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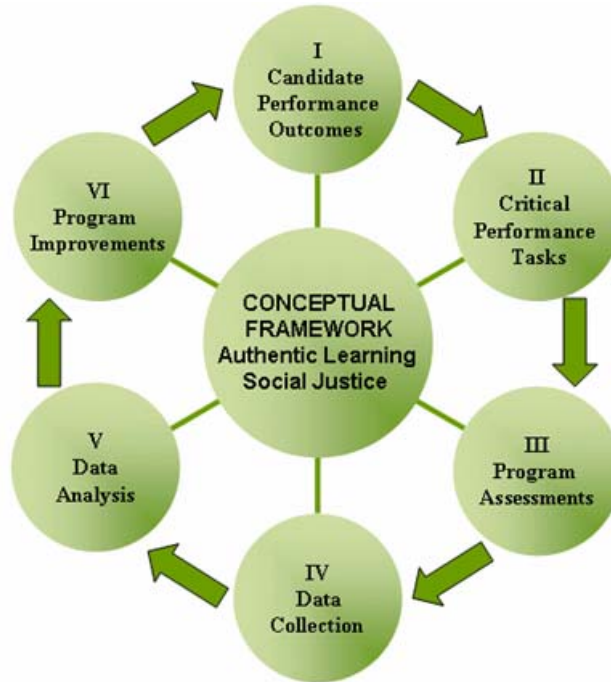
Continuous Improvement of Candidate Performance to
Enhance P-12 Student Learning in Socially-Just School Environments

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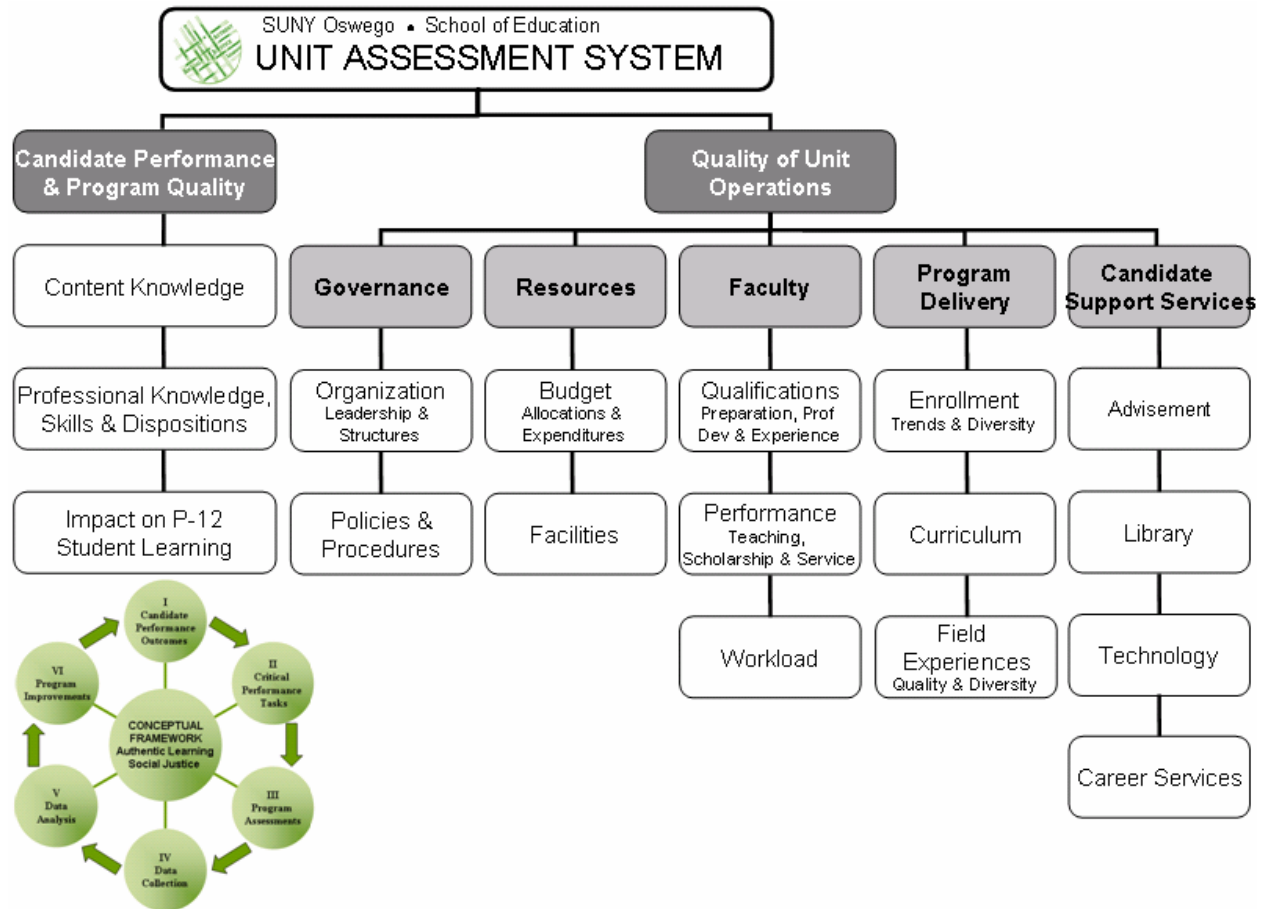
Section 5.   The Role of the School of Education's Assessment Committee. The School of Education's Assessment Committee is responsible for:

