NCATE

The Standard of Excellence in Teacher Preparation

Institutional Report

Continuing Visit
Continuous Improvement Pathway

State University of New York at Potsdam

44 Pierrepont Avenue
Potsdam, NY 13676
October 19-21, 2014

Institutional Report for a Continuing Visit (Continuous Improvement Pathway)
Updated May 2013

OVERVIEW

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

I. Overview and Conceptual Framework

I.1 Summarize the institution's mission, historical context, and unique characteristics (e.g., land grant, HBCU or religious).

The Mission of the College

The State University of New York at Potsdam prepares students to act as engaged global citizens and to lead lives enriched by critical thought, creativity, and discovery. As an inclusive scholarly community rooted in our historic role in providing exemplary teacher and music education, and leadership in the fine and performing arts, we are committed to the liberal arts and sciences as an academic foundation for all students. With an abiding sense of responsibility to our region and to the world beyond, SUNY Potsdam fosters an appreciation of and respect for the variety of human experience.

In 1816, St. Lawrence Academy was founded on the frontier in northern New York, informally preparing students to serve as teachers in local schools. In 1828, Asa Brainerd became the preceptor of the new academy, focusing the Academy's mission on the quality preparation of teachers. He developed a curriculum with this goal in mind, focusing on building subject knowledge, as well as the pedagogical skills for communicating that knowledge through demonstration and lecture. Music became an integral part of the curriculum in 1831. When the "Teacher Department" was established in 1834, it offered candidates a three-year teacher preparation program that included practical experience in area schools, providing a model for others throughout the state. In 1868, St. Lawrence Academy became the Potsdam Normal School, one of the first five normal schools commissioned by the State of New York. "The Normal," led by Dr. Malcolm MacVicar, continued its focus on intellectual rigor combined with development of sound teaching methods and practice. Throughout its history, the education unit has been guided by the awareness that strong preparation in content and methods are equally important to the preparation of effective teachers. In 1884, Julia Crane, a graduate of Potsdam Normal School, became the school's music teacher. Her efforts resulted in the establishment of the independent but affiliated Crane Normal Institute of Music. Upon her death, the Crane School became a formal part of the Normal School.

In 1942, the Normal School was converted to the Potsdam State Teachers College, awarding the Bachelor of Education degree. In 1948, the institution became affiliated with the new State University of New York. Since its founding, SUNY Potsdam has prepared quality teachers by combining rigorous college courses in disciplinary knowledge and pedagogy with application experiences in area schools. This remains SUNY Potsdam's commitment today. SUNY Potsdam currently offers BA, BM, MA, MS, MST, MM, and MSED degree programs leading to initial or professional certification in a variety of disciplines [I.5.d.1].

Over 4,100 students are enrolled at SUNY Potsdam, including approximately 3,700 undergraduate and 400 graduate students. The college is located in rural northern New York, close to the Canadian border. About 88% of our students are residents of New York State, with 45% of those from northern New York, a region comprised of the Adirondack Mountains, the St. Lawrence River Valley, and the Mohawk/Akwesasne Nation. Over the past five years our percentage of enrollment from the northern region of the state (referred to locally as the North Country) has decreased slightly due to demographics, with corresponding increases in the number/percentage of students from other regions of the state (e.g. New York City, Long Island, Albany/Hudson Valley, Binghamton/ Southern Tier, Buffalo/western New York) and several foreign countries (e.g., Canada, Korea, China). Most of the students registered in professional education programs are from New York, with a significant majority from the North Country. SUNY Potsdam provides a residential college experience, with over half (57%) of the undergraduate cohort residing on campus. The college also supports an off campus site in Watertown which offers courses in selected teacher preparation programs [I.5.d.7].

4000 character limit

I.2 Summarize the professional education unit at your institution, its mission, and its relationship to other units at the institution that are involved in the preparation of professional educators.

The Teacher Education Unit at SUNY Potsdam has a mission statement [I.5.f.4] that aligns with the college's historic role in providing exemplary teacher education [I.5.f.3]. The unit's Conceptual Framework [I.5.c.1] supports the unit's mission statement. The education unit includes five departments within the School of Education & Professional Studies (SOE&PS), as well as the Department of Music Education in the Crane School of Music, and the Department of Theatre Education in the School of Arts and Sciences. The Organizational Charts [I.5.f.1 and I.5.f.2] illustrate the structure of the unit and its relationship to other units at the institution that are involved in the preparation of professional educators. The Center for Graduate Studies, the Center for School Partnerships and Teacher Certification, and the Teacher Education Undergraduate Advising Office support the faculty and students in the education unit and are housed in SOE&PS.

The Dean of SOE&PS is responsible for the oversight of all education programs. The seven chairs of the departments with teacher certification programs and all program coordinators meet monthly as the Teacher Preparation Chairs and Coordinators Council. Through the Council, issues are discussed that have implications across programs. While located administratively within other units, the chairs of the Departments of Music Education and Theatre Education also work closely with the Dean of SOE&PS to support the preparation of music and theatre teacher candidates.

Each SOE&PS department is expected to consult with a variety of stakeholders (e.g., faculty, alumni, students, and P-12 teachers and administrators) and contribute to program development through professional activity. Education faculty consult regularly with college-wide faculty in the development of such initiatives as the First Year Experience program, the General Education Program, and the majors, concentrations, and specializations related to the education of teachers.

2000 character limit

I.3 Summarize programs offered at initial and advanced preparation levels (including off-campus, distance learning, and alternate route programs), status of state approval, national recognition, and if applicable, findings of other national accreditation associations related to the preparation of education professionals.

SUNY Potsdam is regionally accredited by the Middle States Commission on Higher Education with our last re-accreditation received in 2012 [I.5.d.2]. All education programs offered by SUNY Potsdam's

Education Unit are approved by and registered with the New York State Education Department (NYSED). In addition, SUNY Potsdam was accredited by the National Council for Accreditation of Teacher Education (NCATE) in 2002 and 2007. The Crane School of Music is currently seeking re-accreditation by the National Association of Schools of Music (NASM) and will receive formal results November 2014 [I.5.d.5]. Theatre Education was granted Associate Membership by the National Association of Schools of Theatre (NAST) in March 2013 [I.5.d.6].

SUNY Potsdam currently offers 31 NYSED registered certification programs at the graduate and undergraduate levels. The majority of the programs in the education unit have their own Specialized Professional Association (SPA) and are either nationally recognized or in the final stages of receiving national recognition [I.5.d.1]. Advanced programs not connected to a SPA are reviewed with the IR process.

Due to New York State receiving Race To The Top federal funding, significant changes have been implemented in P-12 education and in teacher preparation programs. The NYS Common Core State Learning Standards have been adopted for P-12 and a teacher evaluation system, the Annual Professional Performance Review (APPR), where teacher evaluation is tied to student performance, has been implemented. This has led to an extremely stressful environment for P-12 personnel, negatively affecting the availability of field placements. For teacher preparation programs, all new certification exams are being implemented, the most significant being the adoption of the edTPA assessment. All programs have had to realign their curricula on a very short time frame to prepare our candidates to be successful on these new certification assessments.

2000 character limit

I.4 Summarize the basic tenets of the conceptual framework, institutional standards, and candidate proficiencies related to expected knowledge, skills, and professional dispositions.

In 1999, New York required all of its teacher education programs to be revised and re-registered. As part of this process, our education faculty revisited their mission statement and developed our current Conceptual Framework organized around three themes: Well Educated Citizen, Reflective Practitioner, and Principled Educator. In 2006, faculty revisited and updated the knowledge base, and again in 2013 [I.5.c.1, I.5.c.2].

The Teacher Education Assessment System reflects our Conceptual Framework, ensuring that there is coherence among the curricular, instructional, field-experience, student teaching, and professional development programs. The Well Educated Citizen regards the College's general education requirements (through the undergraduate General Education Program and the admission requirements for graduate students) as a broad, foundational basis for the development of the SUNY Potsdam teacher education candidate. Furthermore, candidates' liberal arts majors, concentrations, and/or specializations provide them with in-depth knowledge of the subject matter they will teach. The Reflective Practitioner describes the pedagogical knowledge required of our graduates. After developing an understanding of their own learning styles and philosophies of education, SUNY Potsdam education unit graduates are prepared to create successful learning experiences for all students. Students are then asked to continually reflect on their practice as they move from the college classroom to their field experiences, followed by student teaching, and ultimately into their respective careers. The Principled Educator describes the personal and professional characteristics that teacher candidates develop as they continue their growth as teachers and leaders in the field of education. To assure coherence, course requirements, as described in course syllabi, are aligned with this conceptual framework. Our field observation rubrics are also aligned and annotated with these three components.

The Conceptual Framework emphasizes our teacher candidates' professional commitments to their disciplines, the field of education, and their communities of practice. The attributes associated with the

Reflective Practitioner and Principled Educator themes demonstrate our candidates' commitment to reflect on and improve their practice. SUNY Potsdam's future teachers are expected to develop learning environments that meet the needs of all students. In addition, graduates are prepared to work within their schools and communities as educational leaders. In 2003-04, a faculty task force developed our core dispositions document for the unit, using the Principled Educator attributes as the foundation. Candidates are assessed at key transition points on these professional commitments. In 2011, the concept of integrity was removed from the second criterion. It is very different from competence and therefore not realistic to measure in the same criterion, and integrity is included in sub elements of the first criterion, "Behaves in a professional manner". This improvement was made based on feedback from a presentation made by SUNY Potsdam Education faculty at a national dispositions conference [1.4.e.1-1.4.e.7].

Our Conceptual Framework is explicitly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles for the preparation of beginning teachers, as well as the applicable Specialized Professional Association (SPA) standards [I.5.c.3]. Our assessments are aligned with the Conceptual Framework elements as well as SPA and InTASC standards. The framework also reflects New York State regulations for teacher education programs as outlined in the New York State Board of Regents amendments to Subdivision 52.21(b) of the Commissioner's Regulation adopted on July 14, 2000. Advanced programs align with the National Board of Professional Teaching Standards.

Programs are currently in the process of realigning their assessments to the 2011 InTASC standards. Programs were in the midst of securing renewed recognitions of their program SPA reports when the new InTASC standards came out and were approved. Programs needed to wait until the full process of recognition was completed before adjusting their assessments and alignments to standards. As programs have received their national recognition status, they have begun updating their assessments to align with new standards – new versions of their SPA standards, the revised Conceptual Framework, InTASC and CAEP standards. Our unit assessment process, system and data across programs and the unit are also linked to InTASC standards, as one common set of standards aligned to all programs from which data is collected, summarized and analyzed. It was therefore necessary to wait until after the submission of our Institutional Report for programs to change their alignment to the new InTASC standards, in order to ensure that data has been compiled from the same set of standards across programs. The goal is to have the changes to new standards and the Conceptual Framework be implemented by Fall 2014 across all programs.

6000 character limit

I.5 Exhibits

I.5.a	Pages from catalogs and other printed documents describing general education, specialty/content studies, and professional studies
I.5.b	Examples of syllabi for professional education courses
I.5.c	Conceptual framework(s)
I.5.d	Findings of other national accreditation associations related to the preparation of education professionals (e.g., ASHA, NASM, APA, CACREP)
I.5.e	Updated institutional, program, and faculty information under institutional work space in AIMS

I.5.a.1 General Education Requirements.pdf
I.5.a.2 General Education Audit Worksheets.pdf
I.5.a.3 General Education Committee.pdf
I.5.a.4 General Education Program.pdf
I.5.a.5 General Education Requirements for Transfer Students.pdf

See   panel below.

II. Unit Standards and Movement Toward Target

Movement Toward Target

Please indicate the standard(s) on which the unit selected to demonstrate movement toward target:

	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	☐	☐
Standard 2: Assessment System and Unit Evaluation	☑	☑
Standard 3: Field Experiences and Clinical Practice	☐	☐
Standard 4: Diversity	☐	☐
Standard 5: Faculty Qualifications, Performance, and Development	☐	☐
Standard 6: Governance and Resources	☐	☐

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

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

1.1 Candidate Knowledge, Skills, and Professional Dispositions

What do candidate assessment data tell the unit about candidates' meeting professional, state, and institutional standards and their impact on P-12 student learning? For programs not nationally/state reviewed, summarize data from key assessments and discuss these results.

More narrative detail is available at [1.4.a.1].

Evidence from assessments is presented to demonstrate that candidates in initial teaching programs and advanced programs have the knowledge, skills and dispositions necessary to impact positively the learning of all students. These knowledge, skills and dispositions are reflected in the Unit's Conceptual Framework [I.5.c.1] and assessment system [2.4.a.2]. All programs that lead to initial certification are reviewed within the context of the NCATE SPA review process. A summary table of SPA program status is provided [I.5.d.1] and SPA program reports are available in AIMS [I.5.e.1]. In addition, Title II information is provided for the past three years [1.4.b.1-3].

1a. Content Knowledge for Teacher Candidates

Education unit programs are grounded in the content knowledge foundation established in the Well Educated Citizen component of our Conceptual Framework. All undergraduate education candidates complete the College's General Education Program. In addition, secondary education candidates complete a major in their academic discipline. Childhood/Early Childhood majors complete a 71-73 credit concentration in the arts and sciences that includes the equivalent of a multidisciplinary, liberal arts academic major in the core areas of learning as well as a 24-29 credit specialization in one of the core disciplines. All graduate students must present evidence through transcript review that they have

acquired a comparable academic background through their previous undergraduate studies.

Candidates in initial teaching programs have in-depth knowledge of the content areas they plan to teach as indicated by the consistently high pass rates across all programs on the NY State Liberal Arts and Sciences Test (LAST) and Content Specialty Test (CST) Exams [1.4.d.1 and 1.4.d.3]. Exhibit [1.4.d.7] shows CST results for advanced programs. As demonstrated in these exhibits, well over eighty percent of the unit's program completers pass the content exams that NY State requires for certification.
The education unit at SUNY Potsdam collects alumni feedback through regular surveys. From the 2013 responses, we received INTASC-aligned feedback [1.4.d.6] for the unit as a whole, indicating that 79% of those responding felt that they were well-prepared in the content area for teaching.

Each of our initial programs have identified a second measure of content knowledge [1.4.d.23]. Candidates in advanced programs for teachers have an in-depth knowledge of the content that they teach. The Educational Technology Specialist degree program requires an ISTE/AECT Standards-Based Portfolio [1.4.d.14]. The Literacy Specialist and Educator programs require a Landmarks Project, where candidates explore the seminal studies in reading that have comprised the foundations of reading and writing processes [1.4.d.15, 1.4.d.26]. The Curriculum and Instruction program uses a Curriculum Project where candidates demonstrate they know the subjects they teach [1.4.d.22]. Data show that greater than 85% of our candidates have met the content standards in these areas.
Employer Focus Groups: Administrators participating in our 2013 survey [1.4.j.1] indicated that our initial certification candidates in Early Childhood, Childhood, and Secondary Education are generally well prepared, but a small percentage need further development in the areas of content preparation and communication.

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates.

Candidates are provided with many opportunities to demonstrate a thorough understanding of pedagogical content knowledge through their coursework in classes and field experiences. They are introduced to the NY State Learning Standards and the national content area standards in methods courses. They identify NY Learning Standards addressed in the lesson and unit plans they develop and teach as part of their methods and field experience courses. As Reflective Practitioners, they are required to maintain reflective journals throughout their programs, especially in association with field experiences and student teaching. In both their field and student teaching experiences, our candidates also learn to work with parents and other individuals in the entire school community. These experiences are assessed on rubrics used in field experiences and student teaching, annotated with the INTASC and Conceptual Framework elements. The Student Teaching Evaluation Forms (Form 5) provide a summative assessment of the pedagogical content knowledge and professionalism of all initial certification candidates in the BA and MST Early Childhood, Childhood, and Adolescence Education programs [1.4.d.20].

