critical reflection** – Educators exhibit self-awareness and critical inquiry into their own biases and teaching practice within a socio-cultural perspective; and seek and respond appropriately to constructive feedback from others\* to improve their own practice.

- d. **Integrity** – Educators exhibit honesty, fairness, trustworthiness; adhere to professional ethics and standards of behavior; recognize and challenge injustice in effective ways; and act in the best interest of all students and others in the learning community.
- e. **Socially-conscious respect** – Educators demonstrate cultural sensitivity, empathy, caring, and rapport; seek to understand others; and believe all students can learn authentically at high levels.
- f. **Socially-conscious responsibility** – Educators hold themselves accountable for authentic learning by all students; and exhibit initiative, reliability, maturity and sound judgment in implementing equitable best practice for all students and others in the learning community.
- g. **Collaboration** – Educators listen, communicate, and work effectively with others from a variety of diverse backgrounds to provide a safe, inclusive, equitable and shared learning environment.

\* The phrase “all students” and “others” always includes people of all races/ethnicities, genders, ages, abilities/disabilities, languages, religious beliefs, sexual preferences, family types, socio-economic classes, etc

**Section 3. Demonstrating Professional Competence.** Professional behavioral and social attributes related to the professional competencies listed in Section 2B are demonstrated by behaviors in courses and field placements consistent with those described in the *Teacher Education Field Placement Policies*, which include:

- A. Participating fully in courses and field settings; prioritizing and fulfilling **socially-conscious responsibilities** on time; welcoming new ideas and using constructive criticism to improve performance; seeking assistance from instructors and supervisors when appropriate; recognizing and compensating for one’s own strengths and weaknesses through a process of **critical reflection**; displaying enthusiasm,

initiative, and flexibility; and exhibiting poise and a professional appearance.

- B. Responding appropriately to interpersonal cues from others; listening to the viewpoints of others; treating individuals with **socially-conscious respect** and tact; using discretion and good judgment; exhibiting **integrity**; developing positive relationships with others; and contributing to effective **collaboration**.
- C. Exhibiting **commitment to authentic teaching and learning; advocacy for social justice**; and the physical and emotional capacity to handle the expectations of the education profession.

**Section 4. Evaluating Professional Competence.** The faculty of the School of Education at SUNY Oswego systematically evaluate the performance of candidates, based on the written policies, procedures, and professional competencies of each program. On occasion, faculty may determine that additional assistance is necessary beyond the normal feedback and assessment provided by courses and field experiences. Under such circumstances:

- A. Faculty member(s) may meet with a candidate to reach agreement on strategies for improving performance in the area of concern. Such an agreement must be summarized in a Candidate Consultation Report (see Section 3 of the *Candidate Consultation Policy & Procedures*).
- B. As a result of such consultation, a department may impose a period of probation, in which timely candidate progress toward sustained professional performance is carefully and frequently monitored. Such a period of probation must be described in a Candidate Consultation Report (see Section 3 of the *Candidate Consultation Policy & Procedures*) signed by the department chairperson or designee.
- C. A department may recommend to the Dean that a candidate be terminated from a program if his/her performance is unprofessional or unsatisfactory for other reasons, and additional time in the program will not result in significantly improved performance. If it is the recommendation of a department to terminate a candidate from a program, the *Fair Process Policy and Procedures* of the SUNY Oswego School of Education will be followed. This document is contained in the *SUNY Oswego Student Handbook* and is available upon request from the Dean’s Office.



