

**SUNY Potsdam  
Administrative Unit  
Assessment Plan**

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**PURPOSE**

Administrative Assessment is an ongoing process that allows a unit to evaluate and – where necessary – improve its programs, services, and operations. Assessment is a systematic approach to demonstrate continuous improvement in programs, services, and operations. This template is to be used when creating your assessment plan. Assessment plans should be measurable, meaningful, and manageable.

**UNIT MISSION STATEMENT**

The Center for School Partnerships and Teacher Certification is dedicated to developing future educators. This is done by providing unique hands-on experiences with public/parochial schools and their highly qualified faculty/staff who partner with SUNY Potsdam. Our staff offers one-on-one support and guidance to our Teacher Candidates.

**GOAL #1**

*Reminder: Generally speaking, goals should be grounded in the mission of the unit, be broad, and linked to the overall institutional priorities and goals. They should focus on strengthening and improving critical functions, services and processes and reflect the most important/urgent priorities of the unit.*

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

**GOAL #1 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?**

(Select all that apply)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☒ Academic Programs and Planning
- ☒ Strengthening Community Connections
- ☒ Diversity, Equity, Inclusion, & Belonging

**Briefly describe the link between goal #1 and the institutional priority area(s) selected.**

The increased accessibility we achieved by offering our MST Childhood 1-6 and Literacy programs online and in person has increased our enrollment significantly. Besides new students entering our programs, we have seen more of our undergraduates remaining with SUNY Potsdam to complete the Literacy program. High-quality field experience and student teaching placements are critical components of the programs, requiring secured placements in more diverse communities across the state.

**GOAL #1 – DESIRED OUTCOMES AND OBJECTIVES**

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

1A. The Center for School Partnerships and Teacher Certification (CFSPTC) will connect with 5 new schools and create MOUs (Memorandum of Understanding) to secure pre-student teaching field and student teaching placements in areas where our candidates live.

1B. The CFSPTC will ensure the Cooperating Teachers are highly qualified.

1C. The CFSPTC will provide Informational meetings for Cooperating Teachers to support them in their role. All Cooperating Teachers will receive a recording of the meetings that outline the expectations, requirements, and answers to frequently asked questions.

1D. The CFSPTC will assist with Teacher Candidate growth and preparedness for the teaching profession.

**GOAL #1 – ASSESSMENT METHODS, MEASURES, AND TARGETS**

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

1A. Review the database and number of MOUs created each year to determine how many new partners are working with the CFSPTC. Target = 5 new MOUs.

1B. Gather evidence from district administration regarding Cooperating Teachers' level of district recommendation and years of service. Target = 90% of Cooperating Teachers are highly recommended and have three or more years of service.

1B. Review the Exit Survey data completed by the Teacher Candidates to see how they ranked their experiences with their Cooperating Teacher. Target = 90% survey completion and 75% of Teacher Candidates felt their Cooperating Teacher was highly effective.

1C. Review the Exit Survey data completed by the Cooperating Teachers to see how they ranked their experiences with the satisfaction of our support. Target = 90% survey completion and 75% of the Cooperating Teachers agreed that they felt supported.

1D. Review the Student Teaching Evaluation forms to determine the Teacher Candidate's growth and preparedness by the ratings. Target = a rating of 3 on the overall end of the placement evaluation for 90% of our candidates.

**GOAL #2**

Respond to NYC Public School Districts and Communities' needs for exemplary teacher candidates through formation of partnerships and NYC student teaching placements that optimize development of candidate competency through clinically rich experiences.

<p><b>GOAL #2 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?</b> (Select all that apply)</p> <p><input checked="" type="checkbox"/> Retention and Enrollment</p> <p><input type="checkbox"/> Financial Stability and Analysis</p> <p><input checked="" type="checkbox"/> Academic Programs and Planning</p> <p><input checked="" type="checkbox"/> Strengthening Community Connections</p> <p><input checked="" type="checkbox"/> Diversity, Equity, Inclusion, and Belonging</p>	<p><b>Briefly describe the link between goal #2 and institutional priority area(s) selected.</b></p> <p>The CFSPTC's provision of intentional invitations to participate in the NYC teacher preparation pipeline will increase development of NYC District/School partnerships. Through specific recruitment events and access to programs that offer online options and opportunities for student teaching within NYC Public Schools, Districts and Communities will benefit from more Black, Indigenous, and other students of color (BISOC) candidates graduating from a range of SUNY Potsdam teacher preparation programs.</p>
<p><b>GOAL #2 – DESIRED OUTCOMES AND OBJECTIVES</b></p> <p>Tip: Outcomes and objectives should be SMART... <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, <u>T</u>ime-bound</p> <p>2A: Each year a full-time NYC Site Coordinator/faculty member will work with multiple NYC Public Schools and Districts to create MOUs for development of grants that will provide teacher candidates opportunities for student teaching stipends or tuition support. The NYC Site Coordinator/faculty member will serve as partnership liaison.</p> <p>2B: Each semester a full-time NYC Site Coordinator/faculty member will participate in recruitment planning and subsequent events at the SUNY Global Center, CUNY Community Colleges, and Districts/Schools for Districts that have been identified with comparatively large numbers (&gt;10%) of teaching staff needing to satisfy initial or professional certification requirements.</p> <p>2C: Each semester a full-time NYC Site Coordinator/faculty member will teach student teaching seminars, provide professional development to SUNY-Potsdam Teacher Candidates and their Mentor Teachers, and train staff from partnering Districts/Schools to address implicit biases, integrate the Culturally Responsive and Social-Emotional (CR-SE) &amp; racial literacy, and planning for differentiated instruction with diverse learners in inclusive classrooms.</p> <p>2D: Each academic year, the CFSPTC will increase NYC student teaching placements by 50% over the baseline established during the 2022-2023 academic year.</p> <p>2E: Compared to the baseline established during the 2022-2023 academic year, registration of NYC BISOC students participating in UG, MST- MEd (Master in Science Education), CAS (Certificate of Advanced Studies) teacher preparation programs will increase by 50% annually.</p>	