Summary: The results from NYSTCE state tests, performance products, and clinical evaluations completed during student teaching indicate that our teacher candidates completing education programs at SUNY Potsdam have strong backgrounds in both content and pedagogy. They are able to apply their background as Well Educated Citizens to their work in classrooms as Reflective Practitioners.

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

SUNY Potsdam's teacher candidates seeking initial certification demonstrate their professional and pedagogical knowledge and skills primarily through the NYSTCE Assessment of Teaching Skills-Written (ATS-W) examination and the clinical evaluations and projects submitted during their student teaching semester.

All candidates for initial licensure must pass the NYSTCE ATS-W, a test of pedagogical and professional knowledge and skills as referenced in the Reflective Practitioner and Principled Educator elements of SUNY Potsdam's conceptual framework. This test is given at two levels: elementary (Birth-Grade 6) and secondary (Grades 5-12). This test is a requirement for certification but not for graduation. Candidates typically take this test during their student teaching experience. Results from this assessment indicate that are our candidates are exceptionally well prepared in the area of pedagogical and professional knowledge [1.4.d.4-5].

Clinical Evaluation of Professional and Pedagogical Knowledge/Skills. The student teaching evaluation form is the basis of formative and summative evaluation of the student teachers' professional and pedagogical knowledge and skills during student teaching. The means on indicators associated with the INTASC/Conceptual Framework standards for each program reveal that generally our candidates demonstrate the professional and pedagogical proficiencies expected in a beginning teacher (see [1.4.d.20] for mean scores from both placements). Furthermore, candidates generally improve in their performance from Placement 1 to Placement 2, as would be expected.

From the 2013 Alumni survey responses, we received INTASC-based feedback for the unit as a whole by those surveyed from all programs [1.4.i.1], indicating that 89% of respondents felt they were well prepared in pedagogical and professional aspects of teaching [1.4.i.2]. In our Technology and Literacy advanced programs, candidates complete tasks in field settings that demonstrate their professional knowledge and skills. Analysis of the results of these two assessments indicates that our candidates generally demonstrate professional skills at the proficient or exemplary level [1.4.d.12-13].

1d. Student Learning for Teacher Candidates

SUNY Potsdam's education programs emphasize the need for all candidates to understand the diverse ways that students learn. In our initial certification programs, all candidates complete a developmental psychology course at an age appropriate level relevant to their area of certification. In addition, all initial certification candidates complete a course related to working with special needs students in their classroom. These courses all address skills and attitudes involved with successful inclusion of students with disabilities, English language learners, and students from diverse backgrounds (e.g., ethnicity, socio-economic level, family structure) in classroom activities and learning. Our programs also place a strong emphasis on Universal Design for Learning as a framework for creating inclusive classroom environments. Data from the past two semesters [1.4.d.21] indicate that while overall our candidates are able to perform all these tasks proficiently, the level of comfort in sections explicitly related to assessment and analysis of student learning tend to be lower. Unit data indicate a similar trend [1.4.d.11].

1e. Knowledge and Skills for Other School Professionals

In our Technology and Literacy advanced programs, candidates complete tasks in field settings that demonstrate their professional knowledge and skills. Analysis of the results of these two assessments indicates that our candidates generally demonstrate professional skills at the proficient or exemplary level [1.4.d.13] and [1.4.d.16-18].

1f. Student Learning for Other School Professionals

The data [1.4.d.19] and [1.4.d.13] show that Literacy Educator and Ed Tech Specialist candidates demonstrate proficiency in most areas.

1g. Professional Dispositions for All Candidates

These professional dispositions are articulated in various professional, state and provincial standards as well as in the commitments developed by the education unit in our Principled Educator component of our institutional conceptual framework. They are infused throughout the coursework and field experiences in all our programs. Grounded in our conceptual framework, our programs have established indicators for each of the Principled Educator attributes [3.4.f.16-18]. This analysis of dispositions assessments in student teaching and other program assessments indicated that overall SUNY Potsdam candidates meet or exceed expectations for professional commitments in beginning teachers [1.4.f.2].

10000 character limit

1.2 Moving Toward Target or Continuous Improvement

Please respond to 1.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 1.2.b.

1.2.a Standard on which the unit is moving to the target level

D Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.
D Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
D Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.

15000 character limit

1.2.b Continuous Improvement

D Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
D Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.

Over time, analysis of unit data showed consistent candidate weaknesses in the areas of writing, technology and assessment. For writing, the unit hired a writing consultant to work with candidates and help with general certification exam preparation [2.4.g.16-17]. For assessment and technology the unit was awarded four campus Assessment mini-grants which helped address candidate preparation in these areas [2.4.g.21]. For assessment, a school practitioner was brought in to provide workshops for the candidates on school-based assessment practices. For technology, a school practitioner offered multiple workshops for unit faculty on teaching using SmartBoard technology. Faculty were expected to develop lessons that utilized this technology.

Teacher education faculty have been working with Arts and Sciences departments to emphasize importance of content preparation, particularly in the era of Common Core [5.4.e.7]. The SUNY Teacher Education Network (S-TEN) project has provided opportunities and funding for teacher education faculty to collaborate with Arts and Sciences faculty on content preparation of teacher candidates [6.4.l.1-2].

The SOE&PS Dispositions committee was formed to address unit disposition issues [3.4.f.1]. An area of focus for the future is to incorporate more specific attention to and assessment of items related to the concepts of fairness and the belief that all students can learn.

The unit is taking steps to prepare candidates to be successful on new NY State certification exams: Academic Literacy Skills Test (ALST), Educating All Students test (EAS), Education Teacher Performance Assessment (edTPA) and the revised Content Specialty Test (CST) exams [6.4.l.2]. Faculty are completing curriculum mapping exercises to ensure that courses align with the new certification exam components.

10000 character limit

1.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard. [12,000 characters]

AFI:

1. Advanced programs do not have assessments designed to collect data on candidates' demonstration of broad professional and pedagogical knowledge and skills.

Response:

Due to low enrollments, an admissions freeze was placed on four of the six advanced programs (leading to New York State Professional certification) that did not have implemented assessment plans in 2007. The remaining two, MSEd in Curriculum & Instruction and MSEd Literacy Educator, have developed robust assessment plans and systems, based on the National Board of Professional Teaching Standards. They are fully into the process of collecting and analyzing candidate performance data in the areas of professional and pedagogical knowledge.

The MSEd in Curriculum & Instruction assessment system has been in place since 2010 and has been collecting data for 8, and then 10 assessments, reviewed annually [1.4.d.25]. A diversity assessment was added to further enhance what was in place. Students design an action research project that draws from their own classroom instruction and professional experiences. Individuals who are not presently working in the public schools are teamed with individuals who are working in classrooms and share similar interests in the same research topic. Students develop a research focus and question, conduct a review of the current literature and develop procedures for data collections in the classroom.

Students submit an application to the Institutional Review Board for approval to conduct research with human subjects. Once approved, they collect and analyze their data, and based upon their findings, develop an action plan for their classroom. This is an important part of the assessment folio for the program and contains the specific "gates" that the students must meet to finish the program. This demonstrates broad professional and pedagogical knowledge and skills. Students also develop a curriculum unit or syllabus.

The Literacy Educator program was a new program at the time of the last site visit. An assessment program with core assignments has been in effect since 2010 [1.4.d.24]. Data are stored electronically and reviewed regularly (at least annually), with selected portions reviewed more often for purposes of program improvement. This program recently updated their assessments to match the new IRA (International Reading Association) program standards for implementation with the 2012-2013 cohort. One major change was with the culminating experience to implement the Literacy Puzzle assessment.

The experience allows candidates to analyze a specific teaching case, apply knowledge of theory and pedagogy to support their growth as literacy professionals, and to enhance their capacity to foster equitable literacy learning environments for and with students.

12000 character limit

1.4 Exhibits for Standard 1

1.4.a	State program review documents and state findings (Some of these documents may be available in AIMS.)
1.4.b	Title II reports submitted to the state for the previous three years
1.4.c	Key assessments and scoring guides used for assessing candidate learning against professional and state standards as well as proficiencies identified in the unit's conceptual framework (Some of this information may be accessible for nationally recognized programs in AIMS. Cross reference as appropriate.)
1.4.d	Aggregate data on key assessments, including proficiencies identified in the unit's conceptual framework (Data should be disaggregated by program and level regardless of location or method of delivery.)
1.4.e	Key assessments and scoring guides used for assessing professional dispositions, including fairness and the belief that all students can learn
1.4.f	Aggregate data on key assessments of candidates' professional dispositions (Data should be disaggregated by program and level regardless of location or method of delivery.)
1.4.g	Examples of candidates' assessment and analysis of P-12 student learning
1.4.h	Examples of candidates' work (e.g., portfolios at different proficiency levels) from programs across the unit
1.4.i	Aggregate data on follow-up studies of graduates
1.4.j	Aggregate data on employer feedback on graduates
1.4.k	Data collected by state and/or national agencies on performance of educator preparation programs and the effectiveness of their graduates in classrooms and schools, including student achievement data, when available

1.4.a.1 Full Standard 1 Narrative.pdf
1.4.b.1 Title II Report 2011-12.pdf
1.4.b.2 Title II Report 2010-11.pdf
1.4.b.3 Title II Report 2009-10.pdf
1.4.c.1 Key Assessments and Scoring Guides used for Assessing Candidate Learning.pdf
1.4.c.2 Key Assessment Student Teaching Evaluation Form Description.pdf
1.4.c.3 Key Assessment TWS Description.pdf
1.4.c.4 Key Assessment Lesson Plans Description.pdf
1.4.c.5 TWS Revised Directions 2008.pdf
1.4.d.1 New York State LAST (% Passing).pdf
1.4.d.2 SUNY Potsdam New York State LAST Subtest Means.pdf
1.4.d.3 NYSTCE Content Specialty Tests (Program Completers - % Passing).pdf
1.4.d.4 New York State Assessment of Teaching Skills Written-Secondary.pdf
1.4.d.5 New York State Assessment of Teaching Skills Written-Elementary.pdf
1.4.d.6 Alumni Survey Results (Summarized).pdf
1.4.d.7 NYSTCE Content Specialty Tests (% Passing) Advanced Programs.pdf
1.4.d.8 Student Teaching Interventions.pdf
1.4.d.9 Ability to Plan Instruction.pdf
1.4.d.10 Technology Performance Indicators.pdf
1.4.d.11 InTASC Data.pdf

1.4.d.12 Practicum Evaluations Technology Specialist .pdf
1.4.d.13 Impact on Student - Ed Tech Specialist.pdf
1.4.d.14 Ed Tech Specialist Portfolio Assessment.pdf
1.4.d.15 Literacy Specialist program- Landmarks Project.pdf
1.4.d.16 Literacy Specialist - Assessment Profile.pdf
1.4.d.17 Literacy Specialist - Practicum Portfolio.pdf
1.4.d.18 Literacy Educator - Assessment Profile Report.pdf
1.4.d.19 Literacy Specialist - Reflection on Effectiveness Project.pdf
1.4.d.20 Student Teaching Clinical Evaluations Placements 1 and 2 .pdf
1.4.d.21 Summary of Candidate Performance on Teacher Work Sample .pdf
1.4.d.22 Curriculum and Instruction Curriculum Project .pdf
1.4.d.24 Literacy Educator Program .pdf
1.4.d.25 MSED in Curriculum & Instruction Program .pdf
1.4.d.26 Literacy Educator Landmarks Project Data.pdf
1.4.e.1 Childhood and Childhood-Early Childhood Education Dispositions Rubric.pdf
1.4.e.2 Secondary Education Dispositions Rubric.pdf
1.4.e.3 Music Education Dispositions Rubric.pdf
1.4.e.4 Literacy Education Dispositions Rubric.pdf
1.4.e.5 Inclusive and Special Education Dispositions Rubric.pdf
1.4.e.6 Curriculum & Instruction Dispositions Rubric.pdf
1.4.e.7 Education Technology Specialist Dispositions Checklist.pdf
1.4.f.1 Professional Dispositions Data.pdf
1.4.f.2 Evaluation of Candidate Dispositions (Summary Table).pdf
1.4.i.1 Fall 2013 Alumni Survey.pdf
1.4.i.2 Spring 2011 Alumni Survey.pdf
1.4.k.1 State Data of Educator Prep programs.pdf
1.4.d.23 Data from SPA Program Reviews - Assessment #2.pdf
1.4.g.1 Examples of Candidates′ Assessment and Analysis of P-12 Student Learning.pdf
1.4.h.1 Examples of Candidates′ Work from Programs across the Unit.pdf
1.4.j.1 Fall 2013 Employer Survey.pdf

See **Attachment** panel below.

Standard 2. Assessment System and Unit Evaluation

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

2.1 Assessment System and Unit Evaluation

How does the unit use its assessment system to improve candidate performance, program quality

and unit operations?

2a. Assessment System

The unit, with the involvement of its professional community, is regularly evaluating the capacity and effectiveness of its assessment system, which reflects the Conceptual Framework and incorporates candidate proficiencies outlined in professional and state standards [2.4.a.2]. The unit conducts regular Employer and Alumni surveys [1.4.i.1, 1.4.i.2, 1.4.j.1], and analyzes and discusses the data collected with all stakeholders through the Teacher Education Advisory Council (TEAC) [6.4.a.15]. TEAC serves as the forum to analyze key unit data and discuss items of concern to develop solutions for the improvement and strengthening of teacher preparation at SUNY Potsdam [6.4.a.10-6.4.a.19]. The Campus Academic Assessment Committee (CAAC) [2.4.d.1] meets 3 times a year and includes all academic programs. Teacher education programs submit assessment plans and reports, initially annually and now every 3 years, based on student learning outcomes [2.4.d.1]. The unit regularly examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards. The unit level steering committee for teacher education programs, the Teacher Preparation Chairs and Coordinators Council (TPCC) [6.4.a.20], meets 3-4 times each semester to discuss issues needing unit level action. These action steps are taken based on regular examination of data both in and between these meetings (at the program/department level) [6.4.a.21]. The SOE&PS School-Wide Dispositions Committee was created as a result of discussions of common issues with teacher candidate dispositions across programs [3.4.f.1]. Key TPCC members are included in the semesterly SOE&PS Chairs Council meetings [6.4.a.22], to link teacher education programs with larger school community decisions [6.4.a.23]. Decisions about candidate performance are based on numerous assessments made at multiple points before program completion and in practice after completion of programs. These decisions occur at program and department meetings, and consider all of the assessments during the entire program using program gates [3.4.g.1]. Exit surveys are completed at the end of each student teaching placement, by teacher candidates (evaluating their supervisor and sponsor teacher) and by sponsor teachers (evaluating the supervisor and the program). These exit surveys are available each semester to program chairs and coordinators, and to program leadership to provide feedback to the unit and the education unit's programs [3.4.e.3, 3.4.e.4]. P-12 school personnel on TEAC, along with Alumni and Employer surveys, inform decisions after candidate graduation. The unit data-collection system consists of the campus Banner® database of student information, electronic portfolios on TaskStream® for monitoring teacher candidate performance data, and various software systems in administrative offices (The Center for School Partnerships and Teacher Certification, Office of Institutional Effectiveness, Dean's office, etc.). This system was collaboratively developed and reviewed by members of the departments in the education unit, the TPCC, the TEAC, and public school partners. The unit maintains a graduate assistant position with primary responsibilities for TaskStream® implementation, assessment data collection and reporting, and technology assistance. The unit has taken effective steps to eliminate bias in assessments and is working to establish the fairness, accuracy, and consistency of its assessment procedures and unit operations. Regular inter-rater reliability training of student teaching supervisors [3.4.d.4, 3.4.d.6] strives continually to maintain this, as well as the oversight of CAAC. Validity and reliability of data are discussed during data presentations [2.4.d.5].

