

*SUNY Potsdam*  
*Student Learning Outcomes Assessment Plan-Childhood MST*

**Department Name:** Childhood MST

**Date Submitted and Academic Year:** Fall 2010 for AY 2011-2012

**Department Mission Statement:**

The State Education Department/the University of the State of New York/Albany N.Y. require that all programs leading to teacher education certification must meet specific requirements. In 2000, the state changed the structure of certification in public schools and the requirements as well. Prior to 2004, candidates received certification in Elementary Education PK-6; since then, our candidates are recommended for Childhood Education 1-6 certificates.

Teacher candidate programs must have a written statement of the philosophy, purposes, and objectives of the program. *A Tradition of Excellence: Preparing Creative and Reflective Educators* is the written conceptual framework for the MST Childhood Program. Each course syllabus in the program defines how course content addresses the framework components: *Well Educated Citizen, Reflective Practitioner, Principled Educator* (see attached in Program of Studies). Each course syllabus must also address the appropriate NYS Learning Standards for grades 1-6.

The MST Childhood program establishes and maintains relationships with the public schools largely through the efforts of the clinical faculty in the program. Clinical faculty meet regularly with teachers and administrators for the purpose of assessing and reviewing the performance of teacher candidates in the program. Public school personnel are directly involved in the assessment of teacher candidates during the 100 hour practicum and student teaching.

New York now requires all candidates to complete 100 clock-hours of field experiences prior to student teaching, and that all candidates have experience working in high-needs schools. Placement of teacher candidates for the 100-hour practicum experience and student teaching assures each teacher candidate experience in a high needs school due to the number of participating schools designated as high needs. Candidates are also required to work with elementary children with disabilities; this requirement is easily met as all schools in our region utilize general education classrooms for serving a majority of their students with disabilities.

MST candidates complete their core content preparation in their undergraduate program prior to entering the program. They must have completed an academic BA/BS major as well as the equivalent of the following core content before being fully admitted to the program: communications, history, children's literature/humanities, language other than English, mathematical processes, human/child development, laboratory sciences, social studies, and technology. This preparation is assessed by transcript review and, along with the undergraduate major, prepares the candidate for the NYSCTE examinations in content knowledge (Liberal Arts and Sciences Test; Multi-subject Content Specialty Test).

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Pedagogy is at the core of the MST Childhood Program with methods courses in English/language arts (GRED 558,559), mathematics (GRED 565), science (GRED 566), and social studies (GRED 567). GRED 530(Classroom Management and Discipline) and GRED 664 (Practicum in Childhood Education) provide teacher candidates with an understanding of learning processes, motivation, communication, and class management. SPED 505 (Introduction to Special Education) and completion of a Universal Design for Learning assignment during student teaching provide teacher candidates with knowledge regarding students within the range of disabilities and health needs. GRED 558 and 559 (Literacy Methods I, II) provide candidates with the knowledge and skill base in the nature of language acquisition and literacy development for native English speakers as well as non-native speakers. Curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students with diverse needs must all be demonstrated in their student teaching internships (grades 1-3 and 4-6) before a candidate completes the program. Candidates are called upon to use technology throughout the MST Childhood Program. Course research, class presentations as well as actual use of technology to support or assist elementary students must be demonstrated by all teacher candidates. GRED 607 (Foundations of Education), one of the first courses completed in the program, exposes teacher candidates to philosophies and the foundation of education and begins the process for every teacher candidate of defining their own philosophy of education. Teacher candidates must satisfactorily complete HLTH 230 (School Health CA/SAVE) to be recommended for certification to meet the state mandated training requirements in first aid and safety, drug studies, child abuse identification, and school violence prevention.

***Faculty Member Completing this Form:*** Victoria O. Hayes

***Update on prior years' "Application of Assessment Results:***

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***Intended Student Learning Outcome #1*** The student will demonstrate an acceptable level of proficiency in the content knowledge of subjects being taught to Elementary School children.