**GOAL #2 – ASSESSMENT METHODS, MEASURES, AND TARGETS**

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

2A: Completion of partnership Memorandum of Understanding (MOU) from NYC Districts or Charter School Networks for grant applications including the Empire State Teacher Preparation Residency Grant. Target= Two new MOUs from NYC districts or Charter School Networks each semester.

2B: Review of the accumulated monthly recruitment reports from the full-time NYC Site Coordinator. Target= Each semester the NYC Site Coordinator will participate in recruitment planning for the event and facilitate subsequent events at the SUNY Global Center. Target= 2 events each semester. Weekly recruitment outreach to CUNY Community Colleges or Districts/Schools that have been identified with comparatively large numbers (>10%) of teaching staff needing to satisfy initial or professional certification requirements.

2C: The full-time NYC Site Coordinator/faculty member's assigned workload. Target= Monthly teaching of student teaching seminars and providing professional development to SUNY-Potsdam teacher candidates and their Mentor Teachers. When less than five student teachers are placed in NYC, monthly training of staff from partnering Districts/Schools will address implicit biases, integrate the CR-SE & racial literacy, or planning for differentiated instruction with diverse learners in inclusive classrooms.

2D: Annual review of the CSPTC data to identify increase in NYC student teaching placements. Target= 50% annual increase over the baseline established during the 2022-2023 academic year.

2E Annual review of UG and Graduate/Advance program registration data. Target = Completion of the annual review by June 1 of each year disaggregating the NYC BISOC students participating in UG, MST, MEd, and CAS teacher preparation programs compared to previous academic year to determine attainment of a minimal 50% annual increase.

### GOAL #3

To continue to support teacher candidates' development of their skills as writers and as teachers of writing and build their capacity for reflection and self-assessment.

#### GOAL #3 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☒ Academic Programs and Planning
- ☐ Strengthening Community Connections
- ☒ Diversity, Equity, Inclusion, & Belonging

#### Briefly describe the link between goal #3 and institutional priority area(s) selected.

Two CFSPTC programs help students build their capacity for success with college-level writing: the "Writing Your Way In: Tools for Success with College Writing," writing badge, and the "Write Well / Teach Well" referral program. Students develop their writing skills through engagement in peer-tutoring and writing workshops, and through reflection on their writing processes and products. In both programs, students take part in self-assessment of their writing skills and take part in end-of-the-semester written and oral reflections on their progress as writers and as teachers of writing. These programs build on the strength of the university's college writing center, the Writers' Block, which has a proven record of improved academic performance for historically underrepresented and marginalized communities.

#### GOAL #3 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

3A: Students who begin either program will complete the program.

3B: Students will reflect on current skill level, set goals for building skills, and reflect on progress.

3C: Students who complete either program will report satisfaction with the program.

3D: Upon completing either program, students will report growth in writing skills.

3E: Where appropriate, faculty will use the Write Well / Teach Well program as part of students' PDPs (Professional Development Program).

### **GOAL #3 – ASSESSMENT METHODS, MEASURES, AND TARGETS**

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

3A1: Method: Student engagement will be measured by percent of students who complete either assigned program within two semesters: Target = 75%

3B1: Method: Assigned students will complete pre- and post-session reflections for each tutoring session and workshop they take part in. Target = 80%

3C1: Method: During their culminating experience (the Reflective Conversation) students will report writing strategies they learned or had reinforced that they will continue to use and/or plan to teach. Target = 80%

3D1: Method: Student growth in writing skills will be self-reported. Target = Of those who complete, 80% will identify specific learnings and support with evidence.

3E1: Method: Faculty will refer students who are underperforming in writing to the Write Well / Teach Well program in the first half of any semester, so the student has time for adequate support. Target: 80% of referrals to the WW/TW program will occur in the first half of any given semester.