2b. Data Collection, Analysis, and Evaluation

The unit's assessment system provides regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of its programs, extending into the first years of completers' practice. Assessment data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources that are systematically collected as candidates progress through programs. These data are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, program quality, and unit operations. Exhibit [2.4.a.4] provides an

overview of the components of our assessment system for the education unit. Each program is charged with establishing procedures for collecting their program assessment information and analyzing the data for the purposes of making program improvements. Employer and Alumni surveys were initially on a one and now a three year cycle. With the significant number of changes occurring in the P-12 schools, the unit added annual school administrator luncheons, to combine thanking our partner institutions and providing discussion time to solicit feedback on our teacher candidates, graduates and program preparation [3.4.a.8]. Office of Institutional Effectiveness personnel attended regional Principals' and Superintendents' meetings to obtain Employer survey data in an efficient manner, and improve the response rate. Alumni surveys were implemented twice since the last NCATE visit [1.4.i.1, 1.4.i.2]. The Alumni and Employer surveys are structured around the indicators in our conceptual framework. Analysis of and reflection on the information provided by these surveys has been built into the unit's assessment plan. These measures are analyzed for the unit as a whole. Results are given to programs for their information as they consider program modifications. The Office of Career Planning for the campus conducts an extensive survey process for all graduates and reports on education unit program graduates. The data from this survey helps us keep track of trends in employment and enrollment in graduate school. The Office of Career Planning posts the results of this survey on the campus' web site [2.4.d.9].

The unit has a system for effectively maintaining records of formal candidate complaints and their resolution. Candidate complaints are always taken seriously by the unit and its faculty. SUNY Potsdam has a reputation as a student-centered campus, and faculty and staff work hard to assure that each candidate has a positive educational experience. In the event of candidate dissatisfaction with an action of a unit or staff member, all candidates have access to established formal procedures for student complaints as described in the Undergraduate and Graduate Catalogs [2.4.e.2-2.4.e.6], as well as in the Education Unit Fair Process document [2.4.e.1] which allows for special review of dismissal decisions. In general, candidates are directed to first appeal directly to the faculty member involved. If they are not satisfied at this level, they may then appeal to the department chair, the academic dean of their school, and finally the Provost/Vice President for Academic Affairs, in that order. Candidates alleging discrimination or sexual harassment can also contact the Affirmative Action Officer directly at any time. Candidates with disabilities are encouraged to contact the Office of Accommodative Services for assistance. Faculty, department chairs, and the deans maintain an open door policy. All are committed to helping candidates resolve conflicts. Open communication between faculty and the deans allows for reasoned consideration of problems and solutions. The appropriate Dean and the Director of the Center for School Partnerships and Teacher Certification (CSPTC) maintain records of complaints in confidential files. Patterns of complaints are investigated by the appropriate administrator. The unit is developing and testing different information technologies to improve its assessment system. The CSPTC has just implemented a new database system customized from APEX to improve its ability to collect data, as compared to the former FileMaker Pro database. The Center for Graduate Studies is moving to implement an improved prospect management system, the Graduate Enrollment Management System (GEMS). The main database for the campus, Banner, is constantly being updated, modified and customized to meet ongoing data and reporting needs, such as recently adding new certification exam results fields in the system. Other recent technology improvements include BDMS (document imaging), BearDen (automated degree audit), BearPAWS (reports).

2c. Use of Data for Program Improvement

The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses [2.4.g.22]. The unit not only makes changes based on the data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences. The Associate Dean works closely with programs, departments, and the Director of the CSPTC to maintain valid and implementable assessments. Supported by a secretary, an NCATE Assessment/Technology Support Specialist and a TaskStream®/Assessment graduate assistant, the Associate Dean supports program evaluation activities

and data collection and analysis across the unit, including overseeing the regular entry and aggregation of assessment data in TaskStream®. The Associate Dean provides primary support to faculty preparing the Program Reviews required for accreditation. The Associate Dean works closely with the Office of Institutional Effectiveness to complete surveys of alumni, principals, and other school-based partners to provide additional program assessment data. Candidates and faculty review data on their performance regularly and develop plans for improvement based on the data.

10000 character limit

2.2 Moving Toward Target or Continuous Improvement

Please respond to 2.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 2.2.b.

2.2.a Standard on which the unit is moving to the target level

D Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.
D Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
D Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.

Standard 2 was met during the last NCATE visit, and the unit received the following Area for Improvement : The unit assessment system does not include a comprehensive and integrated set of evaluation measures to manage and improve unit operations. Since that time, the unit has not only addressed this AFI, but is moving toward target, at both the initial and advanced program levels.

2a. Assessment System

The unit, with the involvement of its professional community, is regularly evaluating the capacity and effectiveness of its assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards. Immediately following the last NCATE visit, the unit created the Teacher Education Advisory Council (TEAC) which meets each semester [6.4.a.10]. In addition to teacher preparation program representatives, this council includes representatives from Arts and Sciences programs to facilitate communication and collaboration with the content disciplines. TEAC includes the Deans, Associate Deans and faculty representatives from all three schools, as all schools at the college incorporate teacher preparation programs. It also includes representatives from our school district partners, to ensure feedback regarding the successful preparation of our teacher candidates. The unit also implemented an overall system and multiple methods of examining data and decision making at the unit level, rather than the greater reliance on individual program analysis, in order to examine issues more holistically across teacher preparation programs [2.4.a.2].

The unit regularly examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards. Since the last NCATE visit, the campus created the Campus Academic Assessment Committee (CAAC) [2.4.d.1], both as a body to oversee academic assessment, and to assist programs and departments with assessment efforts. Assessment Plans and Reports for all academic programs were instituted including teacher preparation programs. Initially due on an annual basis, once more established they are now on a three year cycle. These plans and reports are posted on the college website, and demonstrate assessment outcomes and results, allowing more informed program planning. Departments across the unit and

campus are continually investigating and implementing enhanced technology solutions to better inform programs and unit operations. The CSPTC has customized APEX to meet its data collection needs, improving upon the previous FileMaker Pro database system. Multiple administrative offices regularly make modifications to the college Banner system, to meet student and reporting needs. The Center for Graduate Studies is investigating an improved prospect management system, the Graduate Enrollment Management System (GEMS). The TaskStream® office has expanded its use of the TaskStream® software over the years, as new types of requests for its use and new capabilities in the database itself have evolved. Other technology resources include BDMS (document management), BearDen (DegreeWorks), BearPAWS (reports).

Decisions about candidate performance are based on multiple assessments made at multiple points before program completion and in practice after completion of programs. The unit has a common system of gates across programs [2.4.a.5, 2.4.a.1] indicating the common assessment points for decisions about candidate performance. Based on these unit gates, programs specify the details of their program gates which are in line with unit gates [3.4.g.1]. Key assessments common across programs for the unit [2.4.a.1] are outlined in each program's gates. Knowledge, skills, dispositions, impact on student learning and the Conceptual Framework elements are common aspects integrated in all programs across the unit. Data from alumni and employer surveys and common unit assessments in programs indicate assessment as an area for further growth for teacher candidates. As a result, a number of initiatives have been implemented to further assist teacher candidates in the area of assessment - workshops such as those awarded from a mini-grant [2.4.g.18], sessions for all teacher candidates at the student teaching seminar [2.4.g.19], and the creation of an assessment course [2.4.g.20]. Efforts are ongoing to continue to develop further opportunities for teacher candidates in the area of assessment.

Data show a strong relationship of performance assessments to candidate success throughout their programs and later in classrooms or schools. Data means across the unit on the common major assessments are consistently in the proficient range or above (2.0 or higher out of 3.0) [1.4.d.11]. Alumni surveys indicate areas of strength for program graduates [1.4.i.1, 1.4.i.2].

The unit conducts thorough studies to establish fairness, accuracy, and consistency of its assessment procedures and unit operations. It also makes changes in its practices consistent with the results of these studies. For example, dispositions were originally compiled as a checklist of 54 items to be assessed, which proved both cumbersome for faculty and supervisors to complete, and as a form it was not able to be utilized to run reports and examine the data in different ways. To this original dispositions list, the Principled Educator category of the Conceptual Framework was applied, and the main points with sub area descriptions were outlined, in a rubric format. An additional rubric criteria for content was added for secondary education content discipline areas, to reflect this specificity needed in their subject matter [3.4.f.16]. Rubrics for student teaching including the exemplary lesson plans have been changed to accommodate wording and scoring improvements. To assist supervisors in scoring use of technology in lesson plans, a definition of technology was created and distributed to teacher candidates, sponsor teachers and supervisors, to ensure a broad understanding of technology beyond computer usage. There have been multiple revisions to the student teaching handbook [3.4.e.1], to reflect better procedures and facilitate improved data gathering and assessment.

2b. Data Collection, Analysis and Evaluation

The unit's assessment system provides regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of its programs, extending into the first years of completers' practice. Assessment data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources that are systematically collected as candidates progress through programs. In addition to alumni and employer surveys, the Office of Career Planning conducts regular surveys of teacher education graduates

and posts them on the college web site, informing our program planning, development and changes [2.4.d.9]. Specialized Professional Association reports (SPAs) provide program input from a national level on a regular cycle of review, and indicate changes made for program improvement [2.4.g.1-14]. All initial certification programs have SPA reports, as well as the Special Education and Literacy Specialist programs at the advanced level. All other advanced progams have assessment plans and reports as well [1.4.d.24-25]. Minutes and agendas from program assessment meetings/committees indicate regular and ongoing data analysis and the resulting program and operational changes made to address them [24.d.2-8].

These data are disaggregated by program when candidates are in alternate route, off-campus, and distance learning programs. Program delivery across the education unit includes hybrid and satellite campus courses as well as face to face courses. All types of courses are included in regular program analysis.

These data are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, program quality, and unit operations. The Campus Academic Assessment Committee (CAAC) collects and posts on its web site the program Assessment plans and reports, including teacher preparation programs. The SOE&PS Dispositions Committee [3.4.f.1] was created as a result of noticing common dispositional concerns across programs, and a desire to improve unit operations to address fairly and consistently without bias. This committee seeks to inform and advise program personnel with strategies for addressing dispositions issues. The decision to form this unit level committee was made at TPCC meetings, as this was a common issue across unit programs.

The unit has a system for effectively maintaining records of formal candidate complaints and their resolution. Campus processes and education unit fair process documents [2.4.e.1-6], as well as the Student Teaching Review Committee (STRC) process [3.4.f.2], program dispositions processes [3.4.f.16-18] and program appeal procedures [2.4.c.1] outline many of the systems available to manage teacher candidate issues of concern.

The unit is developing and testing different information technologies to improve its assessment system. In addition to software mentioned above, BearDen (automated degree audit system) in Banner has undergone several iterations and improvements for the benefit of data collection and unit operations improvement.

2c. Use of Data for Program Improvement

The unit has fully developed evaluations and continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary. The Student Teaching Evaluation form underwent a shift in the scale from 1-4 to 0-3, to focus teacher candidates on the rubric criteria and descriptors at each level, rather than maintaining the mindset of a 4.0 scale from course grades. This decision was made at TPCC meetings, as this was a common issue across unit programs.

The unit not only makes changes based on the data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences. In addition to TEAC involving our P-12 school partners as a mechanism for input into programs, Theatre Education and Music Education Chairs were added to our Teacher Preparation Chairs and Coordinators Council (TPCC), to ensure all programs are involved in any changes to teacher preparation programs. Program/department meetings ensure a detailed level of review of changes and their specific implications to individual programs, and the resulting data are analyzed regularly in these venues. Candidates and faculty review data on their performance regularly and develop plans for improvement

based on the data. Teacher candidates self evaluate both dispositions and their own performance at regular intervals via the unit and program gates [2.4.a.5]; During student teaching, teacher candidates evaluate their supervisors and the program, and sponsor teachers evaluate the supervisors and the program [2.4.a.5].

Plans and Timelines for Attaining and/or Sustaining Target Level Performance
Update program materials, assessments and instruments to new standards - INTASC, SPA, CAEP, and revised Conceptual Framework - Fall 2014
Interviews for admission - currently discussing possibility of unit policy of interviews of potential teacher candidates as part of the admissions process, with some flexibility across programs
GEMS - currently investigating Graduate Enrollment Management System (GEMS) to streamline and enhance graduate program processes

Unit data indicate teacher candidates struggle with the constructed response portions of certification exams across programs. An adjunct instructor was hired with costs shared between administration and programs across the education unit, to focus specifically on preparing teacher candidates for constructed response performance on teacher certification exams. A proposal was implemented [2.4.g.17] and workshops are regularly available [2.4.g.16] as well as small group tutoring and individual counseling and support. These sessions are available to any education student across the unit. The instructor reports data regularly and modifies approaches as data indicate to improve teacher candidate performance. This decision was made at TPCC meetings, as this was a common issue across unit programs.

The process of examining data across the unit indicated that two common areas teacher candidates needed to improve were the use of technology and assessment. This led to a unit wide focus on technology and assessment that led to the unit receiving four mini grants over two years, two on the use of technology and two on assessment [2.4.g.21].
Continuing to examine unit data across programs, a subsequent focus on diversity is currently in process, and is leading to such events as a children's author visit [4.4.b.5]. Section V's of all SPAs detail multiple program improvements and plans based on data collection and analysis [2.4.g.1-14 & 23].

15000 character limit

2.2.b Continuous Improvement

D Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
D Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.

10000 character limit

2.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard.

AFI:

The unit assessment system does not include a comprehensive and integrated set of evaluation measures

to manage and improve unit operations.

Response:

The Unit has been engaged in unit assessment and subsequent individual Program assessment plans have been in place now for about 7 years. The Plans undergo a review from the perspective of trend analysis to determine if improvements are in evidence and to increase the information value and the efficiency of our assessment systems methods. It is very clear that the process of reviewing the assessment data has led to program changes for improvement leading to increased student achievement and success. As the Unit is currently finalizing the most recent round of SPA reports, we have stabilized the changes for consistent data collection and trend analysis. The Unit captures both direct and indirect assessment data annually for both Program and Unit closing the loop processes. Data are gathered from: The National Survey of Student Engagement (NSSE) annually; the Student Opinion Survey (SOS) (3 year cycle); Alumni Surveys; Employer Surveys; Input from the Teacher Education Advisory Council (TEAC); Dare to Dream - Unit Strategic Planning Process; NYSED Teacher certification tests; Teacher Work Sample Assignments; Dispositional Assessment; Evaluation of Field Teaching Experiences; Lesson Planning; Use of Technology for Instruction. This data is reviewed on an annual basis and results are used to inform program changes. The unit has established a formalized Unit Assessment Plan process to examine these areas across programs.

Data from our Major Assessments across the unit (Student Teaching Evaluation Forms, Teacher Work Sample, and Lesson Plans) [1.4.d.11] indicate consistency, as well as some areas to examine further. For example, discussions are ongoing as to the reasons for the overall dip in scores in Fall 2012, to see if there was a difference in implementation, training, or some other factor(s).