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.

24

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 (± 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).
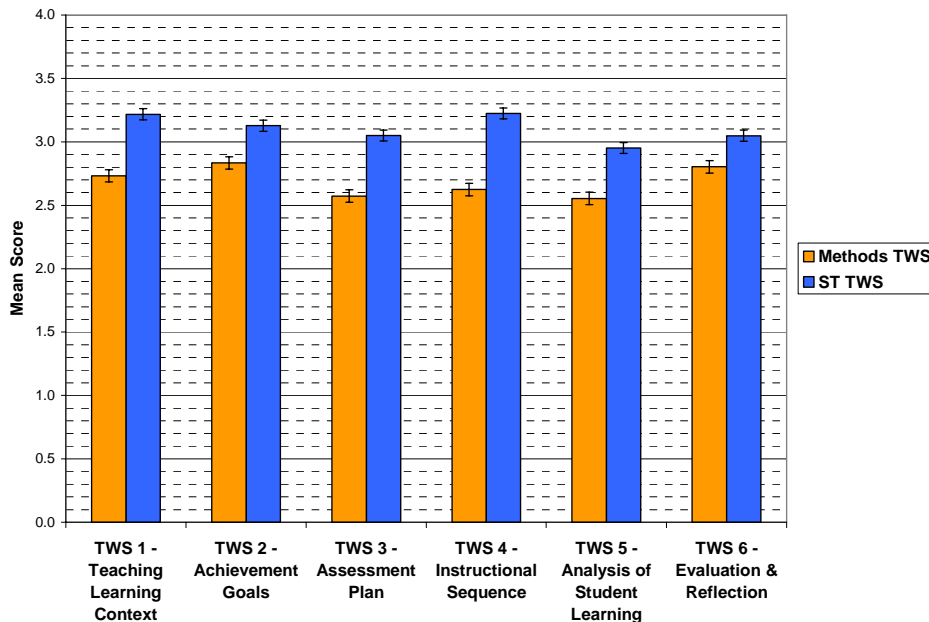
X Axis Categories: Teacher Work Sample subareas as listed above.
Y Axis Scale: 0=Not Met; 1=Not Met But Some Competencies Are Emerging; 2= Met But Some Competencies Need Development; 3=Met (Target); 4=Met with Distinction.
Decision Rule: To pass the TWS critical performance task, a candidate must achieve 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	Liberal Arts and Sciences Tests (LAST) Multisubject Content Specialty Test (Multisubject CST)	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	Student Teaching Evaluation – Multisubject, English, Foreign Language, Math, Science, Social Studies, TESOL	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 *iWebFolio* 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	Teacher Work Sample (TWS) 1-4	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 *iWebFolio* 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 accredititation 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