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**Measurable Criteria and Assessment Method(s)**

MS 1. English Language Arts	ACEI 2.1 (also MS 1.03: ACEI 3.3)
MS 2. Mathematics	ACEI 2.3 (also MS 2.09: ACEI 3.3)
MS 3. Science and Technology	ACEI 2.2 (also MS 3.20: ACEI 2.8; MS 3.16: ACEI 3.3)
MS 4. Social Studies	ACEI – 2.4 (also MS 4.23: ACEI 1 and MS 4.26:ACEI 3.3)
MS 5. The Fine Arts	ACEI 2.5
MS 6. Health and Fitness	ACEI 2.6 and 2.7
MS 7. Family, Consumer Science, and Career Development	ACEI 1 ACEI 2.4 ACEI 5.3
MS 8. Foundations of Reading: Constructed Response	ACEI 2.1

**Data Source/Results & Analysis**

A teacher candidate must achieve a passing score on three NYSTCE examinations in order to receive Initial Certification. One of these examinations is the Content Specialty Test (CST), which consists of multiple-choice sections (MS) and a written assignment. The CST is a criterion-referenced, objective-based measure of a candidate's content knowledge in the relevant discipline. In the case of Childhood Education, teachers must demonstrate knowledge broadly across all of the disciplines due to the comprehensive nature of the curriculum they are responsible for. Therefore, the Multi-subject CST now includes assessments of knowledge of English/language arts, mathematics, science/technology, social studies, the fine arts, health/fitness, and family/consumer/career education.

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**Intended Student Learning Outcome #2**

Students will demonstrate ability to conduct effective unit planning for classroom-based instruction.

**Measurable Criteria and Assessment Method(s)**

Thematic instruction is the organization of a curriculum around macro “themes.” Thematic instruction integrates basic disciplines like reading (ACEI 2.1), math (ACEI 2.3), science (ACEI 2.2) and social studies (ACEI 2.4) with the exploration of broad subjects, themes or problems such as communities, rainforests, mammals, use of energy, civil disobedience, etc. (ACEI 2.8).

**Data Source/Results & Analysis**

The teacher candidate (TC) completes an integrated thematic unit that demonstrates his/her ability to make connections across the curriculum, integrating various content areas. The unit may be completed in several places throughout the TC’s program, e.g., GRED 559 (Literacy II), GRED 517 (Integrating the Arts) or during student teaching. The integrated unit must demonstrate the following:

- Coherence
- Utilization of resources
- Provision for student creative expression and problem solving in various content areas, meaningful integration of disciplines
- Evidence of balanced literacy
- Complete and clear content

Demonstrated guidance by NYS Learning Standards

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**Intended Student Learning Outcome #3**

Students will demonstrate effective planning of classroom-based instruction.

**Measurable Criteria and Assessment Method(s)**

The collection of lesson plans must demonstrate skill in planning instruction in the following curriculum areas:

- English/language arts (ACEI 2.1)
- science/technology (ACEI 2.2),
- mathematics (ACEI 2.3)
- social studies (ACEI 2.4)
- other curricular areas (ACEI 2.5 – 2.7).

These five lesson plans must provide objectives that relate to meaningful student outcomes (ACEI 1) and address diversity (ACEI 3.2). Assessment criteria and procedures must be clear and linked to learning goals (ACEI 4).

**Data Source/Results & Analysis**

Throughout student teaching, teacher candidates (TCs) prepare lesson plans. Each TC selects five lesson plans that best exemplify his/her ability to plan key content, standard-based instruction. Plans are selected from different learning standards areas. Each lesson plan is evaluated on the TC's ability to relate objectives to student outcomes and the diversity of students, content mastery, relevance to standards, clear and valid assessment criteria, innovativeness of learning activities, integration of the use of technology, and commitment to differentiated instruction (UDL) for all students. The definition of technology used in student teaching is as follows:

Student Teachers are expected to utilize the technology that is available to them within the school district. This includes but is not limited to: computers, internet, smart boards, cameras, math and science manipulatives, calculators, overhead projectors, any audio or visual equipment, slides, projectors, etc.