State University of New York at Oswego  
**SCHOOL OF EDUCATION**

**Candidate Consultation  
Policy & Procedures**  
December 2002

**Section 1. Rationale for Evaluating Professional Competence**

- A. All School of Education programs prepare candidates to serve as professionals in roles of service to pupils and clients who may be minors or individuals in circumstances of significant vulnerability. In the course of pursuing their academic programs, School of Education candidates come into direct contact with such vulnerable pupils and clients as part of their practica, student teaching, internship, clinical, and other field experiences. The School of Education has an obligation to protect those pupils and clients and cannot tolerate candidate behavior that exploits, endangers, compromises or threatens the welfare, safety or rights of those pupils or clients.
- B. Each professional program leading to eligibility for state certification has written policies, procedures, and professional competencies that candidates must meet, satisfy, or perform satisfactorily in order to successfully complete the program and function effectively in the profession for which he or she is training. Each program provides multiple opportunities in courses and field settings for candidates to put theory into practice under the expert guidance of university faculty and educational professionals in the community. The School of Education has an obligation to (1) support the professional growth and development of candidates by providing constructive feedback on performance in academic and field settings; (2) promote realistic and reflective self-assessment of performance by candidates; and (3) provide timely and candid formal evaluation(s) of candidate progress toward meeting professional performance standards.

**Section 2. Procedures for Evaluating Professional Competence.**

The faculty of the School of Education at SUNY Oswego systematically evaluate the performance of candidates, based on the written policies, procedures, and professional competencies of each program. On occasion, faculty may determine that additional assistance is necessary beyond the normal feedback and assessment provided by courses and field experiences. Under such circumstances:

- A. Faculty member(s) may meet with a candidate to reach agreement on strategies for improving performance in the area of concern. Such an agreement must be summarized in a Candidate Consultation Report (Section 3).
- B. As a result of such consultation, a department may impose a period of probation, in which timely candidate progress toward sustained professional performance is carefully and frequently monitored. Such a period of probation must be described in a Candidate Consultation Report (Section 3) signed by the department chairperson or designee.
- C. On rare occasions, a department may recommend to the Dean that a candidate be terminated from a program if his/her performance is unprofessional or unsatisfactory for other reasons, and additional time in the program will not result in significantly improved performance. If it is the recommendation of a department to terminate a candidate from a program, the *Fair Process Policy and Procedures* of the SUNY Oswego School of Education will be followed. This document is contained in the *SUNY Oswego Student Handbook*, the *School of Education Policy Handbook* and upon request from the Dean's Office.

### Section 3. Candidate Consultation Report.

A. The Candidate Consultation Report consists of the following parts:

1. Name(s) of candidate, faculty member, and other professional participants, if any.
2. Date, time, and place of the consultation meeting.
3. Reason(s) for the consultation. This part should be completed by the faculty member(s) prior to the candidate consultation.
4. Action(s) to be taken by each participant, with conditions and consequences (if any) and timeline.
5. Signature of candidate, date, and agreement by the candidate [3] to all of the following statements that apply:

- a.  I have read the reason(s) for consultation and the action(s) expected from each participant, including myself. This statement must always be checked.

- b.  I understand and agree with all the actions to be taken as described above.
- c.  I understand and agree with the actions to be taken as described above, except as follows: [Exceptions to candidate actions should be completed by the candidate. The actions of other participants are unaffected by candidate exceptions or (dis)agreement.]
6. Dated signature(s) of the faculty member(s).
7. Dated signature of the department chairperson or designee, if appropriate.

B. Copies of the completed Candidate Consultation Report will be given to the candidate and the faculty member(s); the original will be given to the department chairperson. Candidate Consultation Report(s) will be kept on file in the department office by the department chairperson. When the candidate completes the program, graduates from the university, or withdraws from the university, the Candidate Consultation Report(s) will be filed in either the candidate's permanent folder or student teaching/internship folder.



SUNY Oswego • School of Education  
**Candidate Consultation Report**

Candidate Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 (Print)

Other Participants: \_\_\_\_\_ Time: \_\_\_\_\_  
 (Print Name & Title)

\_\_\_\_\_ Place: \_\_\_\_\_  
 (Print Name & Title)

\_\_\_\_\_ (Print Name & Title)

Reason for Consultation:

Actions to Be Taken By Participants:

- I have read the reason(s) for consultation and the action(s) expected from each participant, including myself. This statement must always be checked.
- I understand and agree with all the actions to be taken as described above.
- I understand and agree with the actions to be taken as described above, except as indicated above. The actions of other participants are unaffected by candidate exceptions or (dis)agreement.

