

**SUNY Potsdam
Administrative Unit
Assessment Summary Form**

Administrative Unit: *Center for School Partnerships & Teacher Certification*

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Assessment Year: *2023-2024*

PURPOSE

This annual assessment summary form provides the opportunity for units to follow-up on their assessment plans, track progress toward goals, and to highlight actions taken to improve processes and/or efficiencies in functioning that lead to outcomes that benefits students, staff, or the college. These could be process changes or improvements in efficiency, skill level of staff, opportunities for the college, or other aspects over which the unit has a certain amount of control.

SECTION 1: ASSESSMENT PLAN FOLLOW-UP

A key component of the continuous improvement assessment process is regularly following up on [your assessment plan](#). Please review your plan and select one-third of your unit goals, along with related desired outcomes and objectives to report on the progress made. Units should select a goal that has not yet been reported on during the '22-'26 cycle.

Selected Goal

To continue securing high-quality field experience and student teaching placements throughout New York State which will allow our Teacher Candidates to become better prepared to teach as more programs transition to fully online.

Desired Outcomes/Objectives

Copy/Paste or enter the desired outcomes and objectives connected to your selected goal that you will be reporting on.

- 1A. The Center for School Partnerships and Teacher Certification (CFSPTC) will connect with 5 new schools and create MOUs (Memorandum of Understanding) to secure pre-student teaching field and student teaching placements in areas where our candidates live.
- 1B. The CFSPTC will ensure the Cooperating Teachers are highly qualified.
- 1C. The CFSPTC will provide Informational meetings for Cooperating Teachers to support them in their role. All Cooperating Teachers will receive a recording of the meetings that outline the expectations, requirements, and answers to frequently asked questions.
- 1D. The CFSPTC will assist with Teacher Candidate growth and preparedness for the teaching profession.

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Related Targets/Measures

Copy/Paste or enter the target desired outcomes and objectives connected to your selected goal that you will be reporting on.

- 1A. Review the database and number of MOUs created each year to determine how many new partners are working with the CFSPTC. Target = 5 new MOUs.
- 1B. Gather evidence from district administration regarding Cooperating Teachers' level of district recommendation and years of service. Target = 90% of Cooperating Teachers are highly recommended and have three or more years of service.
- 1B. Review the Exit Survey data completed by the Teacher Candidates to see how they ranked their experiences with their Cooperating Teacher. Target = 90% survey completion and 75% of Teacher Candidates felt their Cooperating Teacher was highly effective.
- 1C. Review the Exit Survey data completed by the Cooperating Teachers to see how they ranked their experiences with the satisfaction of our support. Target = 90% survey completion and 75% of the Cooperating Teachers agreed that they felt supported.
- 1D. Review the Student Teaching Evaluation forms to determine the Teacher Candidate's growth and preparedness by the ratings. Target = a rating of 3 on the overall end of the placement evaluation for 90% of our candidates.

Describe the progress made toward the selected goal and the related desired outcomes and objectives. Be sure to include steps taken and any information/data collected and results.

- 1A. Over the 2023-2024 academic year, the Center for School Partnerships connected with 125 new districts and 200 new schools. We have received 27 newly signed Memorandum of Agreement (MOA). Our School District Database includes the information for all schools we have placed a Teacher Candidate in and is where we track the signed Affiliation Agreements (MOU/MOAs) we have received.
- 1B. Cooperating Teachers who sponsored Teacher Candidates for their student teaching experience were recommended and approved by the administration and taught 3 years or more. These are requirements shared with administrators when the placement request is made.
- 1B. All Teacher Candidates were emailed the survey link and asked to complete the survey. Based on the exit survey data, 52.3% of Teacher Candidates completed the survey. Of the Candidates who completed the survey, 92.6% felt their experience with their Cooperating Teacher (s) was positive based on the following criteria.
- My Cooperating Teacher was knowledgeable about my requirements
 - My Cooperating Teacher supported me by providing specific feedback on a regular basis
 - My Cooperating Teacher used the Gradual Release Model as I increased my teaching load
 - I had support to implement new strategies and ideas in the classroom
- 1C. All Cooperating Teachers were invited and encouraged to participate in the Cooperating Teacher Orientation provided prior to the student teaching placement, and the recording was emailed as a resource for the Teachers to reference. All Cooperating Teachers were sent a link to access and complete the exit survey and 90.3% of

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Cooperating Teachers completed the survey. Even though the survey did not specifically ask, “How well did you feel supported?” they were asked to comment on the following three questions:

- Was communication from the Center for School Partnership & Teacher Certification clear? 97.9% of Cooperating Teachers in the Fall 2023 and Spring 2024 semesters either agreed or strongly agreed.
- Did the Center for School Partnerships & Teacher Certification correspond to emails and respond to individual needs in a timely manner? 97.7% of Cooperating Teachers in the Fall 2023 and Spring 2024 semesters either agreed or strongly agreed.
- Were the Center for School Partnerships and Teacher Certification’s informational meeting sessions informative? 87.4% of Cooperating Teachers in the Fall 2023 and Spring 2024 semesters either agreed or strongly agreed.

1D. After reflecting on our goal, which stated, “Target = a rating of 3 on the overall end of the placement evaluation for 90% of our candidates,” we determined that the target was set based on the highest criteria possible of 3 (Highly Effective) and on the inTASC standards. We feel this target was unrealistic for a teacher candidate completing student teaching where a more realistic target would be a rating of 2 (Effective) on the overall end of the placement evaluation for 90% of our candidates. Based on the original target, we did not meet our goal of 90%.

Based on the assessment data and information shared above, what planned actions were or will be taken as a result?

1B. The percentage rate of Teacher Candidates completing the surveys is only 52.3% and we want to receive feedback from most of our Candidates. Therefore, the exit survey link will be added to the Seminar course in Brightspace as a requirement for all Teacher Candidates to complete. We are reviewing the information shared with Cooperating Teachers at the Orientation meetings to identify how they can be enhanced, and we will be adding the specific question, “Do you feel your Cooperating Teacher was highly effective?”.

1D. We will adjust the target to a rating of 2 (Effective) or higher from the final Student Teaching Evaluation forms that are completed by the University Supervisor, Cooperating Teacher, and Teacher Candidate where 90% of our candidates meet this target.

SECTION 2: DATA INFORMED DECISIONS & UNPLANNED ASSESSMENT (OPTIONAL, BUT VALUABLE)

The experiences of every administrative unit contribute to our collective narrative as a campus. We encourage you to share an example from this past year where you leveraged data or assessment type activities. This could involve planning, taking action, and/or solving a problem. Unlike section 1, there's no need for a formal reporting

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structure for this section. Instead, focus on a narrative that highlights what was done, the results and the impact of your efforts. Please include any related data and information when available and appropriate.

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