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**Intended Student Learning Outcome #4**

Students will demonstrate pedagogical and professional knowledge, skills and dispositions.

**Measurable Criteria and Assessment Method(s)**

Form 5 was developed based on the 10 INTASC principles, and then cross-annotated with the ACEI Standards as well:

INTASC Principle	Corresponding ACEI Standard
INTASC 1: Understanding of the disciplines; ability to create learning experiences that make these aspects of subject matter meaningful to students	ACEI 2
INTASC 2: Knowledge, understanding, and use of concepts, principles, theories, and research related to child/young adolescent development to construct learning opportunities that support individual student's development, acquisition of knowledge, and motivation	ACEI 1
INTASC 3: Understanding of how elementary students differ in their development and approaches to learning, and the creation of instructional opportunities that are adapted to diverse students	ACEI 3.2
INTASC 4: Understanding and use of a variety of teaching strategies that encourages elementary students' development of critical thinking, problem solving, and performance skills	ACEI 3
INTASC 5a: Demonstration and application of classroom management theories that create an effective teaching/learning environment	ACEI 1
INTASC 5b: Use of knowledge and understanding of individual and group motivation and behavior to foster active engagement in learning, self-motivation, a positive social interaction and to create supportive learning environments	ACEI 3.4
INTASC 6: Use of knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom	ACEI 3.5
INTASC 7: Planning and implementing instruction based on knowledge of students, learning theory, subject matter curricula goals, and community	ACEI 2
INTASC 8: Knowledge, understanding and use of formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of student	ACEI 4
INTASC 9: Self-reflection on and evaluation of their practice in light of research on teaching and resources available for professional learning	ACEI 5.1
INTASC 10: Relationship with school colleagues, families, and agencies in the larger community that support students' learning and well-being (	ACEI 5.2

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**Data Source/Results & Analysis**

The “SUNY Potsdam Student Teaching Assessment Form: Childhood Education” form 5 is the assessment instrument utilized by college supervisors, sponsor teachers and candidates at their Triad meetings during student teaching. These forms are completed twice during each placement or four times throughout the student teaching semester (i.e., Placement 1: Weeks 4 and 8; Placement 2: Weeks 12 and 16). At the Triad meetings, a consensus rating is agreed upon and entered into our electronic portfolio system. The midpoint evaluations are for formative purposes, while the Week 8 and 16 are summative ratings for their respective placements.

This assessment is used as part of the determination of successful completion of student teaching in the MST Childhood Program. To receive a grade of S, the candidate must perform satisfactorily on:

- The Clinical Evaluations
- The Permanent Product submissions (e. g., Teacher Work Sample; Lesson Planning; Universal Design for Learning Project
- The Dispositions assessment

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**Intended Student Learning Outcome #5**

Teacher candidates will demonstrate effects on student learning.

**Measurable Criteria and Assessment Method(s)**

Criteria	INTASC Standards	ACEI Standards
Contextual Factors	Standard 3	Standard 3.1,3.2
Learning Goals/Outcomes	Standard 7	Standard 2 and 3.1-3.2
Assessment Plan	Standard 8	Standard 2 and 4
Design for Instruction	Standard 3; 4	Standard 2 and 3
Instructional Decision-Making	Standard 4; 9	Standard 5.2
Analysis of student learning	Standard 8; 9	Standard 4
Reflection and Self-evaluation	Standard 9	Standard 5.2

**Data Source/Results & Analysis**

Successful teacher candidates (TCs) illustrate their ability to support student learning by designing a Teacher Work Sample (TWS) that employs a range of strategies and builds on each student's strengths, needs and prior experience. Through this performance assessment teacher candidates provide credible evidence of their ability to facilitate learning.