Other  
 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Other  
 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate  
 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Other  
 Signature: \_\_\_\_\_ Date: \_\_\_\_\_



State University of New York at Oswego  
**SCHOOL OF EDUCATION**

## **Resolution of Candidate Complaints**

February 2004

**Section 1. Scope.** The provisions of this policy apply to all candidates and programs in the School of Education.

### **Section 2. Definitions.**

- A. **Informal Complaint.** Any candidate-initiated complaint that is raised and satisfactorily resolved with the original participants. Informal complaints do not require documentation under this policy.
- B. **Formal Complaint.** A formal complaint is one that has not been resolved with the original participant(s) or originating office, and subsequently is forwarded to a department chair or dean or designee for resolution.
- C. **Original Participant(s).** Any School of Education faculty, professional staff person, or representative with whom the candidate has had a problem, and with whom the candidate will have communicated informally to resolve that problem prior to making a formal complaint.
- D. **Chair or Dean or Designee.** The officers of the college who are responsible for resolving formal complaints in the School of Education are department chairs, the Assistant Dean of the School of Education, the Dean of Graduate Studies, or their designees. The Dean of the School of Education has designated the Assistant Dean of the School of Education to resolve formal complaints of undergraduate candidates not resolved at the department level. The Graduate Dean resolves formal complaints of graduate candidates not resolved at the department level.
- E. **Candidate Consultation Report.** A completed Candidate Consultation Report provides a written record of the time, date, and nature of a formal complaint, and of any plans or actions taken to

resolve the problem. The initiating candidate, chair/dean or designee [and when appropriate, the original participant(s)] should sign the Candidate Consultation Report to indicate that they know and understand the issues, strategies, and responsibilities specified in the completed form. A blank copy of the Candidate Consultation Report appears at the end of this policy.

### **Section 3. Responsibility of Faculty, Administrators, and Professional Staff to Resolve Problems.**

- A. The School of Education seeks to provide candidates with the best programs and services possible; to be responsive to candidate input in its efforts to improve services; and to resolve problems that may interfere with candidate progress through our programs. The objective is to monitor the provision of services by systematically keeping track of areas of candidate concern as part of our ongoing efforts to be accountable to our constituencies and to improve services.
- B. All faculty, staff, and administrators in the School of Education are expected to respond to candidate problems with sensitivity and in a timely fashion. Unresolved candidate problems interfere with the School's mission and tarnish our reputation.

### **Section 4. Responsibility of Candidates to Resolve Problems.**

- A. Candidates are responsible for knowledge of program requirements, School of Education policies and procedures, knowledge of their academic standing, and for taking appropriate action in a timely fashion. This expectation is not only expeditious for addressing candidate problems in a responsible way, but an integral component of the educational experience in the School of Education.

B. A candidate must first make every reasonable effort to resolve problems informally by direct communication with the original participant(s) (e.g., course instructor, advisor, advisement coordinator, field placement coordinator, depending on the nature of the problem). If a candidate cannot get satisfaction with the original participant(s), then the department chair should be contacted. If a satisfactory resolution is not obtained at the departmental level, then undergraduate candidates should take their complaint in writing to the Assistant Dean of the School of Education. Graduate candidates should take any problems not resolved at the departmental level to the Dean of Graduate Studies.

**Section 5. Procedures for Making, Documenting, and Resolving a Formal Complaint.**

A. The candidate should explain the problem to the chair/dean or designee. A summary of the problem should be recorded on the Candidate Consultation Report. The chair/dean or designee at his/her discretion may ask the candidate to describe the problem in writing and to provide supporting documentation.

B. The candidate and the chair/dean or designee should work cooperatively to find an acceptable resolution or to address problems in the delivery of services. Any plan to address a problem should clearly and unambiguously state who will be responsible for carrying out any and all actions. Any response to the candidate complaint should be clearly outlined on the Candidate Consultation Report.

