

BOARD OF EXAMINERS REPORT

N C A T E

National Council for Accreditation of Teacher Education

ACCREDITATION VISIT TO:

State University of New York at Geneseo
Geneseo, New York
September 16-20, 2006

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SUMMARY FOR PROFESSIONAL EDUCATION UNIT
National Council for Accreditation of Teacher Education

Institution: State University of New York at Geneseo

Standards		Team Findings	
		Initial	Advanced
1	Candidate Knowledge, Skills, and Dispositions	M	M
2	Assessment System and Unit Evaluation	M	M
3	Field Experiences and Clinical Practice	M	M
4	Diversity	M	M
5	Faculty Qualifications, Performance, and Development	M	M
6	Unit Governance and Resources	M	M

M = Standard Met

NM = Standard Not Met

INTRODUCTION

A. The Institution

State University of New York at Geneseo (SUNY-Geneseo) is a four-year public liberal arts college in a sparsely populated rural county in Western New York. Its 220-acre campus is located in Geneseo, a village with a population of approximately 7,600. SUNY-Geneseo offers 47 degree programs, with the largest number of degrees awarded in education and the social sciences. SUNY-Geneseo is accredited by the Middle States Association of Colleges and Schools. SUNY-Geneseo achieved full accreditation in August 2001; the only area of concern cited was in diversity. Other accreditations or certifications include those from the American Chemical Society; the American Speech, Language and Hearing Association; and the Association to Advance Collegiate Schools of Business. In 2003, SUNY-Geneseo became the first non-doctoral undergraduate institution within SUNY to house a Phi Beta Kappa chapter. In 2006, 73 students were elected to become members of this prestigious academic honor society; of those 15 were teacher candidates.

In fall 2005, there were 5,307 students enrolled in SUNY-Geneseo's 41 undergraduate programs and 179 enrolled in 6 graduate programs. SUNY-Geneseo is a residential college with approximately 3,000 of its students living on campus and most of the others in off-campus housing virtually adjacent to the campus. Approximately 43 percent of entering freshmen in fall 2005 came from counties in Western New York and the Genesee Valley; just fewer than 23 percent come from New York City and Long Island. Only 1 percent of the students are from out-of-state. In fall 2005, there were 241 full-time faculty and 80 part-time faculty; 87.5 percent of full-time faculty hold doctorates or terminal master's degrees; 23.7 percent of part-time faculty hold terminal degrees. From 1987 to 2004, 80 faculty received distinguished teaching and service awards. The faculty are organized into 17 academic departments in the School of Business, the School of the Arts, and the School of Education. Graduates of SUNY-Geneseo's teacher education programs work in most of the area public schools. For example, in the Geneseo Central School District, almost 50 percent of the teachers earned their B.S.Ed., M.Ed., or both degrees from SUNY-Geneseo.

B. The Unit

The professional education unit at SUNY-Geneseo includes the Ella Cline Shear School of Education and the Department of Communicative Disorders and Sciences. The School of Education offers undergraduate programs leading to initial certification in Early Childhood Education, Childhood Education, Childhood Education with Special Education, and Adolescence Education. Because teacher candidates also pursue liberal arts studies in the general education curriculum and in a major or concentration, they develop the necessary depth of knowledge to understand their world and subsequently to communicate these understandings to their future students. The School of Education offers graduate programs leading to initial/professional certification in Early Childhood Education and Literacy B-6 and 5-12 and to professional certification in Adolescence English, Math, Social Studies, and Foreign Languages. The Department of Communicative Disorders and Sciences offers a B.S. degree with initial certification in Speech and Language Disabilities and a M.S. in Speech-Language Pathology.

Each program in the School of Education is informed by the standards and literature supplied by such professional and academic resources as the National Council for the Accreditation of Teacher Education, the Council of Public Liberal Arts Colleges, the New York State Learning Standards, and various professional educational organizations. In recent years, approximately 25 percent of all Geneseo undergraduates have completed majors or certification programs in education. Virtually all of SUNY-Geneseo's graduate students are enrolled in programs in the professional education unit (84 percent in the School of Education; 16 percent in Speech Pathology).

The graduate programs in Early Childhood, Literacy (B-6 and 5-12), Adolescence Education (English, Social Studies, Mathematics, French, and Spanish), and Speech-Language Pathology prepare teachers to be accomplished educators and provide advanced coursework for professional New York State teacher certification.

Table 1 lists the undergraduate and graduate certification programs offered at SUNY-Geneseo. In 2005-2006, the number of candidates in undergraduate programs leading to initial certification was 1,550; the number of candidates in graduate programs was 147. Table 2 shows the academic rank of faculty in the School of Education.

Table 1: Programs Offered in the Education Unit

Program Name	Award Level	Program Level	Hours Required	2005-06 Enrollment	Accrediting Body	State Approval	National Recognition Status
Early Childhood Education (B-2)	B.S.Ed or BA.	Initial	85-86	59	NAEYC NYSED	State approved	Nationally Recognized
Childhood Education (1-6)	B.S.Ed or BA.	Initial	82-83	284	ACEI NYSED	State approved	Nationally Recognized
Childhood Education with Special Education (1-6)	B.S.Ed.	Initial	91	418	CEC NYSED	State approved	Nationally Recognized
Adolescence Education (7-12) English	B.A.	Initial	68-81	131	NCTE NYSED	State approved	Nationally Recognized
Adolescence Education (7-12) Mathematics	B.A.	Initial	73-77	149	NCTM NYSED	State approved	Nationally Recognized
Adolescence Education (7-12) Chemistry/General Science	B.A. or B.S.	Initial	113-115	18	NSTA NYSED	State approved	Rejoining
Adolescence Education (7-12) Biology/General Science	B.A. or B.S.	Initial	96-99 103-106	32	NSTA NYSED	State approved	Rejoining
Adolescence Education (7-12)	B.A. or B.S.	Initial	93-95	15	NSTA NYSED	State approved	Rejoining

Physics/General Science							
Adolescence Education (7-12) Earth Science /General Science	B.A.	Initial	97-102	17	NSTA NYSED	State approved	Rejoining
Adolescence Education (7-12) French	B.A.	Initial	62-64	9	NYSED	State approved	Submitted
Adolescence Education (7-12) Spanish	B.A.	Initial	62-64	35	NYSED	State approved	Submitted
Adolescence Education (7-12) Social Studies (7-12)	B.A.	Initial	62-91	171	NCSS NYSED	State approved	Rejoining
Speech and Hearing Handicapped	B.S.	Initial	62	212	NYSED	State approved	NA
Speech Pathology	M.A.	Advanced	48	25	ASHA NYSED	State approved	Accredited
Elementary Education – Advanced Teaching*	M.S.Ed	Advanced	33	26	NYSED	State approved	NA
Elementary Education – Reading*	M.S.Ed	Advanced	33-36	10	NYSED	State approved	NA
Elementary Education – Early Childhood*	M.S.Ed	Advanced	33	4	NYSED	State approved	NA
Early Childhood Education	M.S.Ed	Advanced	33	3	NYSED NAEYC	State approved	Submitted
Literacy Education B-6	M.S.Ed	Advanced Professional & 2nd Initial	33	49	IRA NYSED	State approved	Rejoining
Literacy Education 5-12	M.S.Ed	Advanced Professional & 2nd Initial	33	4	IRA NYSED	State approved	Rejoining
Adolescence Education Mathematics	M.S.Ed	Advanced	33	8	NYSED	State approved	NA
Adolescence Education English	M.S.Ed	Advanced	33	2	NYSED	State approved	NA
Adolescence Education French	M.S.Ed	Advanced	33	2	NYSED	State approved	NA
Adolescence Education Spanish	M.S.Ed	Advanced	33	1	NYSED	State approved	NA

Adolescence Education Social Studies	M.S.Ed	Advanced	33	3	NYSED	State approved	NA
Teachers of Special Education*	M.S.Ed	Advanced	33	10	NYSED	State approved	NA

* Note: This is a provisional/permanent program. Only candidates with provisional certifications can be enrolled in the program.

Table 2: Academic Rank of Professional Education Faculty, 2005-2006

Academic Rank	# of Faculty with Tenure		Non-tenured Faculty			
			# on Tenure Track		# Not on Tenure Track	
	S	C	S	C	S	C
	O	D	O	D	O	D
	E	S	E	S	E	S
		C		C		C
Professors	4	4	0	0	0	0
Associate Professors	5	2	0	0	0	0
Assistant Professors	5	0	5	0	0	0
Instructors	0	0	0	0	0	0
Lecturers (full-time)	0	0	0	0	4	1
Adjunct Faculty	0	0	0	0	8	6
Graduate Teaching Assistants	0	0	0	0	0	0
Total	20		5		19	

There are no programs offered off-campus or via distance learning at SUNY-Geneseo.

C. The Visit

A joint NCATE and NYSED state team conducted SUNY-Geneseo's initial accreditation review during the period September 16-20, 2006. The NCATE and state team chairs acted as co-leaders throughout the visit and shared all aspects of team functions and the production of the report. The team functioned as a unit, and the report that was produced serves the purposes of both NCATE and the New York State team review.

Programs had been reviewed by the specialty professional organizations (SPAs) prior to the visit, and the resultant reports were applied to determining compliance with NCATE standards as provided for in the partnership agreement.

There were no unusual circumstances that affected the site visit.

CONCEPTUAL FRAMEWORK

Introduction

At Geneseo, the undergraduate and graduate programs have different conceptual frameworks. The conceptual framework for the undergraduate programs is organized around three central strands that are informed by theory, research, and policy, as well as the wisdom of practice: Teacher as Scholar, Teacher as Constructivist Practitioner and Teacher as Reflective Practitioner. Each of these strands is supported by candidate proficiencies which specify the competencies that students must demonstrate. These competencies then become the base for assessments throughout the program.

The graduate program faculty chose as their conceptual framework the Teacher as Accomplished Educator. It extends the central themes of the undergraduate conceptual framework and is designed to add depth. All graduate programs at Geneseo are designed to extend the knowledge of research curriculum development, assessment, and pedagogy. The themes of the undergraduate program appear again, but with new proficiencies that reflect this advanced practice dimension. All graduate programs require that a candidate already possess a teaching credential before admission.

These concepts are consistent with the institution's mission and the unit's vision and mission. The vision, values, and beliefs of the unit are summarized in their chosen theme: *Teachers committed to improving the lives of students through education.* These concepts have been used to assist in the alignment of the purposes, philosophies, candidate proficiencies, and structures of the various programs offered at Geneseo. The three concepts are evident in the teaching, service, and research activities of the faculty.

The philosophy which undergirds teacher preparation at Geneseo engages the work of educational scholars and theorists. Central to this philosophy are the works of Piaget, Dewey, and Vygotsky. Vygotsky's theory on constructivism is a theory of learning that influences the way professors and teachers interact with each other around this work and recognize the central role of the learner's active construction of meaning and understanding.

The conceptual framework is aligned with state and professional standards and thus provides the overall context within which to assess teacher candidate performance and proficiencies. Teacher candidates at Geneseo are expected to acquire a thorough grounding in the liberal arts and sciences as well as in theories of child development and in the historical, social, and philosophical foundations of education. They are expected to develop the sensitivity and imagination to create a learning environment that enhances the education and needs of all students. Candidates are also expected to grow as reflective practitioners who are adept at using technology appropriately to enhance teaching and learning.