12000 character limit

2.4 Exhibits for Standard 2

2.4.a	Description of the unit's assessment system including the requirements and key assessments used at transition points
2.4.b	Admission criteria and data from key assessments used for entry to programs
2.4.c	Policies, procedures, and practices for ensuring that key assessments of candidate performance and evaluations of program quality and unit operations are fair, accurate, consistent, and free of bias
2.4.d	Policies, procedures, and practices for ensuring that data are regularly collected, compiled, aggregated, summarized, analyzed, and used for continuous improvement
2.4.e	Policies, procedures and practices for managing candidate complaints
2.4.f	File of candidate complaints and the unit's responses and resolutions (This information should be available during the onsite visit)
2.4.g	Examples of significant changes made to courses, programs, and the unit in response to data gathered from the assessment system

2.4.a.2 Unit Assessment Plan Matrix for TEAC April 2012.pdf
2.4.a.3 Data Systems.pdf
2.4.a.4 Education Unit Assessment Plan.pdf
2.4.a.5 Unit Assessment Schedule by Gates.pdf
2.4.a.6 Program Assessments for SPAs.pdf
2.4.c.1 MST Childhood Dispositions Procedure.pdf
2.4.d.1 Campus Academic Assessment Committee.pdf
2.4.d.2 MST Childhood Assessment Committee Agendas.pdf

2.4.d.3 MST Childhood Assessment Committee Minutes.pdf
2.4.d.4 Childhood MST Assessment Committee PowerPoint Spring 2012.pdf
2.4.d.6 Childhood MST Assessment Committee PowerPoint September 2011.pdf
2.4.d.7 Childhood MST Assessment Committee PowerPoint February 2010.pdf
2.4.d.8 Childhood MST Assessment Committee PowerPoint September 2009.pdf
2.4.d.9 Office of Career Planning Survey Process and Data.pdf
2.4.d.10 SOE&PS LAST, ATS-W & CSTs 2010.pdf
2.4.d.11 Crane Assessment Charts 2010.pdf
2.4.d.12 General Education Committee Assessment of Student Learning Spring 2011.pdf
2.4.d.13 Multisubject CST BA 10-11.pdf
2.4.d.14 Music CST April 2010.pdf
2.4.d.15 Music CST July 2011.pdf
2.4.d.16 NYS Teacher Certification Examinations Literacy December 2010.pdf
2.4.d.17 Secondary Ed Assessment Presentation Spring 2010.pdf
2.4.d.18 Earth Science Assessment Presentation 2010.pdf
2.4.d.19 Social Studies Assessment Presentation 2010.pdf
2.4.d.20 Childhood MST Assessment Committee PowerPoint September 2013.pdf
2.4.d.21 Childhood MST Assessment Committee Evidence of Improvemet April 2012.pdf
2.4.d.22 Childhood MST Assessment Committee PowerPoint February 2012.pdf
2.4.d.23 Childhood MST Assessment Committee PowerPoint February 2011.pdf
2.4.d.24 Childhood MST Assessment Committee Student Teaching Evalutation Forms January 2010.pdf
2.4.e.1 SUNY Potsdam Education Unit Fair Process Policy and Procedures.pdf
2.4.e.2 Student Appeal Procedures.pdf
2.4.e.3 Notice of Appeal Form.pdf
2.4.e.4 Campus Dispute Resolution Services Center.pdf
2.4.e.6 Conduct Process.pdf
2.4.g.1 Childhood Education BA Section V SPA.pdf
2.4.g.2 Childhood Education MST Section V SPA.pdf
2.4.g.3 Early Childhood Education Section V SPA.pdf
2.4.g.4 Education Technology Specialist Section V SPA.pdf
2.4.g.5 English Education BA Section V SPA.pdf
2.4.g.6 English Education MST Section V SPA.pdf
2.4.g.7 Foreign Language Education BA Section V SPA.pdf
2.4.g.8 Mathematics Education BA Section V SPA.pdf
2.4.g.9 Mathematics Education MST Section V SPA.pdf
2.4.g.10 Science BA-MST Education Section V SPA.pdf
2.4.g.11 Science Education MST Section V SPA.pdf
2.4.g.12 Social Studies Education BA Section V SPA.pdf
2.4.g.13 Social Studies Education MST Section V SPA.pdf
2.4.g.14 Special Education MSED Section V SPA.pdf
2.4.g.15 Assessment of Student Learning Syllabus.pdf

2.4.g.17 Constructed Response Proposal.pdf
2.4.g.18 Assessment Seminar Flyer.pdf
2.4.g.19 How to Improve Student Learning with Quality Classroom Assessment.pdf
2.4.g.20 Designing and Interpreting Educational Measures.pdf
2.4.g.21 Student Learning Assessment Mini Grant Proposals.pdf
2.4.g.23 Literacy Specialist Section V SPA.pdf
2.4.d.5 Childhood MST Assessment Committee PowerPoint September 2010.pdf
2.4.a.1 Unit Assessment System Components.pdf
2.4.b.1 Admissions and Entry to Programs.pdf
2.4.b.2 Data from Key Assessment Program Entry.pdf
2.4.g.22 Data-Driven Changes - Unit Level.pdf

See **Attachment** panel below.

Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Field Experiences and Clinical Practice

How does the unit work with the school partners to deliver field experiences and clinical practice to enable candidates to develop the knowledge, skills, and professional dispositions to help all students learn?

3a. Collaboration between Unit and School Partners

The SUNY Potsdam campus is located in a rural area bordered by the Adirondack State Park and Canada. Faculty across the unit work extensively and consistently with our P-12 school partners to maintain and improve existing rich collaborations that benefit our programs and our teacher candidates.

For teacher candidates preparing for New York State Initial or Professional certification, our teacher education unit provides a variety of field experiences developed, implemented and assessed collaboratively by college and P-12 school partner faculty members. In accordance with NYS Teacher Certification Regulations, all programs leading to initial certification provide a minimum of 100 hours of pre-student teaching field experience for all candidates. Candidates must also complete a full semester of student teaching in two different placements (75 days for all SUNY campuses), with at least one placement in a high-needs school [3.4.e.2]; additionally, these two placements are completed at different grade levels to ensure proficiency in the full grade range of teacher candidates' certifications. Candidates completing a second certification must have at least 50 hours of pre-student teaching/practicum field experience and at least 20 days of student teaching/practicum in the second discipline. SUNY Potsdam meets or exceeds these standards in all initial certification programs.

Placements are determined jointly through faculty and staff in the unit and our regional school partners.

The Director and Assistant Director of our Center for School Partnerships and Teacher Certification (CSPTC) work with administrators in regional schools to select NY state certified mentors and sponsor teachers with whom our teacher candidates will be placed. Further, the 18 school districts within the St. Lawrence-Lewis BOCES region ensure that mentor and sponsor teachers within their schools have received Annual Professional Performance Review (APPR) ratings of Highly Effective (H) or Effective (E) [3.4.c.2]. Teachers who do not earn such ratings are not recommended by their administration. (The four statewide APPR rankings are Highly Effective, Effective, Developing, and Ineffective [3.4.a.3].)

Currently, the unit has ongoing relationships with many districts for placement of teacher candidates in field and student teaching experiences [3.4.a.4]. Music education teacher candidates are placed in a wide variety of schools [3.4.a.9].

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

Field experiences in all SUNY Potsdam education unit programs allow teacher candidates to apply and reflect on their knowledge, skills, and professional dispositions by deliberate design. Though details and settings vary by program, each teacher candidate in a pre-student teaching field experience is enrolled in campus education courses, as well as content courses. Thus, the entire semester can offer direct application of theory and elements studied in the candidates' courses to the authentic classrooms in which they are immersed. This grouping of courses allows for candidates to learn by doing while under close supervision, thus minimizing perceived risk due to their lack of previous experience. Details of field experiences for SUNY Potsdam teacher education programs are found in [3.4.e.6].

Field experiences are progressive in nature for our teacher candidates. Teacher candidates begin by observing sponsor teachers, and working with students individually or in small groups, which allows them to be observed while interacting with students in early encounters. They become part of the school community in which they are placed, and have opportunities to interact with school administrators, parents, and the larger community as a whole. Even when teacher candidates are placed in separate schools, they attend campus courses with their cohort, and that setting provides tremendous opportunity for group reflection and exchange of ideas, with faculty facilitation. Frequently, sponsors comment about our teacher candidates' contributions to their existing classroom environment, and even the sponsors' own professional growth, often related to technology skills. Candidates see their field experience students in a variety of settings, from the more common classroom environment to assemblies, sporting events, or during a lunch period in the cafeteria. Candidates are required to complete reflective journals in their practicum and student teaching.

The three elements of our Conceptual Framework serve as the basis for evaluations throughout a teacher candidate's studies and field experiences, including the culmination in student teaching. Evaluations and assessments deliberately focus on students as Well Educated Citizens, Reflective Practitioners, and Principled Educators [I.5.c.1-3]. The securing of ten new clinical faculty lines since 2001, even during difficult budget challenges, is evidence of our campus' commitment to this model. SUNY Potsdam hires clinical faculty members who are experienced, successful classroom teachers. Each generally teaches two campus classes per semester, while also developing and coordinating field experiences, and supervising student teaching. Their efforts provide critical continuous links between the college and the partner districts while supporting the maintenance and furtherance of our Professional Development School relationships.

Recent deliberate restructuring has been completed to enhance relationships and interaction between our unit's teacher education programs and regional school partners. Until 2011, we had an Office of Field Experience and Teacher Certification. That summer, a shift in focus was made with the hiring of an Assistant Director, and the Office included "School Partnerships" in its title. During the 2011-12 academic year, the Office became a fully supported Center, now operating as the Center for School

Partnerships and Teacher Certification. This evolution is more than simply a name change, as state mandates have increased many aspects of what is involved as teacher candidates navigate field experience, student teaching, and certification requirements [3.4.d.2].

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

Because of the progressive nature of field experience in our unit's teacher education programs, there is certainly not complete uniformity in teacher candidates' experiences. However, all education programs have gates [3.4.g.1] at distinct points in teacher candidates' studies, including requirements for preliminary and full admission, for entering the first field experience, for progressing to the second field experience (if applicable), for being cleared for student teaching, and for being recommended for certification. At each step, the performance of teacher candidates is reviewed based on data from course grades, mentor evaluation from field experience(s), dispositions evaluations from campus and regional faculty, and student self-reflection. Once it is determined that a candidate has met all requirements at the present point of studies, s/he may progress to the next level. Final clearance for student teaching, which is generally a candidate's last step in completing a teacher education program, follows a comprehensive review completed by the CSPTC, in consultation with campus faculty/staff and regional school personnel, as needed.

Assessments used in field experience and clinical practice are annotated with appropriate standards and principles, including InTASC, Specialized Professional Association (SPA), and the SUNY Potsdam School of Education and Professional Studies (SOE&PS) Conceptual Framework. This allows the unit to properly assess program outcomes in spite of necessary differences in design.

Since student teaching represents the culmination of teacher candidates' preparation, and most closely parallels an authentic full-time professional experience, requirements are consistent across programs. Student teaching requirements previously in place [3.4.f.3] have recently changed [3.4.f.4] in anticipation of new state certification requirements.

The Student Teaching Evaluation Forms (previously called "Form 5") have continued to be refined since our previous report, through consultation by college faculty with school partners and college supervisors. Revisions have made these instruments more specific to individual programs and now provide clearer evidence of our candidates' progress on all SPA, InTASC, and Conceptual Framework standards. College supervisors have received reliability training on the rating systems used on these forms, edTPA rubrics, and dispositions checklists as part of their regular staff development events (each August, January, and May) since 2005 [3.4.d.1, 3.4.d.3, 3.4.d.4].

At the midpoint and at the end of each placement, the teacher candidate, college supervisor, and sponsor teacher independently complete their copies of the Student Teaching Evaluation Form and then meet as a "triad" to arrive at consensus ratings for that period on each indicator. The supervisor then records those consensus ratings in the candidate's record on TaskStream® [3.4.f.5]. The supervisor also records his/her ratings of the candidate on the program-specific dispositions form. All other materials are evaluated using rubrics on TaskStream®.

10000 character limit

3.2 Moving Toward Target or Continuous Improvement

Please respond to 3.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 3.2.b.

3.2.a Standard on which the unit is moving to the target level

D Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.
D Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
D Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.

15000 character limit

3.2.b Continuous Improvement

D Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
D Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.

Within programs, student performance data are reviewed annually as part of each SPA process; those details are available in individual SPA reports in AIMS. At the unit level, field experience and student teaching placements and processes are examined and evaluated in an aggregated manner through several mechanisms.

Each field experience and student teaching placement directly involves three individuals – the teacher candidate, the regional school sponsor teacher, and the college supervisor. Others are involved (as described previously) in the placement process. The CSPTC collects data from each teacher candidate, each sponsor teacher, and each supervisor for every placement, through surveys completed at the placement's end [3.4.e.3].

Remediation procedures are in place to deal with inadequate student performance [3.4.f.2, 3.4.f.10], and continuous communication is encouraged and supported for all stakeholders in a field experience or student teaching situation. Supervisors, faculty and CSPTC staff take a proactive approach so that seemingly small issues do not go unreported and become more serious impediments to a teacher candidate's success.

Discrete activities and events maintain the quality of our programs, and help ensure successful student performance as well:

Each May, the CSPTC holds an Annual Program Review [3.4.d.1], which includes Center staff, campus faculty, sponsor teachers, and college supervisors. Data results from the past year are shared, individuals are notified of changes for the following academic year, and professional development activities take place, such as inter-rater reliability exercises and exposure to and practice with new rubrics.

In August, prior to the start of our new academic year's fall semester, the CSPTC holds a Supervisors' meeting [3.4.d.3], providing attendees with detailed information about candidates they will be supervising, as well as any changes that have taken place over the summer, as appropriate. This meeting may include targeted professional development.

Early in January of each year, the CSPTC holds a Supervisors' meeting between semesters [3.4.d.4] to discuss success and concerns from the fall. If there are ongoing changes taking place, this may be a

status checkpoint, or a time for further supervisor training.

New sponsors also have annual opportunity to attend sponsor teacher workshops, at which they learn about the responsibilities inherent in hosting a teacher candidate.

There are also specific changes that have been made in response to data collected by the CSPTC:

1. Teacher education programs have decreased the number of separate field experiences required, while maintaining the required number of hours, in response to decreased availability of sponsor classrooms, largely due to mandated state changes in the P-12 realm.
2. When a Teacher Work Sample [3.4.f.6] was first implemented prior to the last NCATE review, it was originally completed in both placements. Analysis of student data showed that necessary skills were clearly being demonstrated in the first placement, so the TWS was changed to a single administration.
3. Since our last report, the CSPTC has been restructured into a Center, and has had its staff increased to meet more challenging demands in securing sponsors for teacher candidates.
4. Review and modification of departmental dispositions documents have taken place as new challenges have arisen and have been dealt with in field and student teaching placements [3.4.f.16-18].
5. A School-wide Dispositions Committee was formed and meets monthly during the fall and spring semesters to support ongoing efforts of Departments and programs regarding evaluating candidate dispositions, and remediating dispositions-related unsatisfactory performance [3.4.f.1].
6. The previous expectation for complete solo teaching on the part of a teacher candidate during the student teaching experience has been modified, allowing teacher candidates to team teach or co-teach with their sponsor teachers. This collaborative method benefits both teacher candidate and sponsor teacher while accommodating the sponsor teacher's concerns about APPR.

The Director of the CSPTC is also our unit's certification officer; thus, another source of incoming information taken into account is communication from the NYS Education Department [3.4.h.1]. As an institution of higher education in NY offering teacher preparation programs, we must comply with requirements of the state, and we often must respond programmatically to changes in certification requirements. This has recently happened with the implementation of new certification exams [3.4.h.2], including the Teacher Performance Assessment (edTPA), which directly impacts our teacher candidates during their student teaching experiences. In the spring of 2013, our education unit enacted a full pilot of the edTPA before it became a high stakes endeavor for our teacher candidates. As some of our students were also part of an official pilot with Pearson (the company administering the exams), we gained valuable experience with the process of completing the edTPA, and also about the requirements of the external evaluation. Following the pilot, the CSPTC secured the services of Dr. Joan Lesh, from the University of Washington, to present to our student teaching supervisors and faculty members, on two separate occasions: first, on August 13, 2013 for the Supervisors' meeting, and then for two days, September 23-24, 2013. Dr. Lesh has several years of experience working with the edTPA, and the information she presented [3.4.d.6] was very beneficial in helping supervisors feel confident about working with their teacher candidates.