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**Intended Student Learning Outcome #6**

Student will demonstrate proficiency in teaching skills

**Measurable Criteria and Assessment Method(s)**

<b>ATS-W I</b>	<b>Student Development and Learning</b>	<b>ACEI 1</b>
<b>ATS-W II</b>	<b>Instruction and Assessment</b>	<b>ACEI 3 and 4</b>
<b>ATS-W III</b>	<b>Professional Environment</b>	<b>ACEI 5</b>
<b>ATS-W IV</b>	<b>Constructed Response: Instruction and Assessment</b>	<b>ACEI 3 and 4</b>

**Data Source/Results & Analysis**

The Assessment of Teaching Skills-Written (Elementary) is the second of three examinations required for licensure. It assesses pedagogical and pedagogical-content knowledge of teacher candidates, and it includes multiple-choice questions and a written assignment.

Candidates must pass this test in order to become certified in New York, but it is not a graduation requirement.

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**Intended Student Learning Outcome #7**

The teacher candidate will demonstrate having achieved outcomes 1 through 5.

**Measurable Criteria and Assessment Method(s)**

INTASC Requirement	ACEI Standards	Sample product
INTASC 1 artifact: Content Knowledge	ACEI 2.1-2.8	Four lesson plans that include the following content areas: ELA, math, science, social studies, arts, physical education and health
INTASC 2 artifact: Development and Learning	ACEI 1	A list of five developmentally appropriate practices for the age/grade level in which the TC completed the 100 hrs. of practicum
INTASC 3 artifact: Individual Differences	ACEI 3.2	Collection of examples of UDL principles that the TC has observed during the 100 hrs. practicum
INTASC 4 artifact: Instructional Strategies	ACEI 2.1-2.8; ACEI 3.1 ACEI 3.3,3.4	Log of various learning/teaching strategies that the TC observed during the 100 hrs. practicum
INTASC 5 artifact: Learning Environment and Motivation	ACEI 3.4	A field based analysis report on classroom management techniques and behavior
INTASC 6 artifact: Communication	ACEI 3.5	Collection of examples of verbal, non-verbal and media communication, including the role of technology in the classroom where TC is completing the 100 hrs. practicum
INTASC 7 artifact: Planning	ACEI 2.1-2.8; ACEI 3.3 ACEI 3.4	Samples of both short and long term planning
INTASC 8 artifact: Assessment	ACEI 4	Written reflection of observation of formal and informal assessments
INTASC 9 artifact: Reflective Practice	ACEI 5.1, 5.2	Selection of exemplary reflective journal entries on practicum experience
INTASC 10 artifact: Professional Community, Collaboration	ACEI 5.3, 5.4	Sample involvement in professional community, including reflection on the benefits of collaboration

**Data Source/Results & Analysis**

Upon completion of GRED 664 Practicum in Childhood Education, teacher candidates (TC) are expected to turn in an electronic portfolio made up of ten artifacts, each of which addresses one of the ten INTASC standards and the correlated ACEI Standards.

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**Intended Student Learning Outcome #7**

Teacher candidate will demonstrate professional growth.

**Measurable Criteria and Assessment Method(s)**

<i>ACEI Standard 1 Development, Learning, Motivation</i>	Artifact that demonstrates ability to use major principles, theories, and research related to the development of children and the ability to develop learning opportunities to support that development
<i>ACEI Standard 2; 2.8 Curriculum Integration</i>	Integrated unit plan demonstrating your ability to integrate instruction related to the variety of disciplines that form the elementary curriculum
<i>ACEI Standard 3.1 and 3.2 Instruction-Instructional Delivery; Adaptation for Diverse Students</i>	Artifacts that document written plans which portray learning activities relevant to student needs, that match state/district curriculum, and that take into account the varying needs of individual learners
<i>ACEI Standard 3.4 Instruction-Active Engagement in Learning</i>	Artifacts that document multiple strategies for establishing a positive classroom environments and for helping individuals and groups of students engage appropriately and actively in learning
<i>ACEI Standard 3.5 Instruction-Communication</i>	Artifacts that demonstrates the ability to effectively speak, write, question, facilitate discussions, and use multiple media and technology to communicate with students, colleagues, and parents
<i>ACEI Standard 4 Assessment</i>	Artifacts that document multiple ways to gather data on student progress and how that data is used to adjust plans for individual and small groups
<i>ACEI Standard 5.3 Communication with Families</i>	Artifacts that demonstrate ability to communicate effectively with parents
<i>ACEI Standard 5.4 Collaboration with colleagues/community</i>	Artifacts that document participation on building, district, and community events/projects