Document analysis and faculty interviews confirmed that work is guided by the unit's conceptual framework. It is introduced to all candidates at the beginning of their programs of study, is embedded in the assessments that are done as candidates progress in the programs, and is well understood by school partners. The assessment system that provides the information regarding candidate performance at the four assessment checkpoints is designed to provide information about the candidate's performance in the proficiencies aligned with the scholar, reflective practitioner, and constructivist strands of the conceptual framework. Interviews with

school personnel indicated that reflection was an especially strong skill developed in Geneseo graduates and had become a characteristic particularly evident in these candidates.

The conceptual frameworks were developed by a committee of faculty with input from clinical faculty and school partners as well as students. Evidence was reviewed which showed a process for the study and creation of the Geneseo conceptual framework that has gone on for over five years. At the time of the visit, the understanding of the conceptual frameworks and the ways in which they drive instruction, clinical practice, and assessment was well established among the faculty, candidates, school partners, and the wider college community.

The unit's mission is consistent with that of SUNY-Geneseo. Once a normal school, Geneseo now is a member of the Council of Public Liberal Arts Colleges and is an academically selective institution with a commitment to superior liberal arts instruction for undergraduate students. The student at Geneseo is taught content and, in some adolescence programs (science and foreign languages), content pedagogy by liberal arts faculty. Unit faculty work closely with liberal arts faculty and support the vision of a rigorous undergraduate curriculum and the creation of a learning community which fosters socially responsible citizens.

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

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

Level: (Initial and/or Advanced)

A. Content knowledge for teacher candidates

The unit provides evidence that it responds to the “Teacher as Scholar” strand of its conceptual framework with well-developed programs that are both accountable and recognized for the acquisition of content knowledge, skills, and dispositions. Assessment data reveal unit candidates consistently demonstrate content area knowledge prior to entry into programs and as a result of candidate development within the unit. The impact of unit candidates upon student learning and the educational community is also apparent in aggregated data.

Data are collected from the beginning of the candidate experience. As an example, entry-level GPAs are used as one of the predictors of probable success at the initial program level with a minimum threshold of a 2.75 GPA. Transfer students with less than two full-time semesters of transfer credit also need to provide proof of a 2.75 GPA, and a 3.0 GPA is required of those who transfer with more than two semesters of recorded credit. GRE exams serve as entry-gate indicators for the advanced programs in addition to cited GPAs and completion of a B.A. or B.S. degree in a liberal arts discipline. Some rare exceptions are made at the entry levels if other strong factors underscore the probability of successful program completion.

In addition to predicting success, data collection and analysis is integral to the measurement of unit performance and the foundation for program registration at the state level. All 13 initial programs, the two advanced professional and second initial programs, and the six advanced programs meet the requirements of the Commissioners Regulations and system-wide SUNY policies. Over one-fourth of the college students are enrolled in these approved programs at the initial level, and 96 percent of the college’s graduate students are enrolled in the graduate program in the unit.

Candidates seeking certification are assessed by the Liberal Arts and Sciences Test (LAST), which is one component of the required New York State Teacher Certification Examination (NYSTCE). Since 2003, pass rates have been in excess of 97 percent annually, reaching 99 percent in one of the 2004 testing periods and again this year. The state reports passing rates at 99 percent for 2003-04; 98 percent for 2004-05; and 98.8 percent for 2005-06. Current passing rates for the College are the highest in the SUNY system. Extensive data prior to 2003 (when different state standards were in effect) reveal the same level of candidate success.

The first cohort of candidates to take the New York State Content Specialty Tests (CST) as a requirement for initial certification completed exams at better than an 80 percent rate in all areas and officially at over 88 percent on state data, which do not include areas with fewer than ten students. Passing rates are in excess of 89.9 percent for 2004 and 93.3 percent in 2005. Virtually all candidates in unit programs take some portion of the CST: Early Childhood and

Childhood candidates take the Multi-Subject CST; Childhood with Special Education candidates take the Multi-Subject CST and the Students with Disabilities CST. Candidates seeking adolescence certification take the CST particular to their major discipline area.

Unit candidates also take the Assessment of Teaching Skills-Written (ATS-W) for elementary and secondary areas. They have recorded passing rates of 99-100 percent every year since 2001-02. ATS-W results mirror success rates in CST and LAST exams, thus reflecting candidate performance at a significantly high level in multiple assessments. The assessments at the initial level are carried to the advanced level programs as both requirements for entry and predictors of success in the graduate programs.

The initial level Early Childhood Education (B-2) program is recognized by the National Association for the Education for Young Children (NAEYC); Childhood Education (1-6) by the Association for Childhood Education International (ACEI); and Childhood Education with Special Education (1-6) by the Council for Exceptional Children (CEC). Adolescence Education (7-12) in English is recognized by the National Council of Teachers of English (NCTE), and Mathematics is recognized by the National Council of Teachers of Mathematics (NCTM). Chemistry, biology, physics, and earth science are in the process of filing rejoinders to the SPA findings to show these programs are in alignment with the performance-based state standards and those expected by the National Science Teachers Association (NSTA). That rejoinder also will attempt to clarify ratings on the Student Teaching and Feedback Form. The reviewing body is also seeking a better understanding of the standards being met in the state exams (LAST, CST, and ATS-W) and of other data pieces being presented by the unit. A rejoinder is also being submitted for social studies to the National Council for the Social Studies (NCSS). The rejoinder will provide evidence and clarity related to instructional rubrics and offer additional evidence of internal assessments. French and Spanish initial programs have been submitted and await decisions from the American Council on the Teaching of Foreign Languages (ACTFL).

At the advanced level, the Speech Pathology program is accredited by the American Speech Language Hearing Association (ASHA), and the Early Childhood Education program is recognized by the National Association for the Education of Young Children (NAEYC). Literacy Education (B-6) and Literacy Education (5-12) programs are submitting rejoinders to the International Reading Association (IRA). The unit is clarifying elements in the rubrics and in assessment tools. The unit will also discuss the impact of candidate instruction and assessment on student learning in the report.

There is also internal triangulation of these standardized findings through regular and consistent review of quality within courses, in the field experience, in self-evaluation, and on-the-job performance. Over the past few years, unit faculty and the Assessment Committee have identified key assignments to be assessed in each area. With the involvement of all the stakeholders, the unit has determined rubrics acceptable to faculty to provide data on content acquisition and classroom delivery. Unit faculty have participated in regular and extensive workshops to provide high inter-rater reliability in scoring candidate performance unit-wide.

Student teaching data reveal a similar pattern of success since 2003 in the four initial level programs, with over 88 percent of the candidates performing at the acceptable or target level on every strand since 2003 on questions related to content knowledge, skills, and dispositions. Candidates have received scores ranging from 95-100 percent at the acceptable and target level in the assessment of oral discourse for organization, expression, presentation, and

reasoning since 2004. Employer surveys and interviews with human relations officers and administrators reveal a high level of respect for the content knowledge and skills strengths demonstrated by unit candidates. One employer commented that unit candidates are “the best quality I look at across the board...consistently coming with maturity, professionalism, and skills.”

Faculty members and department heads in each of the liberal arts areas echo that teacher candidates are not identifiable among other education content majors: “They perform at the same level, if not higher than the majors.” Throughout the employer interviews, accolades were given to the unit for flexibility and respect for content and to the candidates for upholding the reputation of the school.

The new advanced level programs, created in response to changes in state regulations in 2000, have only recently been enrolling students. The Early Childhood and Literacy graduate programs began enrolling in 2004 and the Adolescence programs began in the fall of 2005, but assessment pieces are in place within courses and in clinical situations where the programs have additional clinical experiences beyond the classrooms in which candidates are currently employed. Data available are consistent with the findings of programs at the initial level. Many of the courses and the programs themselves encourage the collection of data through research and observation in the courses and in the capstone experiences to show the content knowledge, skills, and dispositions necessary to demonstrate the strengths of candidates as they transfer knowledge and facilitate the acquisition of knowledge by their students.

Advanced candidates in the Literacy program must take the CST because the program leads to initial certification in Literacy. One hundred percent of the 57 candidates since 2004 had passing scores.

B. Content knowledge of other school personnel

The unit houses the Department of Communicative Disorders and Sciences. This program trains candidates to work with students who have speech and language disabilities in school settings and is accredited at the advanced level by the American Speech Language Hearing Association (ASHA).

Enrollment in the student teaching component of the program is based on maintenance of a 2.5 GPA overall and a 2.6 GPA in the major with no “E” grades in any course within the major. If the GPA is satisfied and the faculty review is successful, candidates at the initial level progress through the student-teaching cycle. These clinical experiences are evaluated regularly using the instrument developed by the unit. There is consistent evidence candidates seeking initial certification in Speech and Language Disabilities perform at the highest level. Assessment of content knowledge is tied to the required courses and the defined key assignments. Interviews during the visit focused on the demand for graduates with this certification from the unit because of their ability to relate to the students in the school setting and to apply the knowledge they have acquired in the unit program.

At the advanced level, the Speech Pathology program is nationally recognized by ASHA. Candidates are required to demonstrate their knowledge of the ASHA requirements and the Code of Ethics, as well as the state licensure and teacher certification requirement. All candidates must successfully pass the National Examination in Speech-Language Pathology which is required by

ASHA for its Certificate of Clinical Competence. This is also required by New York State for professional certification.

Advanced level programs are very similar in their expectation of candidates and the measurement of the content competencies expected at the undergraduate level. The unit has defined data collection points in the assessment continuum to substantiate the qualifications of entering candidates and to trace their cognitive growth and content knowledge using a variety of assessments. Faculty review coursework performance and clinical experiences employing piloted and developed rubrics. Data from annual surveys of alumni and systematic surveys of practicum supervisors are available and consistent with the quality observed in the undergraduate programs. Faculty also have an opportunity to engage off-campus supervisors in discussions of candidate quality at the biennial supervision conference. Both faculty and candidates underscore the rigor expected in the comprehensive examinations and research projects.

Mechanisms for collecting and interpreting trend data are in place. In the meantime, anecdotal information from graduate candidates and cooperating teachers at the school sites visited consistently points to strong content and practice-based programs centered on strategies to affect student learning. Candidates point to the fact that unit faculty continue to partner with them in their post-graduate environments to assure success. Graduates are easily employed and are confident that they possess the content and skills necessary to perform well. Administrators and human resources officers from both rural and urban districts interviewed during the visit expressed their eagerness to “snatch up” the next graduates from both undergraduate and graduate programs.

C. Pedagogical content knowledge for teachers

Unit candidates display a strong foundation in pedagogical content knowledge, drawing upon a broad range of instructional strategies to support professional, state, and institutional standards directed toward student learning. Assessments of pedagogical or instructional technologies are course and field-based. Course rubrics were developed by the Assessment Committee, approved by the entire School of Education faculty, and reviewed by the Teacher Education Advisory Committee.

Prior to the student teaching experience, unit candidates are required to take courses to enhance their pedagogical content knowledge in child development, language and literacy development, and health and safety in the schools. The greatest integration of theory and practice takes place in the field experiences. Lesson plans and unit plans are reviewed against a rubric after reliability training. Achievement of the acceptable and target levels by more than 90 percent of the candidates in any cadre being evaluated on lesson plans and more than 96 percent for unit plans is documented.

Collected student teacher data include assessments of program pedagogical content knowledge. With the exception of two cadres in two programs in fall 2005 and spring 2006, over 90 percent of the candidates reached the acceptable or target level on the student teaching instrument. In the cadres cited for those two years, the pedagogical content items were not answered or observed (15.7-18.1 percent). During the interviews, pedagogical adaptability and flexibility, as well as the incorporation of instructional technologies, surfaced as skills setting unit candidates apart from other student teachers.