C. Both the candidate and the chair/dean or designee should sign the completed Candidate Consultation Report. The original participant(s) in the dispute should also sign the form if they participated in the resolution to the candidate's complaint, or if they will be responsible for carrying out some part of the resolution plan.

D. A signed original of the completed Candidate Consultation Report should be kept on file in the office of the chair/dean or designee for seven years.

E. A copy of the completed and signed Candidate Consultation Report should be provided to the initiating candidate.

F. The chair/dean or designees should annually review all Candidate Consultation Reports and prepare a report analyzing and summarizing program or service delivery shortcomings and making recommendations for improvements. These reports should in turn be reviewed annually by the Dean of the School of Education and the Graduate Dean, who will work with department chairs and others to implement improvements.



State University of New York at Oswego

## SCHOOL OF EDUCATION

### Teacher Education Field Placement Policies

September 2003; Revised July 2007

**Section 1. Field Experiences.** The faculty of the School of Education is proud of the candidates who go forth into the various educational careers offered in the six departments. In order to continue assurance of high quality, all programs in the School of Education that include field experiences adhere to the following principles, which meet the professional standards of national and state agencies [including NYSED Commissioner's Regulations Part 51.21(b)(2)(ii)(c)(2)]:

- A. Field experiences – including practica, student teaching, and internships – are guided by a college approved course outline. Each outline includes the field experience description, objectives, expected content, and assessment consistent with the School of Education's Conceptual Framework, the professional standards applicable to the program, and each program's philosophy or goals.
- B. Field experiences are accompanied by a syllabus and/or a handbook informing all participants of outcome expectations.
- C. Field experiences in a single program are based on the development of professional knowledge, skills, and attitudes with the final experience(s) extending at least 10 weeks.
- D. Field experiences are accompanied by coursework or seminars.
- E. Field experiences provide candidates with opportunities to work with a full range of students, including varying ages and abilities and different racial, ethnic, socioeconomic, and linguistic backgrounds.
- F. Field experiences occur in appropriate high quality settings that provide experiences in diverse learning environments, including urban/high needs schools, and opportunities for collaborative professional inquiry.
- G. Field experiences provide opportunities for candidates to work with a variety of school and community personnel as well as with parents and families.

### Section 2. Assignment of Field Placements

- A. Field placements in teacher education are made in compliance with college policies for "Internships, Student Teaching, and Other Experiential Placements" found in the *SUNY Oswego Student Handbook*.
- B. To qualify for a required practicum or student teaching placement, the candidate must be admitted to a SUNY Oswego teacher education program; meet all program requirements; be registered for the appropriate field experience course(s); and submit completed forms or application on time.
- C. Candidates who require special accommodations in a field placement due to a disability must arrange such accommodations through the Disability Services Office (315-312-3358, [dss@oswego.edu](mailto:dss@oswego.edu), <http://www.oswego.edu/student/services/disabilities/>) prior to placement.
- D. All teacher education field placements are arranged through the Field Placement Office (208 Park, 315-312-3098, [fpoffice@oswego.edu](mailto:fpoffice@oswego.edu)) within the appropriate program's service region.
  1. Candidates should not contact schools or teachers directly to arrange placements. Established professional relationships among SUNY Oswego, specific schools and school districts, and other regional institutions of higher education are jeopardized if direct candidate contacts occur.

2. The Field Placement Office may ask for candidate preferences in the location and/or scheduling of field placements, but preferred placement is not guaranteed. Field placements are made as close to the candidate's preferred location or residence as feasible, given the quality and quantity of available placements, and the legitimate needs of other candidates, the schools, and college supervisors. Student teachers are not placed in school settings that they have worked in; attended as students; or where friends or relatives are employed, in order to minimize role confusion and conflict-of-interest issues that can undermine professional growth, performance, and evaluation.
- E. The Field Placement Office will notify candidates of their field placements by mail, supplemented by a telephone call or email if time is short. Candidates should report to the main office of the assigned school on the first day of their placement, and follow the school's security procedures on all visits. Student teachers should contact their cooperating teacher soon after the placement is made to make specific arrangements for the placement to begin.
  - F. A candidate who refuses an assigned placement will not be reassigned until the following quarter or semester, due to the large number of placements made each semester and the legitimate needs of other candidates.
  - G. Candidates must provide their own reliable transportation to and from field placements. Travel times are generally within 60 minutes for pre-student teaching placements and may be up to 90 minutes for student teaching. Time spent commuting to and from field placements cannot be applied to the time requirements of the New York State Education Department, the College, and/or the schools.