**Data Source/Results & Analysis**

The Professional Development Portfolio is an intentional grouping of work that shows the pre-service teacher's progress in professional growth over the tenure of his/her pedagogical preparation. There should be evidence of achievement and reflection on that achievement. The Professional Development Portfolio is a collection of selected artifacts and reflections that represent the pre-service teacher's experiences, knowledge, and growth during the pre-student teaching and student teaching experience, with requirements related to each of the five ACEI standards. It prompts reflective thinking about the knowledge and skills by providing documented evidence of accomplishments. The Professional Development Portfolio fulfills the culminating experience requirement for the candidates MST degree program.

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(Additional Intended Student Learning Outcomes can be added if required)

***Summary of Action Plans for upcoming Academic Year 2011-2012***

**1. Certification Changes:**

**A.** The program will continue to support faculty to become involved in the scoring of the CST, to gain a better understanding of the exam itself.

**B.** The program will stay alert to all changes in NYSTCE examinations.

Faculty will pilot the video component of possible new certification requirements with Pearson.

**D.** The program will focus on the constructed response portion and develop ways to support our TC's

**2 Assessment:**

**A.** The program will continue to provide Assessment seminar meetings prior to student teaching.

**B.** The program will look closely at entire to program to see where it might be possible to add an assessment course to the program requirements.

**3. Technology:**

**A.** We will continue to monitor the data and reflect on the data to improve our program. The program will allow time with the new technology definition and rubric to impact TC's performance in this area.

**B.** We now have a faculty member trained in Smart board Technology and will see that our students receive this training prior to student teaching. Faculty will collaborate to allow for this training to take place in the program.

**C.** Faculty will be trained using Smart board technology with money from a mini grant provided by The Office of Institutional Effectiveness.

**4. UDL: -**

**A.** The program will continue to monitor and assess data on the UDL.

**B.** The program will invite instructor from Special Education Department to view UDL data and share information with the program

**C.** The MST Childhood Program working with the Certification office provided seminars on The UDL assignment during student teaching seminars

**5. TWS:**

**A.** The program will continue to communicate with the Teacher certification office to clarify TWS concerns as needed.

**B.** The program will look closely at the reflection and self-evaluation areas that the data indicates are areas of concern. The program will work with the student teaching office to monitor effectiveness of the TWS and make changes as needed.

**C.** The program will work toward making assessment a required part of the MST program

**6. Diversity:**

**A.** The MST Childhood Program will review where it appears in our current assessments.

**B.** The program will examine data, identify concerns and make plans to address them.

**7. Pre Student Teaching:**

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**A.** The program will work to maintain consistency among the professors who teach GRED 664.

**B.** Professors will continue to work together on areas as needed.

**C.** Data from this course will continue to be analyzed each semester

8. **GRED 669** :Instructors of the culminating portfolio will support each other to clarify assessments and to ensure consistency in assessments and scoring. Data from this course is analyzed each semester

9. **Lesson Plans:** The program continues to monitor data from lesson plans. The MST Childhood will work with the teacher certification office to refine the grading scale as needed. The program will invite instructors from courses that are taught in the MST Childhood program to our assessment meetings each semester. The Instructors will review the data in their content area and share what they cover in their course.