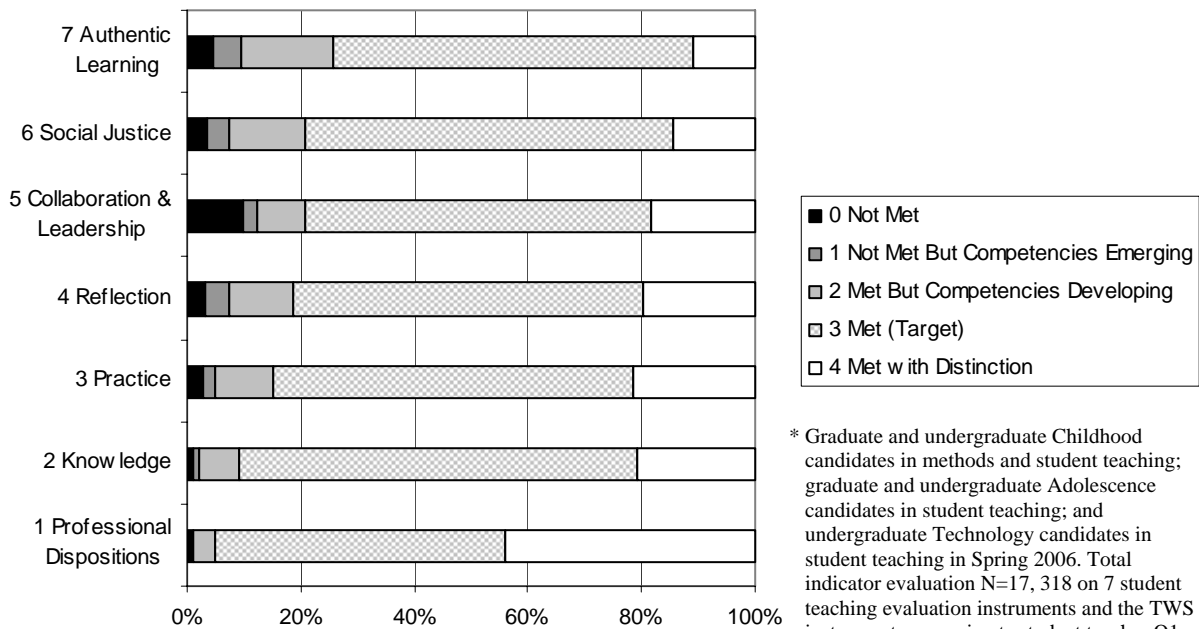| Conceptual Framework Element	INTASC & Oswego Standards (Student Teaching Evaluation)	TWS Indicators
7 Authentic Learning	Not Directly Assessed (See Practice, INTASC 8 Assessment of Student Learning)	2.7 Challenge and Variety of Objectives in Support of Authentic Learning 3.11 Multiple Modes & Approaches 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
6 Social Justice	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 4.18 Cultural Responsiveness
5 Collaboration & Leadership	INTASC 10 Partnerships.	4.24 Collaboration with Families & Community
4 Reflection	INTASC 9 Professional Commitment, Growth & Reflection	6.30 Insights on Effective Instruction & Assessment 6.31 Reflection on Authentic Learning & Social Justice 6.32 Implications for Future Teaching
3 Practice	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
2 Knowledge	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 2.8 Developmental Appropriateness of Objectives for Students 2.5 Clarity of Objectives 2.6 Rationale for Objectives 4.16 Accurate Representation of Content
1 Professional Dispositions	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.*

Legend:
- ■ 0 Not Met
- ▨ 1 Not Met But Competencies Emerging
- ▨ 2 Met But Competencies Developing
- ☐ 3 Met (Target)
- ☐ 4 Met with Distinction