Teachers interviewed by the team on campus and at the schools consistently underscore the technological skills brought to the classroom from their unit preparation. Technology usage by unit candidates is frequent, meaningful, and seamless in the delivery of lessons. Several teachers commented on what they had learned from the student teachers, especially in the areas of instructional strategies and technologies in a very reciprocal growth arrangement. The unit benefits from annual instructional technology training at the Milne Library as a refresher just prior to and during student teaching. Candidates are required to participate in these technology seminars geared toward effective teaching. They must, as a result of the seminar, create at least one lesson plan during each student teaching placement to integrate technology.

One of the greatest pedagogical strengths of candidates is their ability to demonstrate mastery of the unit's conceptual framework, which includes substantial pedagogical pieces of literature in the knowledge base. They also can identify, manipulate, and use both professional and state standards. Cooperating teachers who plan with the candidates say that they "always leave putting the right standards in the plans" to the student teachers because they know them best.

Without exception, the graduate candidates and the graduate instructors underscored that, in addition to absorbing many more content articles in the graduate courses, candidates show their greatest amount of growth in the graduate program in their broadening knowledge of pedagogical content knowledge which they can convert into meaningful action research. Candidates modify their teaching practices as a result of the knowledge acquired, which was verified by both supervisors and classroom colleagues.

Linking pedagogy and content is required by state regulations. Twelve credits making that link are required in English language arts, mathematics, science and technology, and social studies in both the Early Childhood and Literacy programs. The Adolescence programs require 12 course hours linking pedagogy and the content area.

After being in the field as employees or working in additional clinical settings, candidates articulate greater understanding of what it means to be a professional scholar, subscribing to each of the conceptual framework strands in greater depth. Employers of unit graduates rate 99 percent at the acceptable and target levels in knowledge of student development and at 98 percent in the use of standards in planning and instruction. Although the return on the first alumni survey was very low (n=28), graduates themselves said that they needed more work on the use of standards (11 percent). Alumni also asked for higher level work with concepts at varied levels of complexity.

D. Professional and pedagogical knowledge and skills for teachers.

There is compelling evidence that candidates are expected to have a working knowledge of the conceptual framework and multiple layers of professional standards. They are expected to have those included in lesson and unit plans. The extent to which that happens is reviewed against the unit rubrics. Although most candidate work has been rated at better than 90 percent at the acceptable and target levels, performance at the unacceptable level prompts remediation, retooling, and redoing of lessons in question.

Elementary program candidates present their professional and personal developmental journey in a portfolio collection that focuses on six domains: teaching philosophy and beliefs;

children's development, learning, and diversity; knowledge of subject matter; curriculum and instruction—learning standards, planning, strategies, management, and assessment; community involvement and family partnerships; and professionalism and professional development. Review of this work in the exhibit room and at the poster session revealed a strong commitment to professional and pedagogical knowledge and skills in the developmental process. Cooperating teachers noted that the biggest leap for the candidates was that between the theory of assessment and knowing what to assess. Those same teachers were impressed by candidate flexibility and adaptability to create instruments that could quickly show student learning.

In the process of preparing for the classroom, emphasis is placed on lesson plans and unit plans. As in the case of pedagogical content, some retooling has been necessary for a small percentage of candidates (less than 5 percent in any cohort of candidates). Courses themselves, according to the syllabi, are rich in discussions of professional knowledge and skills. Unit candidates demonstrate a strong awareness of how students develop related to learning, the significance of professional and action research, their roles in the schools and with the whole community, including parents and colleagues, and a healthy respect for diverse populations that encourages them to respect individual differences in both planning and delivery of content. Interviews with cooperating teachers referred to these understandings taken from the unit to the classroom setting.

Professional and pedagogical knowledge and skills are assessed through unit programs. Each of the four initial programs has collected data that has been disaggregated on a semester basis (by program) during student teaching since fall, 2003. In questions related to professional and pedagogical knowledge, over one thousand observations were made by supervisors in that time period. The percentage of performance at the unacceptable level only went past 2.1 percent in two cadres of candidates in one program, and even then, at least 95 percent of the candidates were at the acceptable and target levels.

Performance on the Assessment of Teaching Skills-Written (ATS-W) for both elementary and secondary levels is extremely high, with a 99 percent pass every year except 2003 (96 percent) since 2002 at the elementary level. At the secondary level there has been a 100 percent passing rate for the last three years, 98 percent in 2002, and 99 percent in 2003.

Early Childhood and Literacy candidates at the advanced level are evaluated on professional and pedagogical knowledge and skills during the field experience component of the graduate programs. They work on field inquiry projects, reflecting on their field internship experiences and the research they do during that time. In addition to their reflective journals and their culminating reflective paper, candidates can work in one of three optional areas: toward a comprehensive exam, production of a videotaped professional presentation of a research/leadership project, or a thesis. Each option is assessed by faculty who have participated in reliability and rubric training. Literacy candidates at the advanced level produce a child case study that is reviewed to meet the standards of the program and the profession. These candidates also participate in two semester-long clinical experiences at different grade levels where their pairing with students is specifically designed to assess literacy skills for instructional tailoring and modification.

The employer survey included questions on cultural sensitivity, reflection and inquiry, individual learning needs, varied levels of complexity, accommodations for students with disabilities, and use of technology. Employers rated graduates of the programs at the acceptable

(62 percent) and target levels (31 percent). As in the case of the pedagogical content questions, a few of the alumni did not self-rate their ability to reflect, problem-solve, and to inquire at the highest level. The majority (82-86 percent) felt well prepared in this area. Alumni were proud of their ability to display cultural sensitivity (97 percent in the top categories).

E. Professional knowledge and skills for other school personnel

The graduate program in Speech Pathology, nationally recognized by ASHA, is designed to lead to certification for Speech and Language Disabilities. The program's roots are in the junior level courses where all candidates in the area are exposed to work with this population in clinical intervention courses and practica. The advanced program extends the understanding of the professional standards and commitments to a higher level. Particular attention is given to state and federal regulations. Professional ethics and multicultural issues surface in clinical settings and when the candidates work in professional settings such as schools, clinics, hospitals, and rehabilitation centers. Particular attention focuses on the development of writing skills.

The service component of this program is well developed. Physicians, social workers, teachers, and parents refer individuals with possible needs to the candidates and their supervisors for pre- and post-surgical testing, audiological evaluation, speech and language diagnosis, hearing aid evaluation, speech reading, auditory training, and therapy for speech and language problems.

Although the graduate program is developing and thus the data pool is not large, consistent anecdotal information from the interviews of significant number of candidates, graduates, and employers illustrated the depth of professional understanding on the part of the candidates. Assignments and projects target this skill and knowledge set. Course syllabi and assignments direct candidates to demonstrate an understanding of how children grow and develop. Candidates should also be able to design learning opportunities that meet the needs of diverse learners, thus fostering active learning. In a well-managed classroom, they should be able to use a variety of instructional and assessment techniques. Above all there is an expectation in the graduate program for candidates to reflect upon their teaching.

F. Dispositions

Possession of specific behavioral and professional dispositions is not taken for granted within the unit. From the entry point on, there are course and program discussions of desirable professional dispositions. At one of the student teacher settings during the visit, a pre-teaching academy course had candidates brainstorming: "What do you see, smell, hear, etc., in the best teachers?" and conversely, "What do you see, smell, hear, etc., in the worst teachers?" Unit faculty, the Teacher Education Advisory Committee, and the Assessment Committee spent months discussing the attributes of a good teacher and ultimately deciding what dispositions to formally assess. The lists of possibilities are long and varied as evidenced in the IR and on the student teaching evaluation forms within each program and each discipline areas in the Adolescence program.

Although the assessment lists vary, there is a link to the conceptual framework and to three major groupings of dispositions: developing a professional stance, demonstrating active engagement in teaching, and welcoming diversity. Each grouping has a sub-set. There is an expectation that candidates will meet professional and ethical standards, communicate

appropriately and work collaboratively, and demonstrate a commitment to child advocacy when taking a professional stance. Promoting active learning for all students, demonstrating a commitment to reflective inquiry and practice, and seeking opportunities for change and growth are engaging activities. Diversity elements include: treating all people with respect, seeking out curriculum materials that respect and support diversity, and demonstrating a genuine interest in working with diverse students.

Individual programs and content discipline have developed a set of dispositions measured during student teaching. They contain similar elements, but have specific elements that refer to standards and acceptable practice in their areas. Faculty are expected to model the dispositions desired in the candidates. Dispositions are embedded in courses, course syllabi, and in numerous assessment instruments for courses and field experiences. Faculty and candidates are respectful of the alignment to both the professional and state standards as they apply to dispositions.

In a summary of three years (six semesters) of data, unit studies showcase a presence of desirable dispositions in its candidates at the acceptable and target levels. No groupings of candidates had an unacceptable level of more than 2.6 percent. More than 95 percent of the student teachers were evaluated by the cooperating teachers and supervisors at the highest levels for dispositions related to professionalism and diversity.

BOE examiners observed enthusiasm toward the profession among the candidates and the alumni with clear demonstrations of positive dispositions. Stories from those interviewed showed the natural and deep inclusion of positive attributes in their daily classroom experiences.

Findings in the employer and alumni surveys were also positive. In the small set of alumni returns, the same five individuals, as in other areas, rated their unit experience in the “poorly” category.

Advanced candidates are expected to demonstrate the same dispositions. Assessments within the programs confirm that they overwhelmingly arrive at the acceptable and target levels in the evaluations.

G. Student learning for teacher candidates

The unit encourages candidates to create assessment mechanisms at their field site to collect various types of data related to student learning. Candidates are equipped with the basic tools to do effective action research. They have strategies for teaching and assessment prior to field experiences. In conversations with the candidates there is an apparent understanding of both quantitative and qualitative data as useful resources to improve instruction.

Candidates reflect on what their students have learned, collect pre- and post-test data, and project changes for future activities. Recent graduates cite concrete examples of modifications they make as a result of their research on what their own students are learning. They attribute the ease of this process to having watched it being modeled by unit faculty.

Aggregated data show that employers, cooperating teachers, and supervisors can successfully point to candidate ability to have a positive impact on student learning. Over 96 percent of these partners see candidate success at the acceptable and target levels over the last three years in both assessing student learning and having an impact on student learning.

Employers also recognize that candidates entering the profession need to use multiple methods of assessment. Again, 93 percent of the candidates were at the highest levels. Another 95 percent actually knew how to modify instruction as a result of reflection, according to the employer survey.

Hiring patterns for unit graduates point to a long-standing level of respect for the effect that candidates have on student learning in the student teaching setting and in the classrooms of the certificated graduates. When positions are open, candidates are hired, some even before graduation.

Graduate candidates in the unit are largely products of the undergraduate program at this point in the program development. They understand the need for positive student learning, and are expected to perform research with the purpose of resolving classroom learning problems. They move easily from their capstone experiences to application of the theories in their own classrooms.