### **Section 3. Performance Requirements for Candidates in Field Placements.**

- A. The first obligation of candidates is to protect the welfare, safety, and rights of students, who may be minors or individuals in circumstances of significant vulnerability; the second is to promote student authentic learning in a socially just environment as

described in the *School of Education Conceptual Framework*

([http://www.oswego.edu/academics/colleges\\_and\\_departments/education/about/conceptual\\_framework.html](http://www.oswego.edu/academics/colleges_and_departments/education/about/conceptual_framework.html)). The standards of professional behavior expected of all teacher education candidates are described in the "Professional Competencies for Teacher Education Programs" in the *SUNY Oswego Student Handbook*, and in the *New York State Code of Ethics for Educators* (<http://www.highered.nysed.gov/tcert/resteachers/codeofethics.htm>).

- B. Candidates must successfully complete all program requirements that apply to field experiences, including those described in the college catalog; student handbooks/manuals; course outlines and syllabi; and other materials distributed by the department and/or faculty teaching courses in the program.
- C. Candidates must comply with school rules, policies, and procedures, including those concerning student safety and management/discipline; and teacher attendance, performance (appropriate to the field experience), and behavior. Candidate attire must meet the standard set by teachers in the school; be distinguishable from students; and comply with school dress code(s) for teachers and students.

### **Section 4. Field Placement Problem Resolution.**

Despite good intentions, problems sometimes arise between the candidate and his/her cooperating teacher. If the problem cannot be resolved through discussion, the following steps should be taken, in the order listed, by the candidate, the cooperating teacher, and/or the school administrator:

- A. Contact the practicum course instructor or college supervisor. She/he will discuss the matter with each party individually, and may organize and facilitate a meeting among the parties.
- B. If no satisfactory resolution is reached, contact the department chair or other designated department representative. She/he will discuss the matter with each party, and determine the next steps to be taken either to resolve the issue or initiate other appropriate action.

**Section 5. Violations of Criminal Law by Teacher Education Candidates.** Candidates charged with violations of criminal law must report such charges immediately to the department chair, or to the Field Placement Coordinator (315-312-3098, [fpoffice@oswego.edu](mailto:fpoffice@oswego.edu)) who will report such charges immediately to the department chair. Such candidates will be immediately suspended from participation in field placement experiences and/or suspended from the teacher education program until an evaluation and determination has been made concerning the seriousness of the offence or offences charged and the bearing, if any, that the criminal charges will have on the candidate's fitness or ability to perform the duties and responsibilities of the field placement or until the charges have been dismissed.

**Section 6. Evaluating Candidate Performance in Field Experiences**

- A. The final grade for a field experience (satisfactory or unsatisfactory) is assigned by the college instructor, in consultation with the cooperating teacher, based on the academic and professional performance standards adopted by each program.
  - 1. Candidates have a right to appeal an academic failure of a field placement in accordance with the College's Academic Appeal Process as set forth in the *SUNY Oswego Student Handbook*.
  - 2. A candidate who is asked to leave a placement by school personnel or is removed from a placement by the College for unsatisfactory professional performance will receive a failing grade for the course. A failing grade resulting from a request by school personnel to remove a candidate from a placement is not subject to appeal through the College.
  - 3. Candidates have a right to appeal the consequences of a professional failure of a field placement in accordance with the School of Education's *Fair Process Policy & Procedures* ([http://www.oswego.edu/academics/colleges\\_and\\_departments/education/handbook.html](http://www.oswego.edu/academics/colleges_and_departments/education/handbook.html)) as set forth in the *SUNY Oswego Student Handbook*.
- B. The College is not obligated to provide a subsequent field placement to a candidate who has failed any field experience. Failing any field experience may result in immediate action to

terminate a candidate from the teacher education program and to not recommend the candidate for certification. Alternatively, the College may require a waiting period and/or other remediation activities and assignments to be completed prior to assigning a subsequent field placement.