***Closing the Loop***

Assessment of teacher candidate performance in the MST Childhood Program proceeds through a series of stages or “gates”, beginning with admission and concluding with graduation/recommendation for certification. Each gate includes a set of quality indicators designed to assure that candidates completing our programs have the knowledge, skills and dispositions to be effective educators. In preparing this program review, we have become aware of the need to develop a more structured process for implementing Gates Review throughout a candidate’s program. In particular, we are implementing the following formal procedures to enhance our current monitoring procedures:

***Gate 1: Admission***

- Requiring an official transcript showing final award of BA/BS degree from an accredited college; this evidence must be added to the admission folder before full admission is awarded;
- Audit to assure that candidate has a 2.0 grade or better in all prerequisite courses (content knowledge) and a GPA of 2.75 in last 60 hours of undergraduate program
- Candidates sign an Acknowledgement of Dispositions form, and are provided with an outline of the dispositions monitored throughout the program, as well as an outline of the process for students experiencing difficulty with dispositions

***Gate 2: Midpoint in coursework (after 15 credits)***

- Audit sheet to assure that candidate has a GPA of 3.0 and no course grade less than 2.0;
- Dispositions will be “taught” as a required component in GRED 607 (Foundations of Education), and the course instructor will formally assess candidate dispositions on a checklist stored in the candidate’s program folder; apparent weaknesses will be identified and addressed with the candidate
- All course instructors canvassed each semester to indicate any students with academic or dispositional difficulties

***Gate 3: At the end of Practicum in Childhood Education; admission to Student Teaching***

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- Audit sheet to assure that candidate has a GPA of 3.0 and no course grade less than 2.0;
- Satisfactory completion of practicum evaluation, dispositions assessment and GRED 664 portfolio, documented in TaskStream and reviewed by department and Coordinator of Student Teaching and Certification;
- Copies of the disposition checklist and final evaluation forms for any candidate showing weakness in particular areas placed in the candidate's student teaching file so that the student teaching supervisor can be notified of any remediation strategies that have been put in place for the student; this will ensure that assessment from the practicum will be shared with the student teaching supervisor.

***Gate 4: Completion of Student Teaching***

Satisfactory completion of student teaching, which includes an acceptable portfolio of products from student teaching, satisfactory student teaching evaluations (Form 5 at weeks 4, 8, 12, 16) and acceptable dispositions as indicated on Student Teaching Dispositions Checklist.

***Gate 5: Graduation; Completion of Program***

- Audit to assure that all course work has been completed with a GPA of 3.0 or higher and S in Practicum and Student Teaching;
- Audit to assure that all prerequisites have been satisfied with no grades lower than 2.0;
- Completion of GRED 669 Professional Portfolio (ACEI Standards); at the mid point of the last semester, any student who is not making acceptable progress on the GRED 669 portfolio will be asked to meet with the course instructor to ascertain how improvement can be made.

***Content Knowledge:*** The MST program has addressed the issues of what and how much content knowledge preparation TCs should have since the program began. SUNY Potsdam has always advocated and required students to have course work that would guarantee that candidates are well rounded in content knowledge. Keeping with that tradition, the MST Childhood Program requires all TCs to have a minimum of six credits of ELA, six credits in Languages other than English, six credits of mathematics content, six credits in two different science areas (including one lab), three credits that embrace the arts (MADD), three credits of history (including U.S.), six credits in the social sciences and a two credit health course in their undergraduate work before being fully admitted to the MST Childhood Program. Feedback on our candidates' content knowledge is sought from student teaching supervisors and any issues or concerns are shared with faculty teaching content methods courses. Such practices in the past have guaranteed the high success rate that TCs have on those assessments in the MST Childhood program that measure content knowledge. Comments from TCs exiting the program concerning content knowledge are also carefully reviewed and shared with the appropriate content faculty.

Performance on the N.Y. State Content Specialty Test is also reviewed. Our candidates taking the CST-Multisubject Test seem to have more difficulty with the Constructed Response section. Faculty are becoming involved as scorers of the CST in order to gain

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insight as to how to better prepare our teacher candidates for this test. Members of the MST Childhood Program will be involved in new teacher certification pilot programs.

***Professional and pedagogical knowledge, skills, and dispositions.*** The MST Childhood Program's assessment committee is made up of faculty teaching the educational foundations and management courses who also teach and supervise the pre-student teaching practicum. As indicated in our assessments, our candidates routinely demonstrate high levels of pedagogical content knowledge and skills in the products they create, in the state licensure examination (ATS-W) and in their performance in public school classrooms. Even though these assessments indicate satisfactory professional and pedagogical knowledge, skills and dispositions, each semester revisions are made to the appropriate courses and practicum experiences to further polish the application of knowledge, skills, and dispositions of the TCs in the classroom.