H. Student learning for other school personnel

The primary evidence available for the positive impact of candidates on student learning comes from clinical evaluations. Undergraduate and graduate candidates conduct actual sessions directly supervised by a supervisor holding a Certificate of Clinical Competency from ASHA. These sessions are offered to the college and the community at large for young children through adults, often in a second language situation. Sessions are evaluated with immediate and direct feedback. This opportunity from the Department of Communicative Disorders and Sciences provides candidates with the opportunity to analyze and evaluate information regarding speech, language, hearing, and communication disorders and differences. Candidates are also assessed on their knowledge of pertinent standards and laws. Because of privacy issues, pertinent data pieces could not be shared with the team, but there was no absence of corroborating anecdotal materials to substantiate the claims for impact on student learning as seen in the assignments and work samples in the exhibit room. Specific examples of student learning were shared without revealing the names of clients.

Overall Assessment of Standard

At both the initial and advanced levels, the unit meets and exceeds the level of expectation found in NCATE standards for Standard I. The unit prepares candidates who are competent academically and who possess the dispositions cited in its conceptual framework to be able to design effective learning situations, using multiple strategies and sound pedagogical practices. Mechanisms are in place for collecting and interpreting trend data for new advanced level programs and courses. Pending SPA approvals hinge upon reorganizing and clarifying material and information about practices already in existence to clearly show alignments to the standards in several areas, and rejoinders are being prepared.

Recommendation: Met

Areas for Improvement:

New

1. Initial teacher preparation programs are not recognized by the National Science Teachers Association (NSTA) in chemistry/general science, biology/general science, physics/general science, and earth science/general science.
2. Initial teacher preparation in social studies is not recognized by the National Council for the Social Studies (NCSS).
3. The graduate programs in Literacy Education (B-6) and (5-12) are not recognized by the International Reading Association (IRA).

Rationale: In compliance with NCATE requirements, areas currently in the process of submitting rejoinders to SPAs where recognition has been denied are listed as areas for improvement until the questions have been resolved.

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.

Level: (Initial and/or Advanced)

A. Assessment system

The unit accreditation process was initiated in late 2001 in consultation with its professional communities to create a comprehensive outcomes and performance-based assessment system for teacher education. The State University of New York Assessment Initiative for general education and academic majors, as well as the Assessment at SUNY-Geneseo plan, preceded the 2002 unit assessment plan. The assessment system was phased-in over a three-year period beginning in 2003. Although each academic program has developed a different assessment plan, each one reflects knowledge and skills unique to each academic discipline.

As part of the assessment plan, the unit organized an Assessment Committee, which is composed of unit faculty, the Director of Institutional Research, a teacher candidate, and a P-12 representative. This committee reviews program reports and provides feedback to programs on assessment procedures and unit assessment requirements. Another committee, the Teacher Education Advisory Committee (TEAC), includes faculty from the School of Education and the Communicative Disorders and Sciences Department, liberal arts and sciences faculty, P-12 school representatives, and teacher candidates. TEAC facilitates communication among all the groups responsible for the preparation of SUNY-Geneseo teacher candidates, reviews proposals for curricular changes in teacher education programs, and makes recommendations to the Dean of the School of Education in his capacity as head of the professional education unit.

The assessment system is based on the unit's conceptual framework and five core principles which reflect the constructivist philosophy. The principles are effective assessment as clearly articulated goals; effective assessment is multidimensional, using diverse methods and measures over time; effective assessment is based on knowledge of the intellectual, emotional, and social needs of learners; effective assessment is ongoing and cumulative; and effective assessment involves self-assessment and reflection. The conceptual framework has six major goals which have been aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, the National Board for Professional Teaching Standard (NBPTS), and New York State Teacher Standards. The assessment system is based on the five core principles, which reflect the constructivist philosophy that is the foundation of the School of Education's conceptual framework.

The assessment system includes a comprehensive and integrated set of evaluation measures. The Service Learning Activity (program entry), Inquiry (mid-Program), and Professional Portfolios (Graduation) are the primary vehicles for the ongoing performance-based assessment of candidate progress through the program. Measures from field experience evaluations, student teaching evaluations, New York State Certification examinations, and alumni and employer surveys are included in the assessment plan. Interviews with program faculty indicate common key assignments (required of all candidates) and program key

assignments (program specific) were examples of a comprehensive and integrated set of evaluation measures. Common key assignments are statements of philosophy and beliefs, oral discourse, differentiated lesson plans with technology, and unit planning.

Candidate performance at the undergraduate and graduate levels is assessed using multiple measures from lesson planning and reflection papers to student teaching evaluations and employer surveys in terms of the three themes of the conceptual framework: Teacher as Scholar, Teacher as Constructivist Educator, and Teacher as Reflective Practitioner. Faculty performance is assessed in terms of teaching, scholarship, and service. Operational performance is assessed in terms of resources and productivity.

The unit has four transition points for initial programs and three transition points for advanced programs. Each program has its own assessment measures which include assessment of content knowledge, skills, and dispositions. Candidates progress through the program through Blocks (Blocks I – V). Successful completion of key assignments is required for candidates to progress to successive blocks.

Transition points for the initial program begin with admission to the School of Education. Candidates must have a 2.75 cumulative GPA if they have less than two full semesters or a 3.0 for candidates with two or more full semesters, successfully complete INTD 105 with a C- or better, document 25 hours of a service learning experience (15 for Adolescence programs), and submit a completed application by the printed deadline.

The initial step at the advanced level programs requires applicants to have a baccalaureate degree from an accredited institution, with an undergraduate record indicating potential for graduate study. In all programs applicants are required to hold an initial or provisional teaching certificate. Applicants must also submit GRE scores and letters of recommendation. Some advanced programs have additional admission requirements. Literacy, for example, requires an essay.

The second transition point for initial candidates occurs during the admission to student teaching step. The NYSED and SUNY require 100 hours of fieldwork in diverse settings with diverse students prior to student teaching. Candidates at this level are required to submit Field Inquiry Portfolios, which are a record of their performance on key assignments. The second transition point for advanced candidates is the capstone experience. Applicants must complete a thesis, research project, or comprehensive exam for program completion.

The third transition point for initial candidates occurs at the completion of student teaching. At this step candidates receive oral and written feedback from college supervisors and cooperating teachers. The third and last transition point for the advanced program occurs after graduation. Of the advanced programs, Literacy is the only one for which a Content Specialty Test (CST) is required. Graduate candidate performance data is aggregated by the Assessment Office and shared with program faculty for review and improvement.

The fourth transition point for initial candidates occurs after graduation. The Office of Career Services, in cooperation with the Office of Institutional Research, conducts an exit survey of graduating seniors and a follow-up survey of Geneseo graduates a year later. Employer surveys are administered to ask about performance of teachers who had graduated.

The unit uses multiple assessments of content knowledge, skills, and dispositions at initial and advanced levels to determine candidate performance as noted in student work samples. Coursework assessments (including lesson plans and reflection papers, evaluations from practica experiences, student teaching evaluations, capstone experiences, thesis, and an analysis of alumni and employer surveys, placement data and licensure tests) are evaluated in terms of the three themes of the conceptual framework. Interviews with undergraduate and graduate candidates confirmed use of multiple assessments in their various programs.

The unit assesses candidates in each course by administering surveys, rubrics, and evaluations for many activities to improve the operations and programs of the unit. The interviews with program faculty revealed information about an Impact on Student Learning Assessment instrument. The purpose of this assessment is to determine candidate impact on student learning in the field. Candidates are required to provide written documentation and analysis of student learning to identify successful and unsuccessful activities and assessments, suggest reasons for their success or failure, use evidence to explore why student learning does or does not occur, and to provide ideas for redesigning learning goals, instruction, or assessment, and to offer an explanation of why they would improve student learning. Analyzed data from fall 2005-spring 2006 indicate that over 95 percent of student teachers are rated by cooperating teachers and college supervisors as demonstrating target or acceptable proficiency in the assessment of student learning.

The School of Education ensures fairness, validity, and non-bias in candidate assessment in several ways. The unit aligns assessments and evaluation forms with the conceptual framework as well as state and professional standards. The unit also holds faculty work sessions to develop inter-rater reliability. Faculty interviews and exhibit documents reveal that during the sessions faculty assess the fit between the rubrics for lesson plans and unit planning, and must agree to the appropriateness of all items on the rubric. A review of faculty referrals and retention reports verify that the unit has a formal process for candidate complaints and appeals.

B. Data Collection, Analysis, and Evaluation

The assessment system is maintained by multiple sources and provides regular information. The data regarding candidate performance, faculty performance, and unit operations come from various internal and external sources (Table 35, page 50, IR). Candidate performance data have been collected by the Assessment Office at the end of each semester and aggregated in the Access data management system since fall 2004. Data from each previous year's assessments are reported to program faculty at the beginning of the fall semester for program review and analysis and to the Dean's Office for operational review. Aggregated data on faculty performance and operational performance are reviewed by the Dean's office annually.

Data are collected from applicants, candidates, graduates, faculty, and others. As seen on the unit's Professional Education Unit Assessment chart (page 101 in the IR), the assessment of candidate performance, programs, and unit operations follows certain steps and involves many types of assessments and data. Rubrics for program assessments are developed and used to collect data from candidates.

Data collected for candidate performance, faculty performance, and unit operations are gathered from multiple internal and external sources. Program faculty commented on their process of compiling course information on Excel worksheets, which is later put onto the server

housed and maintained by the Department of Computing and Information Technology (CIT). At the end of each semester since 2004, data have been collected by the Assessment Office and aggregated in the Access data management system.

Records of formal candidate complaints and appeals and their resolution are maintained by the Admissions and Retention Office and the Office of Field Experiences and Student Teaching. Notebooks of these documents were located in the exhibits room.

Data are regularly compiled, summarized, and analyzed. The assessment system is designed to have data entered into the data management system at the end of each semester. Data are aggregated in the Access data management system and shared with the faculty for program review and analysis and with the Dean's office for operational review.

Data on candidate performance have been collected by the Assessment Office at the end of each semester and aggregated in the Access data management system since fall 2004. Access is a relational database system and uses data already in Banner and data generated within the School of Education, as well as external data, such as licensure test scores. Faculty have the capacity to access candidate data on an as-needed basis. Data is extracted from the database into Excel files for analysis and reporting purposes. The database is stored on the SUNY-Geneseo server, and access to the database is password protected, with security controlled by the Department of Computing and Information Technology.

C. Use of Data for Program Improvement

The unit regularly and systematically uses data to evaluate courses, programs, and the conceptual framework. Interviews with faculty revealed they are provided detailed feedback on their teaching quality through the Student Opinion of Faculty Instruction (SOFI) questionnaires completed by candidates at the end of each semester. Faculty commented they encourage candidates to make written comments on the questionnaires. One faculty states he uses an anonymous electronic course survey during the mid-point of the semester to receive feedback from his students about his course. Each program is required to provide an end-of-year report to the Assessment Committee. A review of the May 2, 2006 minutes of the Teacher Education Advisory Committee (TEAC) showed six meetings were held during the year with various activities related to improving the program.

According to Table 36 in the unit's Institutional Report, several data-driven programmatic changes occurred. Faculty feedback on the lack of a system to refer candidates who were having difficulty regarding dispositions was resolved by the creation of a Candidate Referral Form. Data from these appeals and complaints have been documented and located in the documents room.

A review of the summer 2006 Report on Data Analysis for the Unit Conceptual Framework and Recommendations for Program Improvement reveals that faculty in the Early Childhood, Advanced Teacher Education Program (M.S. in ED.) completed an intensive study about the program. Faculty concluded that 1) greater attention needed to be given at the unit assessment level to the common foundation course, 2) their candidates' abilities to write a literature review needed to be enhanced, and 3) faculty needed to design a research study as outcomes of the Educational Research Methodology course (EDUC 504).