A reality with which we have recently grappled is NYSED's mandates that impact our P-12 partners (item 1 above), and referenced earlier. NYS has quickly implemented the Common Core State Standards [3.4.h.3] in the last 2-3 years, including mandated state testing (also administered by Pearson) beginning in grade 3. Additionally, newly implemented Annual Professional Performance Review (APPR) requirements [3.4.a.3] at the state level tie teachers' performance levels to their students' scores on these tests, and tie principals' performance levels to the performance of teachers under their supervision. Due to our campus's rural location and its distance from neighboring towns, as well as the relatively small size of the regional schools, teacher candidate placement opportunities are limited [3.4.a.5]. This context already poses distinct placement challenges to our teacher education unit by limiting placements in any one school, making developing quality sites for field experiences and student teaching more challenging.

These existing factors and new mandates have together created, in some cases, a distinct climate of reticence to participate with teacher candidates, whether in field experience or student teaching. This has increased the difficulty of securing and maintaining willing partners. The Director of the CSPTC has combated this trend by meeting with different faculty groups by invitation, following a request to do so, to share details of certification changes [3.4.a.6] and to gather information in an effort to promote field experience and student teaching placements as an attractive opportunity. These sessions have resulted in meaningful dialogue, and are still ongoing at the time of this report. Our goal is to ensure complete transparency in what we do for the benefit of all parties.

In looking forward, it is extremely important to maintain both the quality and integrity of the field experience component of our teacher education programs. We find that we need to develop even deeper partnerships with our regional educational communities, particularly teacher and administrative partners. During the 2012-13 academic year, a campus team participated in several workshops at the state and regional level in conjunction with the SUNY Statewide Teacher Education Network (S-TEN) initiative [3.4.h.4]; this effort also supports Regional (R-TEN) and Campus (C-TEN) groups. Topics discussed in these meetings were as follows:

1. Common Core State Standards
2. Performance Assessments, particularly edTPA
3. Data-driven instruction
4. Clinically rich teacher and leader preparation

The team has recently been informed that our request for a grant of over $40,000 was approved, which gives us needed resources to move forward with plans to deepen our collaborative partnerships with regional P-12 colleagues [6.4.l.2].

One of our goals is to be seen as a regional resource for professional development (PD) by school districts in the area. While many superintendents complete PD requirements internally, it is often beneficial to allow teachers from several districts to work together in a common location to achieve common goals. The Common Core standards, for instance, give opportunity for more collective professional development. In fact, we have two clinical faculty members on sabbatical during this current year (2013-14) working with regional partners in various ways [6.4.m.4-5]. This strengthens our partner teachers to effectively implement curricular modifications needed for the standards, and also strengthens the partnerships themselves, allowing all parties to see a truly collaborative approach between P-12 schools and the college. Further, this initiative also provides regional funds, and we have discussed partnership opportunities with SUNY Plattsburgh to cover a broader geographical area than either of us is able to properly service independently.

While these are ambitious goals, we also must attend to our ongoing internal needs thoroughly. At the course, program, department, and unit levels, we will continue to polish our procedures, policies, reporting and analysis to ensure that teacher candidates at SUNY Potsdam receive the best progressive, immersive field experiences and student teaching placements possible.

10000 character limit

3.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard.

12000 character limit

3.4 Exhibits for Standard 3

3.4.a	Examples across programs of collaborative activities between unit and P-12 schools to support the design, implementation, and evaluation of field experiences and clinical practice, including memoranda of understanding
3.4.b	Aggregate data on candidate placement in field experiences and clinical practice (Data should be disaggregated by program and level regardless of location or method of delivery)
3.4.c	Criteria for the selection of clinical faculty, which includes both higher education and P–12 school faculty
3.4.d	Examples of support and evaluation of clinical faculty across programs
3.4.e	Guidelines/ handbooks on field experiences and clinical practice for candidates, and clinical faculty, including support provided by the unit and opportunities for feedback and reflection
3.4.f	Assessment instruments and scoring guides used for and data collected from field experiences and clinical practice for all programs, including use of technology for teaching and learning (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)
3.4.g	Aggregate data on candidates entering and exiting from clinical practice for all programs (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)

3.4.a.1 Memoranda of Understanding.pdf
3.4.a.2 PDS Meetings - Sample Agenda and Notes.pdf
3.4.a.3 APPR-Field-Guidance.pdf
3.4.a.5 St. Lawrence County Schools.pdf
3.4.a.6 CSPTC Certification Changes Presentation for Faculty.pdf
3.4.a.8 Administrator Collaboration.pdf
3.4.b.1 Field Placement Data 2012-13.pdf
3.4.c.1 Clinical Job Description and Recent Posting.pdf
3.4.c.2 S. Todd email about Sponsor Teachers.pdf
3.4.c.3 Clinical Faculty Evaluation.pdf
3.4.d.1 Annual Program Review May 2013 with Feedback.pdf
3.4.d.2 CSPTC Mission.pdf
3.4.d.3 Supervisors Meeting August 2012 with Feedback.pdf
3.4.d.4 January 2014 Supervisors Meeting.pdf
3.4.d.5 SCALE Webinars.pdf
3.4.d.7 Sponsor Teacher Workshop Bookmark.pdf
3.4.d.8 S. Abramovich Workshop and Publications with Canton Faculty.pdf
3.4.d.9 Student Teaching Resources on TaskStream.pdf
3.4.e.2 SUNY Teacher Preparation Programs.pdf
3.4.e.3 Student Teaching Surveys.pdf
3.4.e.4 Surveys Data - Exit and Alumni.pdf
3.4.e.5 Teacher Candidates Satisfaction Survey Spring 2013.xls
3.4.e.6 Field Experience Details.pdf
3.4.e.7 Field Experience Information.pdf
3.4.e.9 edTPA NY Passing Scores.pdf
3.4.f.1 SOE&PS Dispositions Fall 2013.pdf

3.4.f.2 PDP-STRC-Remediation Programs.pdf
3.4.f.3 Student Teaching Requirements Through Fall 2012.pdf
3.4.f.4 Student Teaching Requirements Effective Spring 2013.pdf
3.4.f.5 TaskStream.pdf
3.4.f.6 TWS Details.pdf
3.4.f.7 Student Teaching Evaluations Details.pdf
3.4.f.8 Student Teaching Evaluation Form Rubrics.pdf
3.4.f.9 Student Teaching Teacher Work Sample Rubrics.pdf
3.4.f.10 Student Teaching Lesson Plan Rubrics.pdf
3.4.f.11 Student Teaching Dispositions Rubrics.pdf
3.4.f.12 Student Teaching Assessment Data Fall 2012-Spring 2013.xlsx
3.4.f.13 PDP Form.pdf
3.4.f.14 Data Collected from Field Experiences.pdf
3.4.f.15 Use of Tech for Teaching and Learning.pdf
3.4.f.16 Dispositions -- D.S.pdf
3.4.f.17 Procedures for dealing with Dispositional Issues 2013.pdf
3.4.g.1 Gates-Comprehensive all Programs.pdf
3.4.g.3 Exiting Student Teaching Data.pdf
3.4.h.1 NYSED-SUNY Administration Organization Chart.pdf
3.4.h.2 Teacher Certification Changes in NYS – edTPA Details.pdf
3.4.h.3 NYS Common Core NYSED.pdf
3.4.h.4 SUNY S-TEN.pdf
3.4.e.1 Guides to Student Teaching.pdf
3.4.f.18 MSED Curriculum & Instruction Dispositions.pdf
3.4.a.9 Music Education Field Placement Sites.pdf
3.4.a.4 Table of Schools.pdf
3.4.d.10 Supervisor's Meeting Agenda.pdf
3.4.g.2 Entering Student Teaching Data.pdf
3.4.d.6 Joan Lesh Materials with CV.pdf
3.4.e.8 CSPTC Newsletters Fall 2013.pdf
3.4.a.7 TESA.pdf

See **Attachment** panel below.

Standard 4. Diversity

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

How does the unit prepare candidates to work effectively with all students, including individuals of different ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical area?

The College's commitment to diversity [4.4.g.3] is inclusive of race, national or ethnic background, language, gender, sexual orientation, disability, age, religion and socioeconomic background as are the education programs offered by the education unit. Through ongoing and collective work, the programs of SUNY Potsdam's education unit have assured that the College and our graduates are committed to serving students of diverse backgrounds and their educational needs. Recognizing the need for preparing students to enter a global society, the College is committed to promoting awareness and sensitivity to the benefits and challenges associated with diversity throughout the campus, with efforts made to assure access for all. This includes recruiting and retaining a diverse faculty [4.4.g.1, pages 4-6] and recruiting and graduating a diverse student population [4.4.h.1-4]. Furthermore, we expect all candidates to develop an understanding of and appreciation for diversity in all of its forms.

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

Our candidates' development begins with content knowledge preparation in support of diversity, and continues through education methods courses, field experiences, and student teaching. Candidates develop as reflective practitioners and principled educators who understand that commitment to the principle that "all children can learn" requires a deep awareness of and respect for the diversity to be found in every classroom.

SUNY Potsdam's undergraduate teacher candidates develop knowledge and skills related to diversity beginning with their General Education Program [I.5.a.1-5] which includes at least one course designated as "Cross-Cultural Perspectives," as well as competency in a language other than English up through the 103 course level. Their academic majors often add additional opportunities for diversity-related coursework and experiences as cross-cultural understandings are among the critical components of the Potsdam Graduate framework [I.5.f.6]. SUNY Potsdam's education programs emphasize the need for all candidates to understand the diverse ways that students learn. In our initial certification programs, all candidates complete a developmental psychology course at the appropriate level. In their pedagogical course work, all initial certification candidates complete at least one program-specific course focused on meeting the learning needs of all students in diverse classrooms [4.4.b.1]. These courses all address skills and attitudes involved with successful inclusion of students with disabilities and exceptionalities, English language learners, and students from diverse backgrounds (e.g., ethnicity, socio-economic level, family structure) in classroom activities and learning. Candidates learn the specific knowledge and skills for meeting the needs of English language learners in their required literacy courses [4.4.b.4]. In all of these courses, candidates develop skills for planning and adapting lessons to meet a variety of learning needs, particularly through application of the principles of Universal Design for Learning (UDL) as a framework for creating inclusive classroom environments. For field experiences, student teaching and internships, candidates are placed in diverse school environments including rural or urban settings, classrooms with English language learners, with culturally diverse students from northern New York's Native American population, and with learners challenged by poverty [4.4.i.1]. Furthermore, all candidates must spend at least 15 hours in a classroom that includes special needs students [4.4.b.3]. In addition, we strive to ensure that our commitment to diversity goes beyond the classroom and into our local communities [4.4.b.2]. Guest speakers are utilized to further expose candidates to concepts of diversity and social justice issues [4.4.b.5].

All faculty in the unit incorporate diversity into their courses in a variety of ways [4.4.b.2].

Assessments of diversity [4.4.a.1-9, 4.4.c.1] show our candidates overall score proficiently on indicators related to working with diverse learners, recognizing and respecting diversity, and designing instruction

to meet the needs of all students. 89% of alumni report that their program prepared them to create and manage learning environments for all learners and 87% report that their program prepared them to design effective and meaningful learning experiences for all students [4.4.a.7]. The indicator that our students typically score lower on is addressing the learning needs of students with exceptional behavioral needs [4.4.a.7]. Almost all of our teacher candidate cohorts are 100% proficient with the disposition criteria for recognizing and respecting diversity [4.4.a.4]. In student teaching, some candidates are rated less than proficient with InTASC principle 3, but improve for second placement, generally to a proficient level [4.4.a.6].

4b. Experiences Working with Diverse Faculty

The College and the education unit are committed to increasing the diversity of the faculty in education programs and in the college as a whole [4.4.g.3, 4.4.g.1]. Over the past 10 years there has been progress toward meeting this goal. In terms of gender equity, SUNY Potsdam is making significant strides in developing an educational environment that reflects society in general. In Fall 2013, the college reconvened a Task Force on the Status of Women, with a charge to reassess the climate for equity on campus, including that of diverse staff populations. This potentially impacts retention and student academic and social experiences. The education unit has a much higher percentage of female faculty than the college as a whole [4.4.d.1].

On the other hand, the good faith efforts of the College to attract and retain faculty from under-represented groups have continued to present challenges. Many reasons have been put forward as to why this is the case. It is widely believed that SUNY Potsdam as a rural institution in a somewhat homogeneous area is perceived to provide limited cultural support and opportunities for minorities. However, the last two faculty members hired into the education unit were female minority faculty. The distribution of faculty diversity in the education unit mirrors that of the college as a whole [4.4.d.1].

In addition to these census categories, our faculty members also represent diversity with respect to national origin, language, religion, sexual orientation, socioeconomic background, and physical abilities. Our faculty demonstrates its commitment to diversity for our candidates by modeling effective professional relations on a daily basis with others who differ among these same characteristics.

Finally, our faculty gives evidence of their ongoing and deep concern about issues of cultural diversity through their research interests [5.4.a.1] and campus research seminar presentations [6.4.k.1].

4c. Experiences Working with Diverse Candidates

Like the College as a whole, education candidates at SUNY Potsdam represent a minimally racially diverse population [4.4.e.1]. Graduate candidates are more diverse than undergraduate candidates [4.4.e.1]. Efforts to increase diversity include increased recruiting in Canada and urban regions of NY State, and through programs such as the Korean Initiative, the Teacher Opportunity Corps [4.4.b.5], CSTEP, NCSTEP, and the Academy for Leadership in Literacy Education (a Teacher/Leader Quality Partnership (TLQP) program). We continue our efforts to further diversify our student body [4.4.h.3-4].

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

SUNY Potsdam is committed to providing candidates with the opportunity to apply their skills and knowledge in P-12 schools serving diverse learners. It is important that our candidates understand that every classroom has students with diverse learning needs, even when the diversity is not readily apparent from visual inspection. Students in our region's rural schools represent diversity with respect to learning ability, ethnic background, primary language use, religion, socio-economic status, family structure, and sexual orientation. The College has worked continuously over the past 20 years to develop a variety of

partnerships with our public schools to carry out our responsibilities of preparing culturally responsive educators for rural schools [3.4.a.4]. Our policy, based upon NY State Education regulations, is that all candidates complete at least one of their field/student teaching experiences in a high-needs school [4.4.i.1]; most candidates have multiple high-needs placements. 87% of alumni report that they had opportunities to work with students from diverse backgrounds in field placements and 93% report that they had opportunities to work with students with diverse learning needs [4.4.a.8]. We place students in two highly diverse school districts -- Salmon River (Akwesasne reservation) and Indian River (Fort Drum Army base), both located near the school districts.

As indicated in the Introduction, SUNY Potsdam is located at the center of a geographically large rural area which includes 16/44 school districts identified by the state as being among the most "high need" New York school districts [I.5.c.2].

10000 character limit

4.2 Moving Toward Target or Continuous Improvement

Please respond to 4.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 4.2.b.

4.2.a Standard on which the unit is moving to the target level

D Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.
D Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
D Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.

15000 character limit

4.2.b Continuous Improvement

D Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
D Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.