Four years ago, in our attempt to guarantee that all TCs have the appropriate dispositions, the School of Education and Professional Studies faculty developed a comprehensive dispositional checklist based on our Principled Educator conceptual framework. The MST Childhood program adopted that framework as a guide to professional dispositions for our candidates. In light of periodic problems with particular candidate's dispositions, it was decided that the Foundations course the next semester should include an actual unit of instruction designed to clearly define appropriate dispositions and the demonstration in the classroom. The intent is to make it absolutely clear to each TC that teachers must display appropriate dispositions at all times, in our classes, in the schools, and in their interactions with faculty and peers. As indicated above, formal monitoring of dispositions has also been implemented throughout course work, in the practicum and student teaching.

***Impact on Student learning*** – While TCs in the MST Childhood program are highly proficient at facilitating student learning, the student teaching supervisors share with the MST Childhood faculty suggestions and ideas that will further improve the process. An example of one such issue that is currently being addressed is TCs as models of proper oral and written language, including penmanship. Certainly this is not a new issue, but it is one that comes back to haunt our program every time a supervisor hears the misuse of she/her, come/came, etc. In working on this issue, the MST Childhood faculty has engaged the services the College Writing Center for advice, directions, and assistance.

In an effort to obtain assessment information on our candidates' ability to analyze the impact of their teaching on their students' learning, we instituted a Teacher Work Sample requirement in student teaching, piloting the process in Fall 2005. Our scores on the Spring 2006 semester products indicate that most candidates possess the required attributes; however, we note that the scores reflect less skill with assessment and reflection on practice. We provided more intensive preparation in this process for candidates going out to student teach this fall and hope that that training will increase their comfort with the task. In 2007/2008 we added assessment-training sessions at the student teaching seminar. Preliminary data indicates marginal improvement; we are investigating offering a full course in assessment. We will continue to monitor this trend

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and work to assure that our candidates enter student teaching fully prepared to engage in data based instruction.

**Conclusion:** The MST Childhood Program is constantly under review with sensitive, thoughtful attention paid to all input received on the behavior and performance of MST TCs. The faculty regularly meets with representatives from the Office of Field Experiences and other support groups to discuss needs and concerns. As a result of assessment and program evaluation, the following areas will be under review in the future:

- Continued review of program gates to guarantee continued compliance with ACEI, NCATE, N.Y. State Education Department, and SUNY expectations
- The constantly evolving technological world and its implications for improving student learning through specific workshop attendance by faculty and sharing sessions among faculty
- Issues related to our assessment of our candidates' evaluation of student learning – encouraging faculty to participate in any local workshops and public school faculty development meetings;
- The possible implementation of an Assessment course
- The possible implementation of a writing sample for all MST Childhood candidates before they are allowed to enter the program, or student teach; discussion of the need for criteria (writing) for all applicants' letters of intent and whether such a letter should be submitted in the applicants' best manuscript and cursive writing
- Issues related to the discussion of teaching as art/science and program-centered curriculum/child-centered curriculum
- Collaboration with service departments such as Special Education, Community Health and Literacy that provide various program courses, to assure that faculty teaching courses in the MST Childhood Program provide instruction and assignments that are relevant to ACEI standards
- The use of Task Stream and input from users; investigation of potential not yet utilized
- The Assessment Committee's continued monitoring program assessments and documentation of the validity and reliability of our assessments.
- Issues related to our assessment of our candidates' evaluation of student learning – encouraging faculty to participate in any local workshops and public school faculty development meetings; greater training for all teacher candidates as part of the program
- Examination of diversity as a new area of focus for improvement
- MST Childhood Assessment Committee members further involved in relevant assessment activities – become CST scorers, SPA reviewers, etc.

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