Data are shared with faculty and candidates to help them reflect on and improve instruction. Interviews with faculty reveal results received from SOFIs after the spring semesters are more helpful for making changes to courses. Results from SOFIs after the fall semester that are received during the spring semester don't give faculty enough time to make course changes. One faculty member commented there was an electronic version of the SOFI which would eliminate this problem. Interviews with candidates revealed that because of the nature of their work, they receive feedback constantly from their professors. They are given, when needed, opportunities to improve their work to meet course and NCATE proficiencies.

Overall Assessment of Standard

The unit has a plan to ensure that data are collected, used, and analyzed for the purpose of program improvement. The plan is aligned with state and national standards. Assessment plans and rubrics have been developed for the initial and advanced programs. Multiple transition points and multiple assessments are currently used to determine entrance and exit from the program. The unit ensures that its assessment procedures are fair, accurate, consistent, and free of bias.

Recommendation: Met

Areas for Improvement: None

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 personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Level: (Initial and/or Advanced)

A. Collaboration between unit and school partners

The unit promotes collaboration by involving its school partners in the design, delivery, and evaluation of field and clinical experiences. The *Student Teaching Handbook* is shared with P-12 cooperating teachers and school administrators. Regular communication exists between cooperating teachers and student teaching supervisors as they work to provide mentoring to help each candidate have a successful student teaching experience.

Many other examples of existing partnerships and collaboration related to field experiences were revealed through documentation and interviews. Collaboration is exhibited in the implementation of the Impact on Student Learning assessment that was jointly developed by the unit supervisors. A pilot program for a full semester of student teaching has been in place in the Rochester City School District #58 since fall 2005. A number of initiatives at Mt. Morris include assistance from adolescence candidates with tutoring junior and senior high school students who require academic intervention. The unit is a member of The Rochester Area Colleges Field Experience Coalition, which meets approximately six times a year, depending on issues. The college participates in various meetings with other colleges and universities to discuss field experience issues. For example, Geneseo field experience professionals conducted workshops that addressed legal issues, lack of incentives for cooperating teachers, and other topics related to field experiences, and the Joint Management Team and Higher Education Consortium met to discuss teaching internship placements. Minutes of the NCATE Field Experience Committee and Partnership Committee reflect the involvement of college faculty, candidates, and P-12 faculty and administration in the design, implementation, and evaluation of field experiences and clinical practice.

In the advanced programs, the course instructors design field experiences. In the Early Childhood Program, public school teachers are represented in the Early Childhood Program Committee to help design and implement program curriculum. In the Literacy Program, clinics are held in area public schools. Faculty and candidates collaborate with P-12 teachers to conduct an open house where the graduate candidates and their students explain their projects to their parents, family members, and the public.

Some of the contributions of school partners related to the design, delivery, and evaluation of the unit's field and clinical experiences include the establishment of a professional learning collaborative promoting innovative and reflective teaching practices, web log communication about books and reading between teacher candidates and their students, tutoring, a New York State Department of Education funded "Teacher Leader Quality Professional Development" project, and an e-mail buddy project between candidates and students. During interviews, P-12 administrators state they were instrumental in the creation of an interview process to allow candidates to participate in mock interviews before they enter the job market. During partner school visits, administrators and teachers talked about the accessibility and

openness of unit faculty and staff to their suggestions for improvements, such as a redesign of the evaluation instrument for student teaching and the creation of additional field experiences that are advantageous to both Geneseo candidates and P-12 students.

The Office of Student Teaching works with superintendents, principals, and human resources administrators to identify qualified teachers who are willing to mentor candidates in both field experiences and clinical practice. The Office of Field Experience and Student Teaching also develops policies related to candidate placement, supervision, evaluation, and removal of candidates from field placements using input from program faculty, student teaching supervisors, and P-12 faculty and administrators. P-12 administrators say the unit is open to their suggestions for improvement, and dialogue between the unit and their offices is constant.

B. Design, implementation, and evaluation of field experiences and clinical practice

Candidates are required to have at least 100 hours of field experience prior to student teaching. Candidates participate in field experiences in a variety of communities. Candidates work with students in high needs schools and schools with diverse populations, including English language learners, students with disabilities, and socio-economically disadvantaged students. Policies dictate that candidates have opportunities to work with diverse students in diverse settings, and interviews with candidates, P-12 faculty, college supervisors, and unit representatives confirm that all candidates participate in field experiences in diverse settings with diverse students.

Field experiences occur during various education courses, with each course providing increased opportunities for improving candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards. The culminating field experience is a full semester of student teaching. In initial programs, candidates complete the following hours of field experience: Early Childhood—578 hours that include 128 hours of field work prior to two seven-week placements in student teaching in grades 1-2 and pre-K or K; Childhood—550 hours that include 100 hours of field experience prior to two seven-week student teaching placements in two settings, grades 1-3 and 4-6; Childhood with Special Education—600 hours that include 150 hours prior to two seven-week placements in two settings, one in grades 1-3 and one in grades 4-6 with students with disabilities; and Adolescence—520 hours to include 100 hours prior to two six-week placements in two settings, grades 7-9 and 9-12.

Candidate field experiences begin with a service learning experience in Block I, in which candidates find placements where they can work with a population of students within their anticipated certification. These field experiences take place in instructional or extra-curricular settings and are supervised by a certified teacher. Candidates then progress to Block II, where they visit classrooms and observe and sometimes implement sample lessons. In Block III, candidates work more intensely with children and focus more on their roles as facilitators of learning. In Block IV, candidates begin to look at the integration of curriculum across content areas and to collaborate with professionals in a school setting. In Block V, they focus on meeting the educational needs of diverse learners, developing an understanding of issues in classroom management, and learning to work with parents to support children's learning. In Adolescence Programs, field experiences include observation and implementation of sample lessons, as well as a 20-hour practicum during winter break. During Block III, Adolescence candidates focus on their content and methods courses which are offered during the spring. In the fall, adolescence candidates complete a 70-hour field experience before they begin student

teaching. Data suggest adolescence candidates need more field experiences during Block III, and the Field Experiences Coordinator stated that new opportunities are being made available in after school and tutoring programs.

In Advanced Programs, field experiences are embedded in courses. Candidates in all content areas take four courses to connect their content area to the pedagogy. In addition, all core courses require candidates to apply theoretical principles to actual practice. Candidates complete action research projects and have the opportunity to work in the field as they design, implement, and reflect on their research. In the Early Childhood Education program, candidates are given the opportunity to have a leadership internship in an alternative educational setting related to early childhood education. Candidates have approximately 120 hours of field experience in this program. In the Literacy program, candidates have two reading clinic experiences at two different grade levels, each consisting of 50 hours. In Speech Pathology, candidates must complete an internship and an advanced practicum.

Candidates complete portfolios that include instructional projects using technology. College library faculty and professional staff provide instruction in information and technological literacy for teacher education candidates in required courses in their teacher education program—INTD 203, CURR or EDUC 204, 214, 215, SPED 234, CURR 317, EDUC 316, INTD 302, SPAN 320, and student teaching. Candidates learn how to use PowerPoint, create Web pages, use tools for finding information sources, and complete technology lesson plans that they apply in their course work and practica. Work samples provide examples of the implementation of various technology projects. Candidates state they have ample technological resources available to them to use in coursework and during field experiences, and they have been trained in the use of various technologies as tools of instruction and as manipulatives for their students. Course instructors also model use of technology.

Cooperating teachers must be certified teachers with tenure and/or a master's degree, teaching in their areas of certification, recommended by a building or district administrator, and willing to serve as a mentor. College supervisors must have had appropriate experience in school settings, know New York State certification requirements, and/or have past experience as a supervisor or mentor.

Supervisors state they have meetings with unit faculty prior to doing supervision of candidates and that they maintain e-mail correspondence with the unit throughout the student teaching supervision experience. Supervisors are invited to be involved in various professional development opportunities, including the use of technology. They also express satisfaction about the degree to which they are supported administratively.

C. Candidates' development and demonstration of knowledge, skills, and dispositions to help all students learn

Of the 244 candidates placed in student teaching in fall, 2005 and 130 placed in spring, 2006, six candidates withdrew from their placement and enrolled in subsequent placements. Two who failed in the fall semester successfully completed their work during the spring. If a cooperating teacher feels a candidate is not meeting performance outcomes, the cooperating teacher reports the concerns to the college supervisor, who takes the matter to the Coordinator of Student Teaching. The Coordinator of Student Teaching investigates the concern and, in

consultation with the cooperating teacher and college supervisor, establishes remediation which may include more field experience or a change in placement. If candidates cannot complete their remediation plans, they are advised to complete a major in their area of concentration if they are in an elementary education program or merely complete their major if they are in an adolescence program.

Candidates are required to reflect on their experiences during course work. All candidates are required to complete case studies or learning profiles about students and to use their collected data in their teaching. Work samples substantiate this practice. Candidates' work samples also reveal that candidates maintain a daily learning log, keep a reflective journal, develop a professional portfolio, and document their assessment, analysis, and evaluation of student learning. Faculty provide feedback through the practicum evaluations. This is both ongoing and formal. Cooperating teachers provide daily feedback as well as formal evaluation that is completed at the midpoint and end of each placement. Cooperating teachers, college supervisors, and candidates review and discuss their evaluation decisions. College supervisors state Geneseo candidates are well prepared in both content and pedagogy knowledge, stating candidates are "efficient planners, presenters, assessors, and reflectors."

Overall Assessment of Standard

The unit and its school partners design field experiences and clinical practice that provide candidate opportunities to apply their knowledge and skills in various settings. The field experiences are sequential and progressive and allow candidates to develop the content, professional, and pedagogical knowledge, skills, and dispositions needed to be teachers or other school professionals. Multiple assessments of clinical and field experiences are linked to professional, state, and institutional standards. All candidates participate in field experiences or clinical practice that includes diverse students.

Recommendation: Met

Areas for Improvement: None

STANDARD 4. DIVERSITY

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Level: (Initial and/or Advanced)

A. Design, implementation, and evaluation of curriculum and experiences

Diversity at SUNY-Geneseo is defined in part as differences in individuals that are manifested in their race, ethnicity, national origin, language heritage, world-view, religion, gender, sexual orientation, class, physical ability, learning style, geographical background, mental health, age, and relationship status. SUNY-Geneseo holds among its core values the ideals of community and diversity and recognizes the individuals who make up the community bring to it unique perspectives and knowledge that contribute to its richness and vibrancy. Because SUNY-Geneseo also holds educational excellence among its core values, it recognizes its progress as a community toward excellence is predicated on its ability to embrace both the diversity of its members and the vigorous exchange of their ideas.

Candidates' capacity to meet the needs of diverse students is developed in courses that address pedagogical content knowledge as well as in field experiences and student teaching placements in classrooms with diverse students.

An understanding of diversity issues is a central element in the conceptual framework and is an indication of the importance of that commitment for the School of Education as well as the College. That commitment is evident in courses that address strategies to facilitate learning for diverse students (ECED 355, SPED 319, and SPED205) and in field experiences and student teaching placements that ensure that candidates engage with diverse students in diverse educational settings. Commitment to diversity is evidenced by the College's efforts to increase the diversity of the faculty and student body in the School of Education.