There are a number of actions that the unit has undertaken to continually improve its curriculum, faculty and candidate profile, and P-12 partner opportunities related to diversity. Recently, the unit has successfully hired three additional diverse faculty. Faculty have been asked to reflect on how they integrate preparing candidates for diversity into their courses, with a rich set of responses generated [4.4.b.2]. The Literacy Educator and Literacy Specialist programs were recently aligned to updated International Reading Association (IRA) standards, which now include a distinct new diversity standard. Elements of the standard are woven into core program assignments and assessed throughout both programs. A number of faculty engage in scholarship related to diversity and social justice [5.4.a.1]. The unit plans to bring in additional guest speakers on topics of diversity and social justice [4.4.b.5].

It is now a New York State Education Department (NYSED) requirement for all initial certification

programs that candidates take at minimum a three credit course in inclusive and special education as well as spend at least 15 clock hours in a supervised classroom setting that includes P-12 students with special needs. The unit provides candidates the opportunity to experience education in diverse cultures (for example, student teaching in Australia, student teaching in New York City, study travel abroad to South Africa and/or Vietnam, and a study travel course to the Navajo reservation in Arizona). Foreign language education students are encouraged to study abroad for a semester or a year to immerse themselves in their target language and culture.

This past year, we enhanced the Canadian Initiative with the goal of increasing the enrollment of candidates from Canada [4.4.h.6]. We continue our efforts to further diversify our student body at both the undergraduate and graduate levels [4.4.h.3-5]. Some faculty utilize information technology to allow candidates to participate virtually in schools that are more diverse than those found in the region. A GLOCAL ED First-Year Experience Honors course is an option offered to Childhood/Early Childhood undergraduates; it exposes candidates to schools with diverse models of international education and involves candidates in an ESL conversation partner program [4.4.b.6]. Others include videos of teachers teaching in diverse schools, so our candidates can see classrooms that differ from the ones they may encounter in our local schools, and in turn, perhaps gain a better understanding of how teachers work with diverse populations. Many faculty have experience working in schools with diverse populations, either outside of New York or internationally, and we share our experiences with students to help them gain a broader perspective.

Unit faculty and staff serve on committees associated with campus diversity: Graduate Admissions, Task Force on Women, CSTEP, TLQP, TOC, SOE&PS Dispositions Committee, Greek Affairs, Community Health initiatives (including LGBT), and religious initiatives [I.5.e.1].

Ongoing unit plans include encouraging additional faculty to use creative means, including information technology, to allow candidates to participate in more diverse schools; increasing recruitment efforts internationally (including China, Korea and Turkey); and developing a common definition of diversity that will allow faculty, candidates, and other stakeholders to better understand and articulate areas of diversity in our P-12 schools. Faculty members are reviewing program curricula to determine whether sufficient candidate preparation exists with respect to working with English language learners (ELL), due to the increase in this population in US schools. Furthermore, one of the new NY State teacher certification examinations (the Educating All Students (EAS) test) has a significant portion devoted to working with ELL learners. The campus is developing plans for an English as a Second Language (ESL) summer institute to assist international students with their successful transition to instruction in the English language. The faculty are also in the process of considering the addition of a Teaching English as a Second Language (TESOL) program, leading to teacher certification in this shortage area.

10000 character limit

4.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard.

AFIs:

1. Candidates have limited experiences with racially and ethnically diverse peers.
2. Candidates have limited experiences with racially and ethnically diverse P-12 students.

Response:

The diversity of our student body has increased from 11.2% students of color in Fall 2010, to 13.4% in Fall 2011, to 16% in Fall 2012. We continue to recruit candidates from a variety of regions in New York State and internationally, as well as from our nearby Mohawk Native American community. We have close partnerships with many regional schools, including strong partnerships with districts serving Mohawk students (Salmon River) and children associated with a large military base in the North Country (Indian River, a district with a significantly more diverse student population) [3.4.a.4]. We also promote field experiences/student teaching in Australia and in New York State's larger urban areas where more racial diversity is evident. While ethnic/racial diversity is limited in our region, we do have significant diversity with respect to socio-economic status, religion, gender, disability and sexual orientation among our candidates, public school children, and faculty. SUNY Potsdam is committed to acknowledging and welcoming diversity in every educational setting, with Universal Design for Learning (UDL) a significant framework for our candidates and programs. We believe that every classroom environment (whether on campus or in a public school) should be designed so that each unique individual who enters can benefit from productive learning experiences. Our candidates incorporate UDL principles in every lesson they plan, and demonstrate UDL principles through their Evidence of Planning (Five exemplary lesson plans submitted) as well as their Teacher Work Sample assignment, both of which demonstrate the belief that all students can learn.

A faculty member in the Department of Curriculum and Instruction co-authored and was awarded an interdisciplinary Chancellor's Award for Internationalizing the Campus; this launched an exploratory study-abroad service-learning program for candidates in Port Elizabeth, South Africa [4.4.b.7]. For the candidates who participated in summer 2013, it was a wonderful opportunity to have immersion experiences with racially and ethnically diverse peers and P-12 students. On campus, Childhood/Early Childhood candidates have the opportunity to work with a more diverse preschool population at our campus day care facility [4.4.b.9]

Guest speakers, outreach programs, and other student initiated projects demonstrate the learning outcomes and ripple effect of candidates' appreciation of diversity [4.4.b.5, 4.4.b.8].

See Section 4.2.b (Continuous Improvement) for additional unit responses to these AFIs, including plans to move forward with changes.

12000 characterl limit

4.4 Exhibits for Standard 4

4.4.a	Aggregate data on proficiencies related to diversity that candidates are expected to demonstrate through working with students from diverse groups in classrooms and schools, including impact on student learning
4.4.b	Curriculum components and experiences that address diversity proficiencies (This might be a matrix that shows diversity components in required courses.)
4.4.c	Assessment instruments and scoring guides related to candidates meeting diversity proficiencies, including impact on student learning (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)
4.4.d	Data table on faculty demographics (see Appendix A for an example)
4.4.e	Data table on candidates demographics (see Appendix B for an example)
4.4.f	Data table on demographics of P-12 students in schools used for clinical practice (see Appendix C for an example)
4.4.g	Policies and practices, including good faith efforts, for recruiting and retaining diverse faculty
4.4.h	Policies and practices, including good faith efforts, for recruiting and retaining diverse candidates
4.4.i	Policies, procedures, and practices that support candidates working with P-12 students from diverse groups

4.4.a.1 Aggregate Data on Proficiencies Related to Diversity.pdf
4.4.a.3 Professional Dispositions Recognizes and Respects Diversity - Mean Scores.pdf
4.4.a.4 Professional Dispositions - Recognizes and Respects Diversity Percentage Meeting or Exceeding Expectations.pdf
4.4.a.5 Teacher Work Sample - Contextual Factors and Design for Instruction.pdf
4.4.a.6 Student Teaching Clinical Evaluations Placements 1 and 2 InTASC Principle 3.pdf
4.4.a.7 2013 Alumni Survey Results Related to Diversity - Program of Initial Certification.pdf
4.4.a.8 2013 Alumni Survey Results Related to Diversity - Field Experiences.pdf
4.4.a.9 2013 Employer Survey Results Related to Diversity.pdf
4.4.b.1 Required Special Education courses by program.pdf
4.4.b.2 Faculty Course Diversity Components.pdf
4.4.b.3 Memo to Dean and Directors - Statement of Assurance-3.pdf
4.4.b.4 Summary of Required Literacy Courses for Initial Teacher Preparation programs.pdf
4.4.b.5 Diversity Workshops.pdf
4.4.b.6 Glocal Ed.pdf
4.4.b.7 South Africa Study Abroad.pdf
4.4.b.8 Sheard Literacy Center Brochure.pdf
4.4.c.1 Assessment Instruments and Scoring Guides Related to Diversity.pdf
4.4.d.1 Diversity of Professional Education Faculty Appendix A Fall 2012.pdf
4.4.e.1 Diversity of Candidates in Professional Education Appendix B.pdf
4.4.f.1 Diversity of P-12 Students in Clinical Practice Sites Appendix C.pdf
4.4.f.2 SLL BOCES Free and Reduced Lunch.pdf
4.4.g.1 Hiring-Guidelines-Fall-2013.pdf
4.4.g.2 Bias Response Team.pdf
4.4.g.3 SUNY Potsdam Commitment to Diversity.pdf
4.4.h.1 Center for Diversity .pdf
4.4.h.2 Clubs and Organizations that Celebrate Diversity.pdf
4.4.h.3 SUNY Graduate Diversity Fellowship.pdf
4.4.h.4 Recruiting and Retaining Diverse Candidates.pdf
4.4.h.5 Diversity Activity – Center for Graduate Studies.pdf
4.4.h.6 Canadian Initiative 2013.pdf
4.4.i.1 New York State Teacher Certification Regulations.pdf
4.4.b.9 Childcare Center Diversity Assignment.pdf
4.4.a.2 InTASC Principle 3 Across Programs.pdf

See **Attachment** panel below.

Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also

collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Faculty Qualifications, Performance, and Development

How does the unit ensure that its professional education faculty contributes to the preparation of effective educators through scholarship, service, teaching, collaboration and assessment of their performance?

Element 5.a: Qualified Faculty

SUNY Potsdam's education unit faculty serve in five Departments within the School of Education and Professional Studies (SOE&PS), the Department of Theatre and Dance in the School of Arts and Sciences, and in Crane's Music Education department [5.4.a.1, 5.4.b.1]. Full-time academic faculty must hold the terminal degree; those hired ABD must complete before tenure. Most unit faculty have P-12 teaching experience, with many certified to teach at those levels. All faculty members are to be involved with P-12 schools through field supervision, collaboration, or professional development.

Clinical faculty [5.4.b.1] have been an integral part of the unit since 2001, with ten lines created. Each has at least a Master's degree and significant teaching experience relevant to supervisory duties. Clinical workload includes development and maintenance of field partnerships, supervision of field experiences, and campus teaching responsibilities; these individuals are vital to our P-12 partnerships.

Student teaching supervisors are also critical for our teacher candidates. These experienced educators supervise clinical practice, contributing significantly to candidates' success. The unit's enduring reputation draws the region's finest educators; retirees with distinguished careers frequently apply. Their extensive experiences bring unique contributions, ensuring consistency and high standards. College supervisors have a Bachelor's degree in education (Master's preferred); public school teaching experience in supervised programs; current computer skills; strong commitment to public service and cultural diversity; a record of experience coordinating and facilitating programs; and the ability to work well with others. Supervisors attend three yearly training meetings [3.4.d.1, 3.4.d.3, 3.4.d.4].

Part-time faculty must bring exceptional school experience to programs and hold relevant advanced degrees. Annual performance reviews require course syllabi and materials, student evaluations, self-evaluations, and other appropriate items for continued consideration. Full-time faculty mentor part-time faculty, and they have clerical support. Semesterly orientation meetings ensure awareness of their courses' roles within programs. Their courses meet program standards and are aligned with the conceptual framework.

Element 5.b: Modeling Best Professional Practices in Teaching

SUNY Potsdam's heritage centers on teaching and learning; these remain essential elements as our bicentennial approaches. Faculty members develop innovative approaches and provide excellent and dynamic opportunities for teacher candidates. Student and peer feedback, with self-reflection, inform a variety of teaching and assessment strategies. Encouragement of student reflection is paramount for both campus and field-based experiences, consistent with the conceptual framework.

Faculty model and encourage appropriate use of technology, using multiple smart classrooms to integrate technology into candidates' experiences, helping them develop as informed digital citizens. Multi-genre assessments capitalize on candidates' creativity to give diverse evidence of their knowledge and understanding; these often involve technology. Many faculty use Moodle, and TaskStream eases program assessment data management. Several regularly offer online or hybrid courses to extend our

geographic impact [6.4.j.1], and the Provost offers an online course incentive [6.4.j.2]. Plans to enhance our Math and Science Education Center's functionality by relocating to a larger space are developing [6.4.m.8].

Element 5.c: Modeling Best Professional Practices in Scholarship

The Faculty Handbook [5.4.f.6] expands scholarship beyond traditional original research, using the Boyer model [5.4.f.7]. Thus, faculty demonstrate scholarship in several ways, including significant research, publication, contribution to the arts, and maintaining positive reputations among colleagues. The broadened definition includes scholarship of discovery, integration, application, and teaching; we encourage scholarly pursuits in all four areas, especially research involving our students as partners. Evidence does not require extensive publication, but must include peer review. Faculty also support curriculum and professional development at P-12 levels.

Faculty exemplify Boyer's redefinition by modeling best professional scholarship practices. They work with P-12 schools on inquiry projects, resulting in joint faculty/student presentations [5.4.e.2, 5.4.e.3]. Published research in areas such as literacy, multiculturalism and technology has resulted.

Element 5.d: Modeling Best Professional Practices in Service

Faculty provide diverse service to the College and community. All serve on departmental, school, or college-wide committees [5.4.e.6]. They serve in major leadership roles at the college level through involvement with Faculty Senate and its standing committees [5.4.e.4, 5.4.e.5], and have participated in campus and P-12 grant development [5.4.d.5]. Faculty service also includes a variety of projects with P-12 partners [6.4.m.4, 6.4.m.5], and several collaborative workshops for various populations of present and future educators have taken place on campus, in individual schools, and across the regional BOCES district on many topics [5.4.e.1, 6.4.m.4, 6.4.m.9], which benefit both in-service and pre-service teachers. Beyond benefits to candidates from field experiences, involved faculty realize professional growth working with P-12 schools. Deeper partnerships will require expansion of such efforts.

Collaboration relates directly to service and professional development in the unit. Faculty work together, and with campus colleagues, to continuously refine teacher education programs. They liaise with Arts and Sciences departments to ensure appropriate and rigorous content preparation for prospective teachers, linked to state standards and SPA requirements. Faculty governance procedures require committees representing the three schools to review any program revision. College-wide collaborations have directly resulted in learning communities for prospective teachers, improvement of math education for elementary teachers, professional development of science educators, and revision of foreign language and social studies programs to better meet national standards [5.4.e.7].

Element 5.e: Unit Evaluation of Professional Education Faculty Performance

Faculty evaluation is clearly defined, starting at hiring and continuing through awarding of tenure and promotion [5.4.f.1].

Each new unit faculty member is provided with a mentor and information on reappointment/tenure processes and expectations. SOE&PS Personnel Policies encourage faculty to develop a Professional Development Plan (PDP) in consultation with members of the School Personnel Committee, outlining goals and support needed for two years. This serves as formative assessment for faculty, ensuring consistent progress and conceptual framework support. Crane's Personnel Committee provides similar guidance to music education faculty; For Theatre Education, both the Department and the Personnel Committee in Arts and Sciences play supportive roles. The Provost and school personnel committees schedule reappointment and tenure workshops for all new faculty [5.4.f.3].

Prior to tenure, faculty review occurs every 1-2 years, depending on progress and current contract duration. Submitted evidence is comprehensive, while maintaining a clear focus on quality of teaching, an area of primary importance.

Scholarship is important and impacts personnel decisions, but no specific scholarship criteria exist beyond stated Guidelines [5.4.f.1]. Deans, chairs, and personnel committees are charged with making expectations clear to faculty regarding publications, creative endeavors, and presentations in each of the schools.

Element 5.f: Unit Facilitation of Professional Development

Faculty first encounter professional development through new faculty mentoring, which is begun by chairs [5.4.f.8]. First-year faculty participate in mentoring programs for assistance with meeting college expectations. Mentors meet formally and informally with their assignees to provide support and answer questions. The Provost's monthly New Faculty Seminars cover a wide range of topics, from classroom assessment and active learning strategies to IRB procedures and research funding, further facilitating acclimation [5.4.f.3].