- C. Any subsequent field placement that is permitted by the College after failing a practicum or student teaching experience requires repeating the entire experience in the subsequent placement.
- D. The College will not provide a subsequent assignment to any candidate who has failed two field placements. Failing two field placements will result in terminating the candidate from the program.
- E. The department chair or designee, in consultation with the college supervisor, cooperating teacher, and dean, may determine that a student teaching experience must be extended to insure that the student teacher has met the required standard of performance to pass the associated student teaching course. Under these circumstances, the student teacher must continue student teaching in a satisfactory manner on a full-time basis for the assigned additional period, which may be up to 7 weeks beyond the end of the original placement. Failure to do so will result in failing the student teaching course.

**Section 7. Strike Policy.** If a candidate is placed in a district that goes on strike, the following procedures should be followed:

- A. If a strike is anticipated or goes into effect, the candidate should notify as soon as possible the college supervisor/course instructor and/or the Field Placement Coordinator (315-312-3098).
- B. Candidates are not to take part in any strike activities in the district. Candidates should not enter the school building during a strike without first obtaining the permission of the cooperating teacher, the school administrator, and the president of the local teacher's union. If it is necessary for a candidate to enter the building, the cooperating teacher should assist the candidate in obtaining the approval of all required parties.

## **Section 8. Basic Responsibilities of Student**

**Teachers.** Basic responsibilities of student teachers include, but are not limited to, the following:

- A. Contact the cooperating teacher soon after the placement is made to make specific arrangements for the placement to begin. A preliminary visit to the school is strongly encouraged.
- B. Work with the college supervisor to meet all requirements outlined in the appropriate student teaching handbook/manual, course outline/syllabus, and other materials provided by the department or college supervisor.
- C. Become familiar early in the placement with the school's faculty and student handbooks. Comply with all school rules, policies, procedures, and standards, including those concerning student safety and management/discipline; and teacher attendance, professional performance, behavior, and attire.
- D. Become familiar early in the placement with classroom curriculum, materials, and management/discipline procedures.
- E. Meet regularly with the cooperating teacher to plan instruction and other required activities. Lesson plans must be approved by the cooperating teacher in advance.
- F. Work the same hours and schedule, and perform the same duties, as the cooperating teacher. The school district calendar is followed for the duration of the placement.
- G. Communicate and interact with school personnel, parents and families, and students in a professional, tactful manner that preserves confidentiality, establishes rapport, respects diversity, and supports appropriate collegial and student-teacher relationships.
- H. Gradually accept increased responsibility for the cooperating teacher's professional workload under the guidance of the cooperating teacher and college supervisor over the duration of the placement. The student teacher is expected to assume substantial or complete responsibility for the cooperating teacher's workload, as described in the program-specific student teaching handbook/manual.

## **Section 9. Attendance While Student Teaching**

- A. The beginning and ending dates of student teaching placements are established by the official college calendar and/or the department within the framework established by the college calendar. Between these dates, the student teacher is required to:
  1. Be at the placement every day that school is in session and/or teachers are in attendance and follow the vacation schedule of the school district to which they are assigned.
  2. Work the same hours and schedule, and perform the same duties, as the cooperating teacher.
  3. Attend school faculty meetings, parent meetings, extracurricular activities, and all other events where teacher participation is expected by the school district, unless the cooperating teacher and/or school administrator determines otherwise.
- B. The student teacher should expect to be in attendance each day school is in session. However, in case of absence or tardiness due to illness or other unavoidable emergency, the student teacher must:
  1. Call the college supervisor, the cooperating teacher, and the school as soon as possible, but no later than one hour before school starts on the day of an absence.
  2. Arrange delivery to the cooperating teacher of all materials that the student teacher possesses that are necessary for instruction on the day of the absence.
  3. Follow school district policy for reporting and documenting teacher tardiness and absence to school officials.