ECED 355 (Diversity and Inclusion in Early Childhood Classrooms (B-Gr.3) addresses "children with various types of disabilities or special needs, including those who are gifted and talented, those with limited English proficiency, and those who are socio-economically disadvantaged." This course is required in the BS in Education – Early Childhood (Birth-Gr.2) degree. SPED 319 (Diversity and Inclusion in Classrooms) is required in the BS in Education – Childhood Education (Grades 1-6) degree. SPED 205 (Teaching Secondary Learners with Special Needs) is required in Adolescence Education (7-12) within the BA/BS degree program. Candidates must receive a grade of C- or better in these courses for these specific programs.

The core curriculum requires all candidates to complete a three credit hour course that addresses diversity through the study of Non-Western Traditions. Candidates are able to meet that requirement by taking a wide range of courses through the departments of Anthropology, English, Foreign Languages, Geography, History, Philosophy, Political Science, Psychology, and Sociology, as well as Music, Dance, and Theatre.

CURR 317 (Teaching Strategies: Social Studies and Curriculum) requires meaningful integration of multiculturalism throughout the curriculum as well as developing and implementing lesson plans for social studies education that meets the needs of diverse students. Assessment of these requirements includes trade book lesson plans (based on a diversity theme), patriotism mini-unit assignments, diversity lesson plan assignments, webpage assessment, and practicum lesson plans.

CURR 320 (The Arts and Career Education in the Community) has several requirements which demonstrate awareness of diversity and the effects of students' diverse needs in the social, cultural, and environmental dimensions of the community.

Several other courses (other than those mentioned previously) have requirements regarding diversity – CURR 438, CURR 440, ECED 333, EDUC 14, EDUC 354, EDUC 340, EDUC 350, EDUC 331, EDUC 332, INTD 300, INTD 301, INTD 302, SPED 234, SPED 383, and SPED 385.

In addition to taking specific courses to address diverse student learning, candidates must develop lesson and unit plans and apply their knowledge, skills, and dispositions in teaching diverse learners. When developing a unit plan, candidates must explain how they will make modifications for students with disabilities as well as note gender, socio-economic variables, racial, ethnic, cultural, and linguistic diversity in their classes. Assessments embedded in course requirements rate candidates' ability to incorporate diversity into their curricula, understanding of and respect for cultural diversity. Knowledge, skills, and dispositions related to diversity show an increase in some areas from 2004-2005 to 2005-2006. Target scores for dispositions rose from 49 percent to 68.3 percent; professional knowledge and skills rose from 35 percent to 45.9 percent on lesson plans. Unit plan percentages rose from 66 and 70 percent to 69.2 and dropped in the professional knowledge and skills to 67.2 percent. Student teaching dispositions and professional knowledge and skills also dropped from 61 and 63 percent to 56.9 and 55.2 percent.

B. Experiences working with diverse faculty

Most faculty teach in both initial and advanced programs. Of 28 faculty members in the unit's undergraduate program, 92.8 percent are white, non-Hispanic faculty. In the advanced program, 94.4 percent are white, non-Hispanic faculty. Asian/Pacific Islander and Other make up point six percent of the undergraduate faculty and point five percent of the advanced faculty. The undergraduate faculty consists of 57.1 percent females and 46.4 percent males, and the graduate faculty has 55.5 percent females and 44.4 percent males.

In 2005-2006, the School of Education 28-member faculty included a Korean-Japanese assistant professor, an Arab-American associate professor, and a Jewish-American assistant professor. The unit is continually working to meet the diversity goals of SUNY-Geneseo. Candidates have the opportunity to interact with diverse faculty in field experiences and student teaching placements.

SUNY-Geneseo has adopted an online employment and affirmative action search guide to recruit new faculty and staff. Advertisements are placed in minority recruitment venues, and job descriptions are specific in stating requirements regarding diversity issues such as working

with children with disabilities and special needs. Candidates for positions apply on line, which has made the compiling of information easier and more complete. The affirmative action information is automatically calculated, providing search committees knowledge with which to address their diversity issues.

C. Experiences working with diverse candidates

Candidate demographics for 2004-2005 state the percentage of females in undergraduate programs to be 77 percent with 23 percent males, while the 2005-2006 percentages are 76 percent females and 24 percent males. Graduate programs in 2004-2005 enrolled 75 percent females and 25 percent males, while in 2005-2006 the percentages were 82 percent females and 18 percent males. The 2004-2005 population of white, non-Hispanic students in undergraduate programs was 94 percent; however, 2005-2006 shows this population to be 86 percent, suggesting an increase in the diversity of student populations. Graduate programs revealed much the same, with 98 percent of the graduate population white, non-Hispanic in 2004-2005, decreasing to 81 percent for 2005-2006. U.S. Census Bureau figures show most of the surrounding counties from which Geneseo students are drawn with a range of 77.1 to 97.4 percent white, non-Hispanic. The number of males per 100 females ranges from 80.7 to 122.4. Income levels in 1999 below poverty level range from 4.9 to 10.5. The geographic area served by Geneseo shows no change from 2004-2005 to 2005-2006, with 85 percent white, non-Hispanic and 14.1 percent in all other categories.

The campus engages in several initiatives which promote the understanding, awareness, and ability to work with diverse populations. Examples of these initiatives include:

- Each year the Xerox Center for Multicultural Teacher Education recruits potential teacher candidates from the East High School Teaching and Learning Institute by hosting a visit by high school students to the Geneseo campus for a panel discussion with education majors and an overnight stay.
- Xerox Center Service Learning Project works with seventh grade students from Rochester who are labeled as living in poverty. The majority of these students are minority students. The project follows these students through 12th grade, grooming them to “go to college.” As a partnership role, teacher candidates volunteer to travel to Rochester for an after-school program in which they not only provide tutoring for these students, but also establish a rapport in that they become mentors in other areas of these seventh grade students’ lives. As the project director explained, this is a “grooming process” to help these students understand they are capable and do “belong” in the college setting. Xerox provides \$25,000 to Geneseo, \$14,000 of which is used to support scholarships for teacher candidates.
- The Summer Pathways Program Pilot is a collaborative program sponsored by the Xerox Center for Multicultural Teacher Education and several Rochester city agencies to help under-represented students in grades seven through nine reach their potential by providing academic enrichment, personal development, and recreational opportunities designed to lead toward high school and college preparation.

- SUNY-Geneseo candidates also participate in the Summer in the City program which is designed to provide field experiences in a New York City public school. Teacher candidates are placed in summer school classrooms under the supervision of a certified teacher.

D. Experiences working with diverse students in P-12 schools

Of the 87 schools used for practicum, field experiences, and student teaching in 2005-2006, 68 were high-needs schools. White, non-Hispanic students ranged from 0.7 to 98.7 percent; eligibility for free/reduced lunch percentages ranged from 13.1 to 96.3; racial percentages, including American Indian, Alaskan Native, Asian or Pacific Islander, Black non-Hispanic, and Hispanic, ranged from 0 percent to 94.4 percent.

Candidates have multiple opportunities to build experience working with diverse students through their field experiences and student teaching placements. The unit tracks field placements to ensure as much diversity as possible. In 2005-2006, almost half of the student teaching placements were in Rochester City School District, which has a student population that is 2.0 percent American Indian, Alaskan Native, Asian, or Pacific Islander; 64.9 percent Black; 20.1 percent Hispanic, and 13 percent white. Almost 70 percent of the city's students are eligible for free lunch.

Candidates receive feedback from peers and supervisors which help candidates reflect on abilities to help all students. Post-student teaching and alumni surveys provide the faculty with information regarding how candidates use feedback from peers and supervisors to reflect on their skills in working with diverse students. Course and field experience assessments provide additional information.

Overall Assessment of Standard

Candidates understand the importance and value of diversity and can demonstrate diversity issues in their lessons. Diverse faculty and candidates are limited at SUNY-Geneseo. The college is making strides to remedy that situation. Candidates have multiple opportunities to work with diverse student populations in K-12 settings.

Recommendation: Met

Areas for Improvement: None

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.

Level: (Initial and/or Advanced)

A. Qualified faculty

Based on interviews with the Dean and teacher education faculty members and a review of faculty vita, it is clear that unit faculty have earned doctorates or expertise either in teaching or by completing approved undergraduate/graduate preparation programs that qualify them for their assignments. In 2005-06, of the 23 full-time unit faculty members, 14 were tenured and 5 were tenure-track; all of them hold the terminal degree. Five full and part-time adjunct faculty members have master's degrees, and three of them hold the terminal degree. Of the 59 adjunct student-teaching supervisors, most have earned a master's degree and all are experienced, certified teachers in the state of New York.

The Office of Field Experiences and Student Teaching is responsible for selecting, hiring, and reviewing the performance of adjunct supervisors and cooperating teachers. All cooperating teachers must have at least three years teaching experience and/or tenure. The Office solicits feedback from student teachers and cooperating teachers regarding the effectiveness of instruction and supervision by the college supervisors. The supervisors and students also evaluate the cooperating teachers. This information is then used for the future rehiring of supervisors and assignment of cooperating teachers.

All full-time faculty members in the unit are actively involved in supervision of field candidates. In the Adolescence programs, liberal arts and science faculty provide some of the methods courses, as well as participate in the supervision of student teachers. Methods courses and supervision of candidates in adolescence programs in mathematics and foreign languages are taught in the liberal arts and sciences departments. Science methods courses and supervision of candidates are taught partly in the liberal arts departments and partly in the unit. English and Social Studies Adolescence methods courses and supervision of candidates are housed in the unit.

B. Modeling Best Practices in Teaching

The unit faculty members have a thorough understanding of the content they teach. Based on interviews and syllabi review, teaching by professional education faculty reflects current best practices in their fields, research, and the unit's conceptual framework. A review of a variety of faculty assessments shows that faculty value candidate learning and assess candidate performance. In the interviews with candidates and in discussions during the poster session, it was verified that the professors exhibit intellectual vitality and encourage candidates' development of critical thinking, reflection, professional dispositions, and problem solving. The course syllabi include the content covered in each course, a variety of instructional strategies used by each instructor, and the process to assess candidate performances and experiences.

Faculty members demonstrate they value candidate learning by teaching and modeling best practices. A review of faculty vitae and faculty surveys provides evidence of use of portfolios, examinations, case studies, reflective inquiry, simulations, cooperative learning, technology demonstrations, research projects, class presentations in coursework, and candidate assessment.

Faculty have reviewed and aligned curricula with the conceptual framework toward the unit's mission of *Improving Lives of Students Through Education*. In scholarship and teaching, faculty members focus on the following seven core values: excellence, innovation, community, diversity, integrity, service to society, and tradition. Instruction of diversity is reflected through field experience placements, course content, reading assignments, and case studies.

The Xerox Center for Multicultural Teacher Education, a program of the School of Education, was established in January, 1996, with support from the Xerox Foundation, the unit, and the College administration. The Center's mission is to promote the academic success of candidates from all ethnic and cultural communities, especially those which have been historically less well-served by schools.

The Xerox Center creates opportunities in collaboration with the Rochester City School District, which allows SUNY-Geneseo teacher candidates and students in other majors to work with both teachers and students in an elementary, middle, or high school setting on a volunteer basis. These volunteers average two hours a week in an urban school helping teachers and students in a variety of ways, including tutoring individual/groups of students, assisting with class work, assisting with bulletin boards, grading papers, reading stories to children, teaching lessons, helping with research for units, observing lessons, assisting with field trips, assisting the teacher during lessons, setting up learning centers, and mentoring.