The campus and all three schools provide support for faculty professional development. With quality teaching a top priority, it is supported in a variety of ways. The Office of Research and Sponsored Programs (RSPO) coordinates College-wide support for scholarship [5.4.d.1]. Faculty are encouraged to include students and to collaborate in research projects, supported in part by a campus Title III grant. Connections arise through the interaction of faculty and students in major classes, tutorial courses, or from various student experiences supervised by faculty members.

Financial support for faculty participation in professional organizations and conferences is available through departments and the Deans' offices. Travel grants and our Research and Creative Endeavors program may supplement this funding. Departments budget travel monies and support applications to the Provost for load reduction and faculty leaves. Faculty requests for funding to deliver presentations at professional conferences in the past several years have been accommodated through the Dean's budget and other programs. SOE&PS has an endowment to provide summer research seed grants to education unit faculty. Scholarly work by faculty and staff is recognized in campus publications.

10000 character limit

5.2 Moving Toward Target or Continuous Improvement

Please respond to 5.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 5.2.b.

5.2.a Standard on which the unit is moving to the target level

D Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.
D Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
D Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.

15000 character limit

5.2.b Continuous Improvement

D Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
D Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.

The SUNY Potsdam education unit regularly monitors varied sources of data that informs decisions to maintain continuous improvement for standard 5:

1. Alumni are surveyed annually [3.4.e.4].
2. Teacher candidates complete questionnaires when exiting student teaching [3.4.e.4, 3.4.e.5].
3. Faculty submit information forms (FIF) to the Dean each year [5.4.f.4].
4. Personnel action requests (reappointment, tenure, and promotion) are processed at several levels [5.4.f.2].
5. A variety of annual reports are examined; though they originate in different places, both on- and off-campus, data are generally streamed through our Office of Institutional Effectiveness [5.4.h.1].
6. Most faculty utilize a campus-wide process to gather student opinions of their instruction for purposes of individual reflection and improvement [5.4.f.5]. (This is required to be considered for discretionary increases, when funds are available.)
7. Partners in our P-12 institutions provide feedback on all aspects of their field experience and student teaching involvements, through mechanisms described more thoroughly in Standard 3 [3.4.a.8, 3.4.d.1, 3.4.d.3, 3.4.e.3, 3.4.e.4].

Many ongoing activities in the education unit contribute to excellence and continuous improvement among our faculty members, the programs in which they work, and candidates enrolled therein:

1. Our Faculty Handbook states, in III.a.2.b, "As appropriate, effective teaching is the most important of the criteria for personnel evaluation at SUNY Potsdam." Even when hiring, the College's procedure, as outlined in Conducting Effective Faculty and Professional Staff Searches, states that: "As part of the interview process, all candidates interviewed for faculty positions on campus are expected to be placed in a 'teaching situation' involving faculty and students and appropriate to the discipline" (p. 11) [5.4.f.10]. Feedback from the students and faculty members participating in these teaching situations is strongly considered when making hiring decisions. Thus, teaching effectiveness is a central focus of faculty evaluation, with expected incorporation of deep self-reflection and candidate feedback in supporting portfolios for personnel requests; these portfolios are reviewed, and separate recommendations are made, at the Department, School, Dean, and upper administrative levels [5.4.f.1]. Multiple perspectives on these requests are crucial.
2. Scholarly activity is supported through regular opportunities for presentation in our School [6.4.k.1], and designated School and campus resources [5.4.d.1, 5.4.d.2].
3. Collaboration with other Schools on our campus augments existing resources, which further facilitates joint student-faculty activities, including conference travel and presentation [5.4.e.2, 5.4.e.3], mentoring programs [5.4.e.10-13], and research and publication [3.4.d.8].
4. Close and longstanding partnerships with regional schools [3.4.a.4] creates a real-time data stream from which our faculty and candidates draw. This infuses the campus classroom environment with functional relevance, especially for those courses that accompany field experience.
5. The campus's Learning and Teaching Excellence Center (LTEC), housed in the main academic library, offers a variety of programming throughout the year to provide faculty development [5.4.g.5].
6. The SUNY Potsdam campus is one of four in the region. Clarkson University is also in Potsdam, while St. Lawrence University and another SUNY institution are located in nearby Canton, NY.

Together, these four institutions form the Associated Colleges of the St. Lawrence Valley (ACSLV). Its strategic objectives are comprehensive [5.4.g.2], and annual activities include a fall Teaching Effectiveness Conference [5.4.g.3]. The Provost provides registration fee support for a limited number of participants each year.

Additionally, there have been several particular initiatives in response to systematically collected feedback:

1. Assessment has been under closer scrutiny across our state and nation, and has thus been mentioned as an area in which our programs could be strengthened. In response, we have offered assessment workshops for our candidates at both undergraduate and graduate levels [5.4.e.1]. Campus faculty members coordinate these, with presentations by teacher partners from regional schools. An assessment course has also been developed and is available [2.4.g.15], but is not presently required by unit programs.

2. Based on feedback from our partner schools, and internal interest, faculty workshops on technology were offered, with a specific focus on interactive whiteboards [2.4.g.21, 5.4.g.1]. We also have one clinical faculty member who is certified by SMART Technologies as a SMART Instructor, and another clinical faculty member has received workload support in the last year to support the School's digital needs more broadly. These investments allow faculty to increase technological confidence, improving its integration in their instruction, and positively impacting candidates as a result.

3. Due to changes in NY State certification requirements and the incorporation of APPR processes in our partner schools, faculty are currently modifying programs to include components that parallel those changes to ensure authenticity in the preparation environment. While these changes are still in process in some areas, they will ultimately provide students with a more thorough preview of many aspects of the daily environment for a professional educator. Capturing video with subsequent critical self-evaluation, now part of a required task for candidates to successfully complete as part of their teacher performance assessment certification exam (the edTPA), is an included component of teacher preparation programs [3.4.f.3-4, 3.4.h.2, 3.4.e.9].

4. While not actually a part of the teacher education unit, the campus-wide Teaching, Learning, and Technology Roundtable (TLTR) is fully representative, and several unit faculty serve thereon. The group has recently re-instituted a series of "brown bag" sessions [5.4.g.4], held over the lunch hour several times each semester, with presentations on many different topics, including specific technologies, teaching strategies, best practices for instruction and advisement, and many others. These meetings are generally held in the LTEC [5.4.g.5].

The unit takes pride in its exceptional faculty and talented candidates working together for successful outcomes. Regional schools, as well as those across NY State, the country, and the world, are populated with highly effective teachers who graduated from SUNY Potsdam. Looking forward, it is imperative to maintain our excellence while also moving forward in several distinct areas. This vision includes many things, including, but not limited to, those listed below.

1. Recruiting exceptional students into education.
Public climate is a stark reality, and our unit has felt this impact tremendously. Recent enrollment declines require more focused attention than can often be delivered by more general recruitment at the campus level. Active involvement by faculty and current students has a tremendously favorable impact on the decisions of prospective students and the retention of those presently attending.

2. Representing a strong voice in the educational reform movement.
Also relating to public climate, it is important that contemporary educational experts be part of the current conversation to inform both the public and policy makers. NY State has recently taken an aggressive stance with education reforms in both the P-12 and higher education realms. Ambitious goals need to be implemented carefully and purposefully, with active involvement of all stakeholders.

3. Deepening and expanding our P-12 partnerships.
New S-TEN funding allocations give us needed resources to work with partners in new directions, enhancing the mutual benefits currently realized from present associations. Sabbatical efforts of two clinical faculty members this year will cultivate this expansion as well [6.4.m.4, 6.4.m.5]. Collaborations among P-12 faculty, teacher candidates, and SUNY Potsdam faculty create rich environments that positively impact student learning, and also facilitate professional growth of all parties.

4. Continuing to be committed to appropriate technology use in education.
Maintaining currency in technology is a constant challenge. Ensuring that existing equipment is fully utilized is also difficult, often due to limited available time. Incorporating additional accessible times for faculty development to be available, and working collaboratively with P-12 partners in this area as well, is a continuing goal.

5. Increasing collaboration with colleagues in the School of Arts and Sciences.
By the very nature of its program, candidates and faculty in music education in the Crane School of Music are a bit more sequestered than those in SOE&PS. However, strong relationships generally exist between unit faculty and campus colleagues outside of the unit. A greater sense of interdependency has been emerging, and many consultations across campus are more common than they were previously. Building this symbiosis further is important to our candidates having a greater sense of connectedness about their studies, and is a current goal.

10000 character limit

5.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard.

12000 character limit

Exhibit 5.4.a - Data table on qualifications of professional education faculty. This table can be compiled below from data submitted in the Manage Faculty section of AIMS or compiled in Excel, Word, or another format and uploaded as an exhibit.

5.4 Exhibits for Standard 5

5.4.a	Data table on qualifications of professional education faculty (This table can be compiled in the online template from data submitted for national program reviews or compiled in Excel, Word, or another format and uploaded as an exhibit. See Appendix D for an example.)
5.4.b	Data table on qualifications of clinical faculty (i.e., P-12 school professionals and professional education faculty responsible for instruction, supervision, and/or assessment of candidates during field experiences and clinical practice)
5.4.c	Policies and practices to assure clinical faculty meet unit expectations
5.4.d	Policies, expectations, and samples of faculty scholarly activities
5.4.e	Summary of faculty service and collaborative activities in schools (e.g., collaborative project with school faculty, teacher professional development, and addressing the needs of low performing schools) and with the professional community (e.g., grants, evaluations, task force participation, provision of professional development, offering courses, etc.)
5.4.f	Policies, procedures, and practices for faculty evaluation (including promotion and tenure) and summaries of

	the results in areas of teaching, scholarship and service
5.4.g	Policies, procedures, and practices for professional development and summaries of the results

5.4.a.1 Professional Education Faculty Qualifications and Experiences Appendix D.xls
5.4.b.1 Clinical Faculty Qualifications and Experiences.xls
5.4.d.1 Research and Sponsored Programs Links.pdf
5.4.d.2 Internal Resources to Support Scholarship.pdf
5.4.d.3 Scholarship Highlights.pdf
5.4.d.4 Faculty Scholarship Table.pdf
5.4.d.5 C Sajna - Final Draft Proposal Narrative.pdf
5.4.e.1 Assessment Seminar Flyer 2012.pdf
5.4.e.2 AMTNYS 2013 Funding, Attendance, Presentation.pdf
5.4.e.3 STANYS 2013.pdf
5.4.e.4 Executive Committee Faculty Senate.pdf
5.4.e.5 Standing Committees Faculty Senate.pdf
5.4.e.6 2013-2014 SOE&PS Committees.pdf
5.4.e.7 Education Faculty Interactions with Arts and Sciences Departments.pdf
5.4.e.8 Walking in Their Shoes for Paraprofessionals.pdf
5.4.e.9 St Lawrence-Lewis BOCES Professional Development.pdf
5.4.e.10 MATH-TREQ.pdf
5.4.e.11 Literacy Mentor Program.pdf
5.4.e.12 The Write Spot Writing Club 2014.pdf
5.4.e.13 PSI Flyer Fall 2013.pdf
5.4.e.14 Faculty Service.xlsx
5.4.e.15 Collaboration with P-12 Schools.pdf
5.4.f.1 Faculty Evaluation, Reappointment, Promotion.pdf
5.4.f.2 SOEPS Reappointment_Sabbaticals_Promotions 2013-2014 Revised.pdf
5.4.f.3 New Faculty Seminar Series.pdf
5.4.f.4 Faculty Information Form.pdf
5.4.f.5 Student Opinion Form.pdf
5.4.f.6 Faculty Handbook - Scholarship.pdf
5.4.f.7 Boyer - Scholarship Reconsidered ED326149.pdf
5.4.f.8 Handbook - Mentoring New Faculty.pdf
5.4.f.9 Tenure and Non-Tenure Full-Time Professional Education Faculty Fall 2013.pdf
5.4.f.10 Hiring Guidelines Fall-2013.pdf
5.4.g.1 SmartBoard Training.pdf
5.4.g.2 ACSLV Strategic Objectives.pdf
5.4.g.3 ACSLV Teaching Effectiveness Fall 2013 - Thriving in a Connected World.pdf
5.4.g.4 TLTR Brown Bags - Faculty Development.pdf
5.4.g.5 Learning and Teaching Excellence Center.pdf
5.4.h.1 Office of Institutional Effectiveness.pdf

5.4.c.1 Clinical Faculty Policies and Practices.pdf

See **Attachment** panel below.

Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Unit Governance and Resources

How do the unit's governance system and resources contribute to adequately preparing candidates to meet professional, state, and institutional standards?

Note: Main points are included below, see Exhibit 6.4.a.1 for full narrative.

6a. Unit Leadership and Authority
The unit provides the leadership for effectively coordinating all programs at the institution designed to prepare education professionals to work in P–12 schools. The leadership, authority, governance and operations structure and organization of the unit effectively coordinate all education programs in the unit [6.4.a.2]. The Dean of the School of Education & Professional Studies (SOE&PS) has the responsibility for primary oversight of the unit, including all SUNY Potsdam undergraduate and graduate teacher certification programs. The Dean of the Crane School of Music has primary supervisory responsibilities for the music education programs and faculty and the Dean of the School of Arts and Sciences has primary supervisory responsibilities for the theatre education program and faculty. Both act in consultation with the Dean of SOE&PS.

SUNY Potsdam's policies and procedures are based on the SUNY Board of Trustees' Policies. The Faculty Senate and its committees serve as governance venues to support education programs and candidates, through programs and departments. Both SOE&PS and the Crane School of Music have by-laws [6.4.a.3, 6.4.a.5] which support the planning, delivery and operation of coherent programs of study; the Preamble for the SOE&PS by-laws clearly states this as its purpose. These bylaws define the SOE&PS and departmental committees that work in conjunction with Faculty Senate committees through the Dean of SOE&PS, enabling the unit to effectively manage and coordinate all programs so that candidates are prepared to meet professional, state, and institutional standards [6.4.a.2]. The Dean and all levels contributing to the unit leadership (including faculty professional judgment) consider New York state regulations, Specialized Professional Association (SPA) and other program accrediting requirements, and national accreditation requirements to effectively manage and coordinate all programs so that candidates are prepared to meet professional, state, and institutional standards.

6b. Unit Budget
The State of New York appropriated approximately 33% of SUNY Potsdam's 2011-12 operating budget. Tuition and fees accounted for most of the other 67% of operational expenses. State appropriations have declined sharply in the last decade from roughly 50% of the operating budget to the current 33% level. In the past few years, tuition has increased annually in a planned way (Rational Tuition Plan) [6.4.f.2] and enrollments have declined slightly [I.5.d.1].

The unit receives sufficient budgetary allocations to prepare candidates to meet standards [6.4.f.6]. SOE&PS receives a higher percentage of the college budget proportional to its FTE due to its clinical

practices, as does the Crane School of Music. During this period, funding support of professional education programs has been similar to that in other campus programs although direct budget comparisons are often difficult to interpret because some programs require more faculty or expensive instructional equipment. A survey of school operational budgets and instructional fee budgets for the last two years indicates that professional education program budgets have declined in patterns similar to budgets for the college as a whole [6.4.f.1]. Budget allocations for the future are expected to be relatively stable.

The budget adequately supports on-campus and clinical work essential for preparation of professional educators. The Provost and Academic Council have made a concerted effort to support on-campus and clinical work essential for the preparation of professional educators. Department budgets have undergone significant review over the past ten years, resulting in revisions to departmental funding based on relevant variables, including size of faculty and program enrollments. The instructional fee budget has supported candidate and faculty travel to field sites and a variety of Crane student services. The Center for School Partnerships and Teacher Certification (CSPTC), responsible for pre-student teaching and student teaching placements, receives an annual budget sufficient to support its operation [6.4.a.24]. The Center for Graduate Studies (CGS), responsible for coordination of graduate programs, receives an annual budget sufficient to support its operation [6.4.a.25].