## **Section 10. Outside Employment or Coursework While Student Teaching.**

- A. Student teaching is a full-time responsibility. Therefore, employment outside the school or additional coursework while student teaching is strongly discouraged. Student teachers are not permitted to arrive late or leave the school early to accommodate such activities.
- B. Should employment outside the school or additional coursework while student teaching hinder the performance of the student teacher, an unsatisfactory grade may be assigned and the student teacher removed from the placement (see Section 6).

## **Section 11. Substitute Teaching by Student**

**Teachers.** The maximum benefit of student teaching accrues when the student teacher works under the direct supervision of a certified cooperating teacher, an unlikely circumstance in the usual substitute teaching situation. On the other hand, the student teacher can benefit from the opportunity to assume full responsibility for the classroom if he/she has the confidence of the cooperating teacher and has demonstrated the necessary competence. Substitute teaching may be permitted under the following carefully controlled conditions:

- A. Substitute teaching will be permitted only in the classroom to which the student teacher is assigned, and only during the later part of either placement after the student teacher has demonstrated the necessary competence. Student teachers may not substitute for a teacher other than his/her own cooperating teacher.
- B. An assignment to substitute teach for more than one day must have the prior approval of the college supervisor, the department chair, the building administrator, and the cooperating teacher. The building administrator must verify that the student teacher is legally permitted to function as a substitute teacher under school district policy. No student teacher will be permitted to accept a full-time substituting position.
- C. Compensation for substitute teaching is governed by school district policy and is at the sole discretion of the school district.

## **Section 12. Legal Aspects of Student Teaching**

- A. All full-time undergraduate and graduate students at SUNY Oswego, including those enrolled in student teaching courses, are required to carry accident and hospitalization insurance covering themselves, which is available to at a group rate through SUNY Oswego's Auxiliary Services.
- B. Student teachers are covered by New York State Education Law §3023, which requires that each school district "save harmless and protect all teachers, practice or cadet teachers... from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other

act resulting in accidental bodily injury to any person, or accidental damage to the property of any person within or without the school building, provided such teacher, practice or cadet teacher... at the time of the accident or injury was acting in the discharge of his duties within the scope of his employment or authorized volunteer duties and/or under the direction of said board of education...." A student teacher who is involved in any such accident must immediately inform his/her cooperating teacher and school administrator, and notify the college supervisor as soon as possible thereafter. A student teacher who is served with a summons, complaint or other legal process involving an incident which occurred during the course of their student teaching placement must immediately forward a copy of the legal papers to the school administrator and the college supervisor.

- C. Student teachers are covered by New York State Education Law §3001, which states in effect that a school district may permit a practice or cadet teacher enrolled in an approved teacher education program to teach a class without the presence of the certified teacher in the classroom provided the classroom certified teacher is available at all times and retains supervision of the practice or cadet teacher.
- D. New York State Social Services Law §413 require school officials "to report or cause a report to be made ... when they have reasonable cause to suspect that a child coming before them in their professional or official capacity is an abused or maltreated child...." Student teachers who become aware of such information must consult with his/her cooperating teacher and school administrator immediately, and notify the college supervisor as soon as possible thereafter. The cooperating teacher and school will assist the student teacher in the event that the individual designated by the school district to report matters of abuse or neglect determines that a report should be filed.
- E. Student teachers are covered by New York State Education Law §409-a, which requires that eye safety devices be worn as required in shops or laboratory settings, including but not limited to those used in teaching science, technology, and vocational subjects at the elementary, middle, and high school levels.



State University of New York at Oswego  
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## **Field Placement Location & Transportation**

December 2006

All teacher education field placements are arranged by the Field Placement Office within the appropriate program's service region. Candidates must provide their own reliable transportation to and from placements. Travel times are generally within 60 minutes for pre-student teaching placements and may be up to 90 minutes for student teaching placements.