The Xerox Center provides an extra dimension to the teacher preparation programs in the unit. By attending Center-sponsored seminars, candidates are able to obtain a deeper understanding of urban and multicultural aspects of public education. Candidates voluntarily become aware of issues to which they might not otherwise have been exposed through weekly seminars on a variety of topics sponsored by the Xerox Center.

As indicated on faculty surveys conducted each year, all faculty use technology in their instruction. Examples of faculty use of technology include email to individuals and list serves, discussion boards, web pages, PowerPoint, chat rooms, turning in and grading assignments electronically, Inbox, Outbox, and etc.

A review of faculty evaluations shows that candidates place high value on the quality of instruction they receive from unit faculty. Faculty members are provided detailed feedback on the quality of their teaching through the Student Opinion of Faculty Instruction (SOFI) questionnaires which are completed by candidates at the end of each semester. SOFI results allow faculty to assess their teaching and to respond to student suggestions and critiques in future semesters, and interviews with faculty confirm that they use the SOFIs to alter instruction when warranted. SOFIs include numerical ratings of instructional quality and space for written student comments. Evaluation of SOFIs is a regular part of the Personnel Committee's process when considering faculty applications for renewal, tenure, promotion, or for discretionary salary increase. Numerical results of the SOFI evaluations are a matter of public record and are

available to the public in the college library. Most faculty members in the unit receive average or above ratings.

Documents provided by the unit and faculty interviews indicate faculty systematically engage in self-assessment of their teaching. Many faculty members create surveys for candidates to provide feedback on specific aspects of course delivery and content. The SOFI assessment instrument also provides opportunities for faculty to receive additional feedback on their teaching by asking up to five additional questions. The Dean meets each semester with faculty members to discuss the SOFI evaluation and provides written feedback.

The School of Education Personnel Committee is responsible for annual observations of faculty who are not yet tenured and observations of faculty who are anticipating applying for promotion. In addition, the Committee reviews full-time lecturers and visiting professors and mentors new faculty. These reviews are based on rigor of instruction, responsiveness to students, and classroom performance. The quality of the faculty teaching accounts for 50 percent of faculty evaluation by the Personnel Committee.

C. Modeling Best Professional Practices in Scholarship

Active involvement in scholarly pursuits is an important responsibility of the unit faculty to insure they remain current in their disciplines and develop additional expertise in their research areas. According to the SUNY-Geneseo *Processes and Procedures for Renewal of Term Appointments, Continuing Appointment and Promotion*, faculty members demonstrate their scholarship in several ways. Recent publications of unit faculty include books, chapters, refereed journal articles, and presentations made at the local, state, national, and international level. Faculty members have published books with a wide range of well-known publishers in education such as Teachers College Press, the SUNY Press, and Lawrence Earlbaum. Their research is published in nationally known journals such as *The National Women's Studies Journal* and *Educational Theory*. Many faculty members participate on editorial boards or as reviewers of articles for state and national journals in the field of education such as *Reading Research Quarterly*, *Reading and Writing Quarterly*, *Journal of Literacy Research*, and *NRC Yearbook*. The range of research and public presentations by School of Education faculty also includes monographs, book reviews, textbooks, and research completed for grants. In addition, faculty members hold fellowships and consultancies, and faculty members regularly attend and present at local, state, and national scholarly and professional conferences. These activities are supported financially by the School of Education and the college and are invaluable in keeping faculty up-to-date on current issues and scholarship, an important factor in maintaining the value and relevance of their teaching. Faculty members also run and attend seminars and workshops and individual faculty members work with P-12 schools in writing grants and presenting papers at conferences.

Unit faculty members are actively engaged in scholarly pursuits. Data provided in documents indicate that in 2005-06, 90 percent of the faculty was engaged in research and publishing activities. Eighty-four percent of the faculty presented at national, state, or local conferences, and 91 percent of the faculty held membership in at least one professional organization.

D. Modeling Best Professional Practices in Service

Unit faculty exemplify service in a variety of ways at the department, college, and professional levels. All full-time faculty members are required to serve on at least one unit committee, though many serve on more than one. Current standing committees include Personnel, Executive, Undergraduate Programs, Graduate Programs, Partnerships, and Assessment. The Undergraduate Programs Committee, for example, annually reviews more than 100 scholarship applications. Many faculty members also serve on internal *ad hoc* committees, as well as College-wide committees.

Advisement of student groups is also considered to be unit service. These include the student chapter of the Council for Exceptional Children, the Elementary and Secondary Student Association, Geneseo Organization for Deaf Awareness, the Kappa Delta Pi Honor Society, Young Children's Council, and the Xerox Center for Multicultural Teacher Education.

At the unit level, faculty have recently served on or held leadership positions on the Faculty Personnel Committee, the President's Task Force on Faculty Roles, Rewards, and Evaluation, the College Faculty Senate, the College Research Council, the Advisory Board of the Teaching and Learning Center, the College Assessment Committee, the Senate Committee for Nominations, the All College Judicial Committee, The President's Task Force on Diversity, the College's new chapter of Phi Beta Kappa (of which six faculty members in the School of Education are founding members), America Reads/America Counts, and The American Democracy Project.

In the broader professional community, unit faculty have also secured grant monies to work with Local Educational Associations (LEAs), Board of Cooperative Educational Services (BOCES) sites in areas such as working with students with emotional and behavioral disturbances and literacy education, and the Tri-County Teachers' Association. They are active in and have held leadership positions in regional, state, and national organizations such as the National Association for the Education of Young Children, the Council for Exceptional Children, the Council for Children with Behavior Disorders, the School Math and Science Association, the International Reading Association, the National Council of Teachers of English, the National Reading Conference, the National Science Teachers' Association, the National Council for the Social Studies, the New York State Foundations of Education Society, the Dewey Society, the Philosophy of Education Society, the American Educational Research Association, and the American Educational Studies Association. Faculty also support professional development at the P-12 level by presenting workshops and engaging in projects with P-12 personnel in the schools.

Documentation provided by the unit indicates faculty service participation at the college level is 76 percent. Faculty involvement in projects with P-12 schools is 52 percent. In other types of external service, faculty involvement is 95 percent.

E. Collaboration

The professional education unit has a long history of collaboration with colleagues on both the SUNY-Geneseo campus and in P-12 schools. The unit seeks input from SUNY-Geneseo faculty and P-12 professionals through the Teacher Education Advisory Committee, which includes representatives from liberal arts and science departments and area P-12 schools. When the unit embarked upon major programmatic changes in response to revised New York State

regulations in 2000-2001, the faculty worked closely with colleagues from other SUNY-Geneseo departments in the development of new programs. In addition, ongoing committees continue to meet and discuss the certification programs including the needs of the unit, the areas of specialization within the disciplines, and the sharing of knowledge across campus. School of Education faculty also contribute time and expertise to the College's Teaching and Learning Center and attend presentations by Liberal Arts faculty members at the Teaching Learning Center. Faculty and staff also serve on other campus-wide task force groups, Senate Committees, and *ad hoc* groups which draw participants from all SUNY-Geneseo departments/schools.

Faculty, P-12 professionals, and candidates benefit from the partnerships the unit has with many area schools. Collaborating with nine schools and learning centers, the Early Childhood program has developed The Rochester Region Early Childhood Partnership for Inquiry in Professional Learning. A number of faculty are involved in partnerships to connect candidates with P-12 students via email or web blog technologies. Other faculty members have ongoing relationships with area schools as sites for education classes or for research projects. Faculty also have provided professional development workshops, worked with Teacher Centers, or provided program evaluations for area schools.

Another way in which the School of Education engages in collaborative efforts with P-12 school personnel is through the hiring of adjunct faculty members with experience in P-12 settings. Such adjuncts provide candidates with the additional insight and perspective of someone with recent experience teaching in the P-12 environment. Many full time faculty members also have substantial P-12 experience.

The unit also participates in America Reads/America Counts in collaboration with the federal government, SUNY-Geneseo offices of the Volunteer Center, the Office of Student Employment, the Financial Aid Office, the Office of the Dean of Students, and principals and teachers in area schools. Work-study students and volunteers tutor reading and mathematics in area schools under the supervision of certified teachers. Many certification candidates from the unit participate in these programs, which are accompanied by extensive training sessions provided by members of the unit and college faculty and staff.

In addition, individual faculty members collaborate with each other and faculty members from other institutions on research, grant writing, publications, and other projects. Faculty members also sponsor student research, link candidates to projects in P-12 schools, and collaborate with candidates on special projects, including tutoring English pupils in P-12 schools by email to an electronic journal, Education and Social Justice Journal, sponsored research, presentations, and publications. Full-time faculty collaborate with adjuncts to conduct research, make presentations, and improve teaching.

F. Unit evaluation of professional education faculty performance

Excellent teaching is a priority at the College. Consequently, teaching counts for one-half of the evaluation of professors for renewal, promotion, and continuing appointment. Scholarship (35 percent) and Service (15 percent) are the other areas considered in promotion and tenure decisions. All faculty members are required to submit Student Opinion of Faculty Instruction (SOFI) forms, which provide data on candidates' view of their instruction. In addition, all faculty members are evaluated formally. When their performance is due for review, all full-time faculty members are observed by the Personnel Committee. These observations follow the same format

used for all faculty members in the College (Form H). The Personnel Committee and the Dean of the School of Education conduct the observations of visiting professors. Faculty who are hired as student teaching supervisors are evaluated at the end of each placement by the student teachers and cooperating teachers with whom they have worked. Evaluations are taken into consideration by the Coordinator of Student Teaching in deciding whether to rehire the supervisors. Supervisors and student teachers evaluate cooperating teachers using the same form. These evaluations are taken into consideration in selecting cooperating teachers.

Non tenure-track faculty members are hired at the Dean's discretion, acting in concert with the Provost, based on the need for their services because of increased enrollment, faculty illness or professional development leaves, and other situations which might arise. The Personnel Committee reviews all long-term visiting faculty members every two years. The committee then makes recommendations to the Dean and the Provost. Clinical faculty are hired at the discretion of the Office of Student Teaching, which evaluates their performance periodically based on evaluations by student teachers and cooperating teachers, as well as on the Coordinator of Student Teaching's contact with individuals in the course of arranging and tracking candidates' placements. These supervisors are certified in New York in the subject they supervise.

G. Unit facilitation of professional development

The College and the unit provide professional development for the faculty in a variety of ways, including mentoring programs for faculty, Xerox Center seminars, workshops and training through the Teaching and Learning Center, and grant assistance through the Office of Sponsored Research. The College provides a New Faculty Orientation Program each year.

All departments, schools, and programs in the College encourage first-year faculty members to participate in their respective mentoring programs. At the college level, representatives from the Dean's and Provost's Office provide overviews of various programs, procedures, and practices. Through these sessions, first-year faculty are introduced to the "who, what, why, where, when and how" of College operations and personnel.

In the unit program, a mentor in the same content area develops a close working relationship with the new faculty member by meeting regularly to provide:

1. Orientation to the unit's procedures and practices,
2. Assistance in developing teaching materials, like syllabi, and
3. Answers to questions in a supportive, non-threatening environment.

To foster discussion about teaching techniques and strategies, the Teaching and Learning Center, sponsored by the Provost's office, convenes frequent seminars, workshops, book discussions, and conferences. For example, during spring 2004, the Teaching and Learning Center, with support from the Center for Community/Student and Campus Life, the Dean of the College, the unit, Milne Library, and the Student Association, hosted a two-week long seminar, *Academic Integrity Events* for faculty, staff, and students.