6c. Personnel
The teaching load at Potsdam is 12 credits per semester and faculty are expected to engage in a variety of professional activities, including scholarship, assessment, advising, work in schools and service [6.4.h.1-3]. Based on the Boyer model, expectations for scholarship are moderated by the heavy teaching load and a range of scholarly activities are acceptable [5.4.f.1]. In addition, many faculty contribute professionally to community, state and national organizations and associations [6.4.m.2]. Since 2003, SOE&PS has utilized an academic faculty teaching load plan that differentiates between teaching campus courses and supervising field experiences, giving work load credit for both when determining full-time academic faculty work assignments. This plan generally assigns each academic faculty member three campus classes and one field or other non-classroom responsibility (e.g., department chair or program coordinator) [6.4.h.2-3]. The workload policy for Crane is complicated by the many different responsibilities carried out by their faculty members. The current Crane workload plan strives to make assignments equitable across their departments. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member per semester. Supervisors who are not full-time receive a course workload credit for supervising every 4-5 candidates. Formal policies and procedures have been established to include online course delivery in determining faculty load. Teaching an on-line course counts the same toward faculty teaching workload as a traditional face-to-face course [6.4.j.4].

The unit makes appropriate use of full-time, part-time, and clinical faculty as well as graduate assistants so that program coherence and integrity are assured. In addition to our full-time academic faculty, clinical faculty are included in the unit as valued colleagues in preparing future educators, typically teaching two classes and supervising two units of clinical practice per semester. In 2012-13 we had nine full-time clinical faculty who are exemplary teachers with extensive P-12 teaching experience and who hold at least a Master's degree. In addition, SUNY Potsdam is fortunate to have a supply of highly qualified educators interested in teaching courses on a part-time basis. While the Unit has increased the number of academic and clinical faculty supervising student teachers and field experiences in recent years, the majority of our student teachers are still supervised by part-time college supervisors. These supervisors must have appropriate academic preparation and public school teaching experience in the programs to be supervised. The TaskStream/Assessment Graduate Assistant position is an ongoing position and plays a key role in supporting the teacher preparation programs, particularly with training and data collection.

The unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards. [6.4.b.2, 6.4.c.1]. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology [6.4.m.1]. Education faculty have the opportunity to participate in activities and workshops offered by the college's Learning and Teaching Excellence Center (LTEC), the Sheard Literacy Center [6.4.i.5-6], and the teaching and learning initiatives of St. Lawrence Valley Associated Colleges. The Teaching, Learning, and Technology Roundtable (TLTR) provides ongoing workshops in the use of technology. The School sponsors an ongoing faculty Research Seminar open to all faculty [6.4.k.1] as well as periodic lunch hour sessions on topics of general interest.

6d. Unit Facilities
The unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidate use of information technology in instruction [6.4.i.1]. SOE&PS is located in Satterlee and Dunn Halls, and has adequate facilities and information technology resources for preparing education candidates to meet professional, state, and institutional standards [6.4.i.3]. In addition to our general purpose classrooms, the school maintains the Rebecca V. Sheard Literacy Center, housing the Thomas O'Shaughnessy Center for Assistive Technology, which provides demonstrations and training in the use of a wide variety of accommodative hardware and software. Satterlee 301 was renovated to create a state-of-the-art Mathematics/Science Education Center that allows faculty to model technology-enhanced math and science educational practices. Eight "smart" (projection) classrooms in Satterlee and Dunn Halls provide faculty and candidates with access to technology to enrich classroom learning activities and presentations [6.4.i.1].

6e. Unit Resources including Technology
The unit allocates resources across programs to prepare candidates to meet standards for their fields [6.4.i.4]. The development and implementation of the unit's assessment system is well funded [Standard 2]. The unit has adequate information technology resources to support faculty and candidates [6.4.i.1 & 6.4.i.3]. Professional education faculty and candidates have access both to sufficient and current library and curricular resources and electronic information [6.4.i.2 & 6.4.i.4]. Resources for distance learning programs are sufficient to provide reliability, speed, and confidentiality of connection in the delivery system [6.4.j.1-2].

10000 character limit

6.2 Moving Toward Target or Continuous Improvement

Please respond to 6.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 6.2.b.

6.2.a Standard on which the unit is moving to the target level

D Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.
D Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
D Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.

15000 character limit

D Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
D Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.

The School of Education and Professional Studies has implemented a number of changes based on analysis of assessment data that have led to continuous improvement of candidate performance and program quality:

-Offered a series of training sessions for faculty on integrating SmartBoard into their classes after observing data that showed candidate weakness in implementing technology in the classroom. A campus assessment mini-grant was written and funded to support this initiative [6.4.m.6].

-Added representatives from the Music Education and Theatre Education programs to the Teacher Preparation Chairs Council so that all education certification programs were fully represented [6.4.a.21].

-Brought Joan Lesh, a national expert on the TPA assessment, to help our faculty and field supervisors meet new certification requirements [3.4.d.6].

-Coordinated efforts across all certification programs to move into alignment with new and revised standards (InTASC, SPA, CAEP, etc.) effective fall 2014.

-Physical space has been requested and allocated to expand the Mathematics/Science Education Center in years ahead and a broadly representative planning group has been formed to develop the concept further and initiate a fundraising strategy [6.4.m.8].

-Plans to add two additional SmartBoards to instructional spaces through SUNY S-TEN funding [6.4.l.2].

-Campus received $43,000 is SUNY S-TEN funding to aid in the preparation of our faculty to meet new standards -- Common Core, new state certification requirements (including the edTPA), clinically-rich teacher preparation, and data-driven instruction [6.4.l.2].

-Created two Centers to provide more comprehensive services to our candidates - the Center for School Partnerships and Teacher Certification and the Center for Graduate Studies.

-The SOE&PS Dispositions Committee was created to ensure consistent review of candidate dispositions across all certification programs [3.4.f.1].

-Reactivated the Teacher Education Student Association (TESA), adding a social media component and organizing numerous events - fundraisers, an annual TESA Conference [3.4.a.7], and professional development opportunities for members.

-Worked with new faculty and part-time faculty to ensure consistency in course design with regard to our Conceptual Framework and other standards.

-Encourage all faculty to give back to the schools in a true partnership arrangement [6.4.m.2, 6.4.m.4, 6.4.m.5].

-Continue to work with Computing and Technology Services (CTS) to plan for additional Smart classrooms in Satterlee and Dunn Halls.

-Working with the Physical Plant to implement facilities improvements including a Satterlee lobby update and display cases that highlight faculty scholarship and student learning.

-SOE&PS has faculty criteria and processes for personnel decisions (hiring, retention, promotion and discretionary salary awards) that lead to ongoing continuous improvement of faculty performance.

10000 character limit

6.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard.

AFI:

The unit does not provide a regular and systematic mechanism to facilitate communication between unit faculty and the professional community, including other units of the institution and P-12 educators.

Response:

In Fall 2007, the Unit re-instituted regular meetings of our Teacher Education Advisory Council (TEAC) [6.4.a.11-6.4.a.19]. We continue to hold meetings of our TEAC each semester. In these meetings, representatives of the teacher preparation departments meet with their counterparts from core academic disciplines in Arts and Sciences and with public school administrators. Membership includes faculty and deans from the School of Education & Professional Studies (SOE&PS), The Crane School of Music, and the School of Arts and Sciences [6.4.a.10]. TEAC serves as a consultative mechanism between the various stakeholders responsible for assuring the effectiveness of all teacher preparation programs, both on and off campus. Items of concern are discussed within TEAC, and representatives return to their respective areas to develop solutions for the improvement and strengthening of teacher preparation at SUNY Potsdam. Recent conversations have addressed ways to more effectively coordinate content knowledge assessment efforts, new state certification exams (including the edTPA), and candidate math and writing proficiencies.

Furthermore, at our meetings in 2007-11, TEAC analyzed key unit data, discussed evaluation of in-service teachers, and explored areas of teacher shortage. At our meetings in 2011-2012, we analyzed key unit data, and discussed areas related to writing, both the writing skills preparation of teacher candidates as well as teacher preparation and skills in teaching writing to P-12 students [6.4.a.14-6.4.a.16]. We are committed to convening the TEAC once each semester, with representatives serving for two-year terms.

The Dean of the School of Education & Professional Studies also hosts a meeting of the school district superintendents in the St. Lawrence-Lewis County BOCES on campus every fall. At this meeting SOE&PS gives an update on current issues related to teacher education and requests input from school districts [6.4.m.7].

Beginning in 2011, the Center for School Partnerships and Teacher Certification hosts an annual luncheon for area public school administrators, incorporating discussion and feedback on how our teacher candidates placed in their schools are performing, and how SUNY Potsdam can better prepare and support its teacher candidates. As a result of these discussions, SOE&PS reports back annually to this group the changes we have made to address the suggestions from the districts and solicit new suggestions [3.4.a.8].

Ongoing Professional Development Site (PDS) meetings with regional schools take place both on campus and with faculty members at school sites [3.4.a.2]. College faculty provide professional development to teachers in schools in such areas as common core instruction and assessment [5.4.e.8-9]. New York State support for implementation of new teacher preparation changes includes campus and regional network teams. Our campus team includes representatives from our regional BOCES & Arts and Sciences faculty [6.4.l.1-6.4.l.2].

In 2013-2014, SOE&PS has two clinical faculty on sabbatical leaves spending time in and providing service to area public schools. One faculty member is collaborating with our local BOCES to offer professional development on the Common Core Curriculum in mathematics to our regional P-12 partners [6.4.m.4]. Another faculty member is working in partnership with a local school, substitute teaching to obtain first-hand experience with the Common Core Curriculum, state standards, and state tests. They will then reintegrate learning from these experiences into their teacher education courses [6.4.m.5].

12000 character limit

6.4 Exhibits for Standard 6

6.4.a	Policies, procedures, and practices for governance and operations of the unit
6.4.b	Organizational chart and/or description of the unit governance structure and its relationship to institutional governance structure
6.4.c	Policies, procedures, and practices for candidate services such as counseling and advising
6.4.d	Policies, procedures, and practices for candidate recruitment and admission, and accessibility to candidates and the education community
6.4.e	Academic calendars, catalogs, unit publications, grading policies, and unit advertising
6.4.f	Unit budget, with provisions for assessment, technology, professional development, and support for off-campus, distance learning, and alternative route programs when applicable
6.4.g	Budgets of comparable units with clinical components on campus or similar units at other campuses
6.4.h	Policies, procedures, and practices for faculty workload and summary of faculty workload
6.4.i	Policies, procedures, and practices to ensure that all candidates have access to physical and/or virtual classrooms, computer labs, curriculum resources, and library resources that support teaching and learning
6.4.j	Policies, procedures, and practices to ensure that all candidates access have to distance learning including support services and resources, if applicable

6.4.a.1 Standard 6 Full Narrative.pdf
6.4.a.2 Governance and Operations of the Education Unit.pdf
6.4.a.3 SOE&PS Bylaws.pdf
6.4.a.4 SOE&PS Personnel Policies.pdf
6.4.a.5 Crane, School of Arts and Sciences, Business Administration Bylaws.pdf
6.4.a.6 Literacy Education Bylaws.pdf
6.4.a.7 Early Childhood, Childhood, and General Professional Education Bylaws.pdf
6.4.a.8 Special Education Bylaws.pdf
6.4.a.9 Secondary Education Bylaws.pdf
6.4.a.10 2013-2014 TEAC Membership.pdf
6.4.a.11 TEAC Minutes 10-30-13.pdf
6.4.a.12 SEDProgramProfiles to go with 10-30-13 TEAC Minutes.pdf
6.4.a.13 TEAC Minutes 3-18-13.pdf

6.4.a.14 TEAC Minutes 10-31-12.pdf

6.4.a.15 TEAC Minutes 4-18-12.pdf

6.4.a.16 TEAC Minutes 4-6-11.pdf

6.4.a.17 TEAC Minutes 3-25-10.pdf

6.4.a.18 TEAC Minutes 5-8-09.pdf

6.4.a.19 TEAC Minutes 4-25-08.pdf

6.4.a.20 2013-2014 Teacher Preparation Chairs & Coordinators Membership List.pdf

6.4.a.21 Teacher Preparation Chairs & Coordinators Minutes.pdf

6.4.a.22 School of Education & Professional Studies Council.pdf

6.4.a.23 School of Education & Professional Studies Council Minutes.pdf

6.4.a.24 CFSPTC 2013-2014 Budget.pdf

6.4.a.25 The Center for Graduate Studies Budget Summary.pdf

6.4.b.1 SUNY Potsdam Education Unit Organizational Chart.pdf

6.4.b.2 Unit Support Personnel.pdf

6.4.c.1 Student Support Services.pdf

6.4.c.2 Undergraduate Advising Policies, Procedures, and Practices.pdf

6.4.c.3 Graduate Advising Policies, Procedures, and Practices.pdf

6.4.d.1 Undergraduate Admissions Policies, Procedures, and Practices.pdf

6.4.d.2 Graduate Admissions Policies, Procedures, and Practices.pdf

6.4.d.3 2014-2015 Undergraduate Admission Standards.pdf

6.4.e.1 Academic Calendars.pdf

6.4.e.5 Undergraduate Grading and Course Related Policies.pdf

6.4.e.6 Graduate Grading and Course Related Policies.pdf

6.4.f.1 Unit Budget.pdf

6.4.f.2 Rational Tuition Plan.pdf

6.4.f.3 TaskStream Graduate Assistantship Position Announcement .pdf

6.4.f.4 External Education Unit Grants Funded.pdf

6.4.f.5 Scholarship Awards for Teacher Education Programs.pdf

6.4.f.6 Academic Budgets Across Schools.pdf

6.4.g.1 Academic Budgets Across Schools.pdf

6.4.h.1 Faculty Workload Policies, Procedures, and Practices.pdf

6.4.h.2 Faculty Workload Summary.pdf

6.4.h.3 Faculty Workload.pdf

6.4.i.1 Classroom Lab List.pdf

6.4.i.2 Library Resources.pdf

6.4.i.3 Technology Resources.pdf

6.4.i.4 Curriculum Resources.pdf

6.4.i.5 Rebecca V. Sheard Literacy Center Mision Statement.pdf

6.4.i.6 Rebecca V. Sheard Literacy Center Programming.pdf

6.4.j.1 Distance Learning Courses Teacher Prep.pdf

6.4.j.2 Email from the Provost Office.pdf

6.4.j.4 Load Credit for Distance Courses.pdf
6.4.k.1 Faculty Research Seminar.pdf
6.4.l.1 STEN Team Membership SUNY Potsdam.pdf
6.4.l.2 Potsdam STEN Agreement.pdf
6.4.m.1 Profession Development Opportunities for Faculty.pdf
6.4.m.2 Faculty Service.xlsx
6.4.m.4 Sabbatical - Duprey.pdf
6.4.m.5 Sabbatical - Hayes.pdf
6.4.m.6 Faculty SmartBoard Training Mini-Grant Proposal.pdf
6.4.m.7 School Districts Superintendents' Meetings.pdf
6.4.m.8 Math Science Center Expansion.pdf
6.4.m.3 Sampling of Faculty Campus Presentations.xlsx
6.4.e.2 Undergraduate Catalog.pdf
6.4.e.3 Graduate Catalog.pdf
6.4.e.4 Summer 2013 Newsletter.pdf

See **Attachment** panel below.