State University of New York at Oswego  
**SCHOOL OF EDUCATION**

## **Policy on Undergraduate Grade Point Average (GPA)**

April 2001; Revised December 2006

All undergraduate School of Education candidates must maintain an overall 2.50 GPA, with no grade lower than a C- in any required concentrate, major, cognate or pedagogical course; a 2.50 overall GPA is required for student teaching, internship, and graduation.



State University of New York at Oswego  
**SCHOOL OF EDUCATION**

## **Policy on Use of Electronic Portfolio Software**

December 2006

Beginning in Fall 2007, candidates are required to purchase and use the electronic portfolio software approved by the School of Education when they are enrolled in the following methods and practicum/student teaching/internship courses: Adu 310-350, 510-550 and Adu 420, 421, 525, 526; Ced 394, 594 and Ced 420, 421, 525, 526; and Ted 306 and Ted 316, 410, 411. To maximize the benefit of this requirement, candidates are advised to take their methods and student teaching/internship courses in successive semesters, if possible.



## **Laptop Computer Recommendations: Technology for Teaching & Learning**

April 2006; Revised July 2007

### **Section 1. Rationale.**

Education has become a high-tech career. Teachers and other educational professionals are expected to use the latest technology to reach New York State's goal of equitable learning achievement for all students.

As a result, candidates in the School of Education need significant opportunities to explore and apply teaching/learning technologies in courses and field placements. In our newly-renovated instructional spaces, such computer access is built around laptop computers and wireless networking in the context of academic programs that integrate technology in meaningful ways.

### **Section 2. Recommendation.**

The School of Education recommends that all undergraduate and graduate candidates have access to a laptop computer as they enter their professional coursework. Most undergraduates start their professional coursework as juniors; graduate students start their professional coursework immediately. If you plan to purchase a computer for college, make it a laptop.

### **Section 3. Frequently Asked Questions.**

#### **A. How will I use a laptop computer in my education courses and field placements?**

Most instructional spaces routinely used by the School of Education feature advanced presentation technology and wireless internet connectivity. Depending on the course and instructor, you may use your laptop to:

- Access online data about schools and PK-12 achievement tests
- Learn to use specialized teaching/learning software effectively
- Research model lessons and PK-12 websites
- Develop and teach multimedia lessons and presentations
- Create and submit electronic assignments for evaluation
- Create electronic portfolios of your work
- Participate in online discussions from the field between class meetings

#### **B. Why does the School of Education recommend laptop access while the School of Business requires it?**

Right now, we can accomplish our current technology objectives without every candidate bringing a laptop to class or into the field. As technology in the schools changes, our laptop policy may evolve from "recommended" to "required" for selected courses or programs in the future, as in the School of Business.

#### **C. Can I use my existing PC or MAC laptop, or purchase a used/refurbished laptop?**

Yes, most laptops manufactured in the last 2-3 years are suitable. We recommend that your laptop meet the minimum requirements as described in Section 4, and prefer that it meet the desired requirements.

#### **D. What kind of new laptop should I purchase?**

We recommend that a new laptop meet or exceed the current desired requirements as described in Section 4.

**E. Can I purchase a new laptop through the College Store at SUNY Oswego?**

Yes, the College Store at SUNY Oswego has a Laptop Purchase Program that:

- Is affordable, including an option to spread payments over 4 semesters;
  - Provides technical support on campus;
  - Is eligible for financial aid; and
  - Meets all the desired specifications at right.
- For more information, go to:  
[http://www.oswego.edu/student/services/college\\_store/computers/laptop.html](http://www.oswego.edu/student/services/college_store/computers/laptop.html)

**Section 4. Communicating Desired and Minimum Specifications to Candidates**

- A. Annually, the School of Education's Technology Support Specialist works with the Educational Technology Committee and the staff of the College Store to update the desired and minimum specifications for PC and Apple laptops (i.e., processor, operating system, memory, hard disk, drive(s), display, internet, and software) to reflect current campus standards and best practice in the field of education.
- B. The laptop policy and current specifications are published and distributed to candidates each year.