* 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.
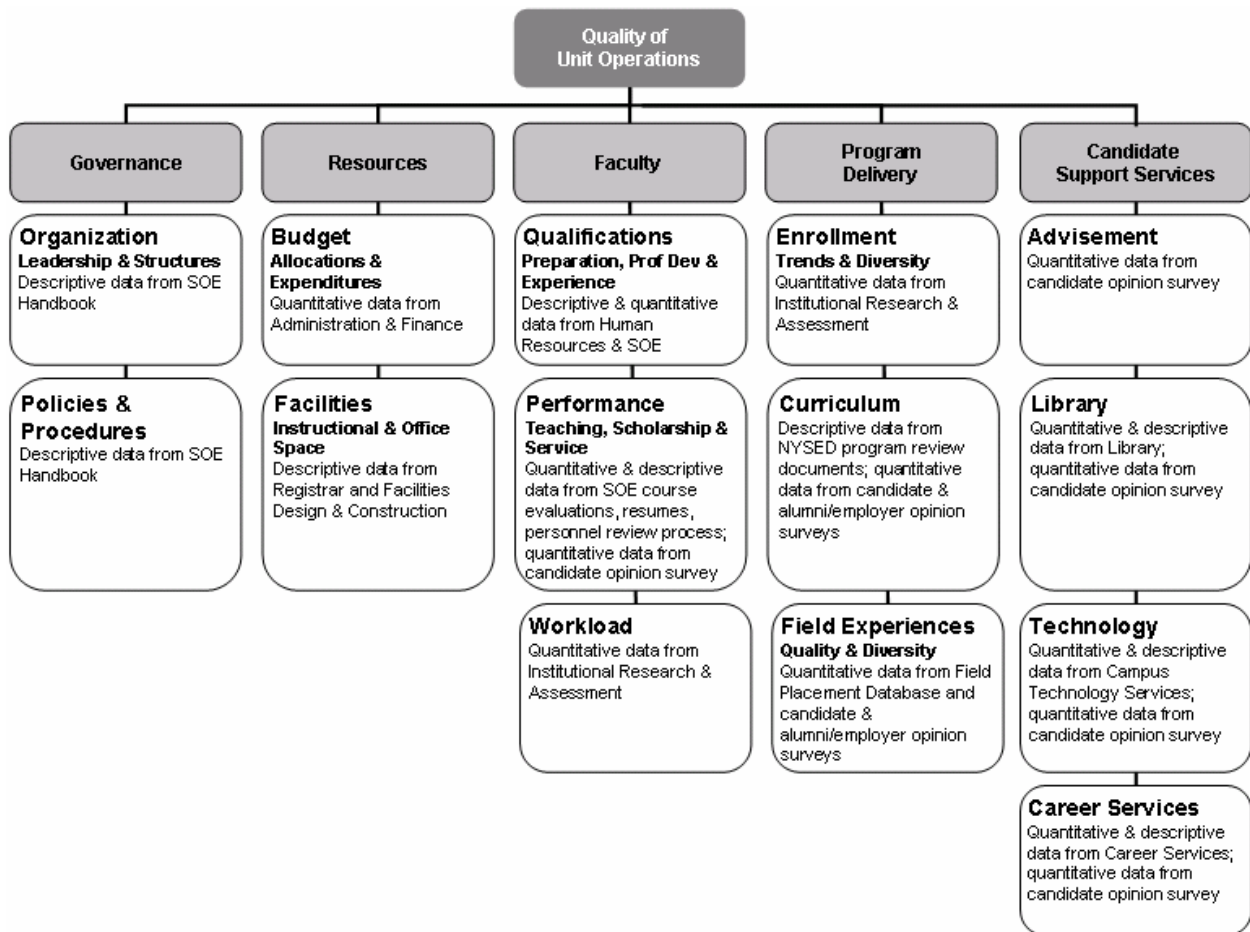
Section 16. Assessment of Unit Operations.

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.

31

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 venders (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

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…)
Performance Report

Standard	Time (Checkpoints)			
	1	2	3…	6-99?
1 A B C…	Item 1 — Not Met — Met — Item 2… — Not Met — Met			
2 A B C…				
3 A B C…				
4-999? A B C…				Item 998 — Not Met — Met — Item 999? — Not Met — Met

SOME ITEMS

PROGRAM LEVEL REPORTING
- Candidate Group 1
- Candidate Group 2
- Candidate Group 3

Mean Score ± SE — Performance Criteria (Total, Subarea 1, Subarea 2, Subarea 3, Subarea 4…)

INTEGRATED OPTION

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

DISTRIBUTED OPTION

Specific Candidate Information   Program Reports on Some Items

TracDat or other standards-based organizing software

36

SCHOOL OF EDUCATION

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.

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.

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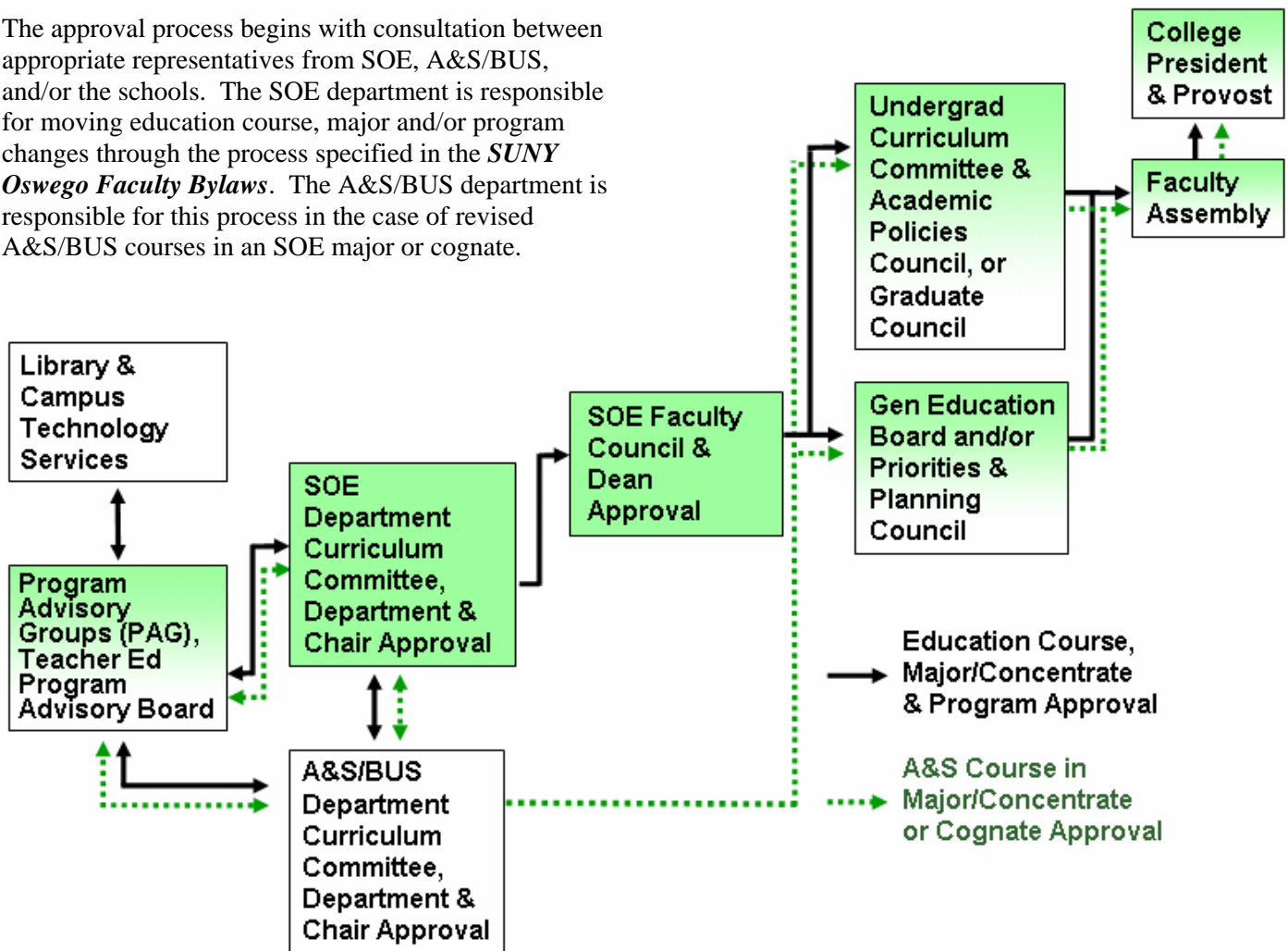
Section 2. Functions. Program Advisory Groups (PAGs) in each School of Education department shall be organized to provide for a broadly representative group of professionals to work cooperatively in designing and modifying all School of Education programs that prepare school professionals; and make recommendations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

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.