The Geneseo Foundation annually provides enrichment funds for faculty, academic departments, and programs, and professional travel and research grants, supported professorships, fellowships, and other awards. In 2005-2006, Foundation support for faculty development College-wide totaled over \$136,000 for research, travel grants, fellowships,

supported professorships, and faculty incentive grants. More than \$600,000 of Foundation money has been used for other departmental enrichment activities. The figures for the unit total almost \$17,000 for faculty grants, over \$4,000 for student grants, and almost \$13,000 in departmental enrichment support.

Overall Assessment of Standard

Faculty members are teacher scholars who integrate their knowledge of their content fields, teaching, and learning into their own instructional practice. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions. Unit faculty are actively engaged in dialogues about the design and delivery of instructional programs in both professional education and P-12 schools. Professional education faculty collaborate regularly with colleagues in P-12 settings, faculty in other college units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.

Recommendation: Met

Areas for Improvement: None

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.

Level: (Initial and/or Advanced)

A. Unit leadership and authority

The professional education unit is comprised of the School of Education and the Department of Communicative Disorders and Sciences. The unit offers undergraduate and graduate teacher certification programs leading to initial and professional certification in New York State. The Dean of the School of Education is the Provost's designee as the head of the professional education unit. In that capacity, the Dean is advised by the Teacher Education Advisory Committee (TEAC), which includes faculty from the School of Education, the Department of Communicative Disorders and Sciences, liberal arts and sciences departments, P-12 school representatives, and teacher candidates. TEAC facilitates communication among all the groups responsible for the preparation of SUNY-Geneseo teacher candidates, reviews proposals for curricular changes in the teacher education programs, and makes recommendations to the Dean of the School of Education in his capacity as head of the professional education unit.

The unit operates with a Plan of Governance that includes an elected Executive Committee and five standing committees: Assessment, Undergraduate Programs, Graduate Programs, School Partnership & External Relations, and Personnel. Membership on these committees includes both tenured and untenured faculty and staff from the unit, faculty from liberal arts and sciences departments, P-12 school personnel, and teacher candidates. The responsibilities of each committee are detailed in the School of Education Plan of Governance.

The Department of Communicative Disorders and Sciences is responsible for the preparation of candidates for certification and licensure as speech pathologists, and operates as a separate department with its own bylaws. The Department has a chair and three standing committees: Graduate Academic Affairs, Undergraduate Academic Affairs, and Appointments and Promotions. Cooperation and communication between the School of Education and Communicative Disorders and Sciences is formalized through the Teacher Education Advisory Committee (TEAC) and the participation of faculty from Communicative Disorders and Sciences on School of Education committees.

Academic departments housing candidates for Adolescence Education (7-12) are separate departments with their own bylaws. Cooperation and communication between the unit and the liberal arts and sciences departments is formalized through the Teacher Education Advisory Committee and participation of faculty from other departments on unit committees.

SUNY-Geneseo recruits potential candidates through recruitment fairs, summer orientation and advisement for students and parents, open houses for prospective and accepted candidates, group tours arranged through the admissions office and conducted by peers, Campus Hosts programs for accepted students to attend classes and stay overnight, group orientation sessions for transfers and freshmen, and a phone-a-thon conducted by department staff to reach

and personally answer accepted students' questions. Departments update informational brochures and websites on a regular basis. While the Admissions Office is primarily responsible for recruiting students to the College, representatives from the School of Education collaborate in recruitment open houses. Students who are admitted to the College as freshmen may declare their intention to become education majors but must first complete two full-time semesters of study before applying to the unit. The criteria for admission to the unit was developed by the unit and approved by the SUNY-Geneseo Senate.

Through the Division of Student and Campus Life and the Lauderdale Center for Student Health and Counseling, students have many services available, including tutoring, counseling, mediation, leadership development, and career planning. The Admission and Retention Office in the School of Education provides education candidates with academic counseling and remediation assistance as needed.

All incoming freshmen and transfer students who intend to major in education are assigned a faculty advisor in the School of Education who advises them throughout the program. Students seeking adolescence certification are advised by faculty in their major department. During the 2005-06 academic year, the Teacher Education Advisory Committee (TEAC) explored ways to facilitate advisement of Adolescence candidates regarding requirements for certification, with the result that each department housing candidates for Adolescence certification has identified at least one faculty member to assist with advising Adolescence candidates and to facilitate communication with the unit. The Assistant to the Dean of the School of Education also serves as an informal advisor to Adolescence candidates, as do various faculty members.

Requirements for admission into programs at SUNY-Geneseo are described in detail in the college catalog and website. The Undergraduate Bulletin and Guide to Graduate Studies are available online. These publications include information on curriculum, degree requirements, graduation requirements, grading policies, grievance and appeals procedures, and the student judicial process. Catalogs are updated every two years.

B. Unit Budget

In a review of documents provided by the unit, the 2005-2006 annual state budget allocation for the College was \$55.2 million; the state budget allocation for Academic Affairs was approximately \$28.2 million. The state budget allocation for the School of Education was approximately \$2.26 million. This includes \$1.8 million for instructional salaries, \$303,000 for non-instructional salaries, \$36,000 for graduate student stipends, and \$86,000 for supplies, travel, equipment, and other expenses associated with off-campus supervision required for student teaching. The state budget allocation for Communicative Disorders and Sciences was approximately \$786,000. The budget compares favorably with other units on campus, with programs in the professional education unit receiving approximately 16 percent of the state budget allocation for academic departments and schools within Academic Affairs.

The budget for fiscal year 2005-06 for the college was reduced by approximately \$450,000 from the 2004-05 year. During that same period of time, the budget for Academic Affairs was not reduced but had an increase of approximately \$1,000,000. The professional education unit successfully secured adequate resources to support its programs and projects and to ensure its candidates are prepared to meet national and state standards.

C. Personnel

Workload policies and practices permit and encourage faculty not only to be engaged in a wide range of professional activities including teaching, scholarship, advisement, assessment, and mentoring in schools, but also to contribute professionally on a community, state, regional, or national basis. According to Commissioner's Regulations, Part 52.21, faculty who teach exclusively at the undergraduate level may teach no more than 12 credit hours per semester; faculty who teach at both graduate and undergraduate levels may teach no more than 21 credit hours per year. Supervision of teacher candidates is limited to a maximum of nine candidates per semester and counts as one course toward the teaching load. Course releases are given for activity relating to grants and administrative duties. Except for an unexpected health-related retirement in the Department of Communication Disorders and Sciences, which effected temporary workloads for two faculty members, all faculty workloads in the unit fall within guidelines set by the State of New York. The majority of courses in education are offered by full-time faculty and exceed the 51 percent state regulation requirements. One hundred percent of courses offered in 25 of 40 programs are taught by full-time faculty. The course sections taught by full-time faculty in the remaining 15 education courses range from 77 to 92 percent.

According to interviews conducted with unit faculty, part-time faculty members contribute to the integrity, coherence, and quality of the unit and its programs. This is assured by providing each part-time faculty member with a guide syllabus, a course notebook, and a mentor from the full-time faculty ranks.

The unit employs the following full-time support personnel: an Assistant to the Dean of the School of Education, a Coordinator of Student Teaching, a Coordinator of Field Experience, an NCATE/Assessment Coordinator, and a part-time database manager. Secretarial support includes two full-time secretaries serving the School of Education, and one full-time secretary serving the Office of Field Experience and Student Teaching. The School of Education usually employs approximately 20 work-study students to support the work of the Office of Field Experience and Student Teaching, faculty, and departmental activities. The Xerox Center also employs one graduate assistant. Support personnel in the Department of Communicative Disorders and Sciences include a Clinic Director, a Director of the Graduate Program, a full-time secretary for the department, and a full-time secretary for the clinic.

D. Unit facilities

The professional education unit has adequate campus and school facilities to support candidates in meeting teaching and learning standards. The Office of the Dean allots classroom space based on numbers of students served by each department. Located in South Hall (built in 1996), the School of Education has five classrooms in South Hall, four classrooms in Holcomb, and one classroom in Sturges. Communicative Disorders and Sciences has first claim on two classrooms in Sturges.

E. Unit Resources Including Technology

The unit does not rely on external resources to carry out its core programs. The Xerox Center is the only program funded externally. The Director of the Center is funded through the unit budget.

Technology resources available to students and faculty include server space, numerous software applications, and email. Faculty members use email to communicate with their students individually and collectively. The School of Education maintains two mailing lists, soestudents-1 (for undergraduate candidates) and soegradstudents-1 (for graduate candidates). These lists are used to communicate with candidates regarding announcements concerning internships, scholarships, job opportunities, School of Education events, and other miscellaneous announcements. School of Education faculty can also request class email lists to facilitate class discussion through KnightWeb, the web interface to SUNY-Geneseo's student information system. Faculty and candidates are allocated 50MB of storage for email. Most unit faculty use pop or imap clients such as Eudora, Microsoft Outlook or Netscape mail to manage their mail. Most unit candidates use a web interface to email.

All SUNY-Geneseo faculty members have a desktop or notebook computer with full network access to the campus Intranet and the Internet. All new tenure track-faculty members receive a new computer. Each year, a portion of the faculty receives new up-to-date equipment. About 86 percent of unit faculty members have moved to using a notebook computer that can be carried into the classroom and used to work from home. Faculty are provided 750MB of file storage and have the capability of maintaining an Outbox to provide candidates with materials electronically and an Inbox to accept electronic materials from candidates. Many unit faculty members use notebook computers in the classroom.

SUNY-Geneseo has a mature network environment with 100-Mbps switched Ethernet provided to all academic buildings, allowing for 100-Mbps fast Ethernet to the desktop and wireless zones in all academic buildings, residence halls, and most other campus buildings. SUNY-Geneseo's wide area network consists of a T-3 to the Internet. The College was the first SUNY college to join a select group of more than 200 other universities with access to Internet2. Internet2 is a high speed, low latency research and development network, ideal for experimenting with new network and educational technologies. SUNY-Geneseo's web-based interface to the student information system, Banner, is called KnightWeb. Faculty can enter grades, retrieve class rosters, and advise students academically. Students use KnightWeb to register for classes, view final grades and access other student related information.

SUNY-Geneseo has been able to build an extensive student access computing environment on both the general access level and the department level. One source of funding has been the Student Computing Access Program (SCAP), which is a SUNY-wide program implemented in cooperation with the Division of Budget. The intent of the program is to make purchases that are a direct benefit to students. In order to increase the students' personal hands-on access to computing, SUNY-Geneseo's SCAP allocation was \$107,913 in 2004-05. Another source of funding for student technology has been the Student Technology Fee. Each student pays \$132.50 per semester.

The College has over 40 channels on its campus cable system. Most feature programming from the major networks and local affiliate stations, though ten channels are reserved for instructional support. Programming on these support channels range from commercially available instructional videotapes to locally created educational material. CIT also makes two television studios available for recording faculty presentations and student projects, as well as loaning camcorders for educational videotaping. Any program in the tape library can be played back at any time on SUNY-Geneseo educational channels by faculty request. The CIT Audio

Visual area loans overhead and slide projectors, as well as LCD panels and LCD projectors for presentations.

CIT Multimedia Services has two digital non-linear video editing suites available for use by faculty and candidates. Digital video cameras are available for sign out.

ResNet, SUNY-Geneseo's residential computer network, provides an Ethernet connection to the Internet from every residence hall room on campus. Site licensing is provided for CRT, Easy Grade Pro, Maple, MathCad, Mathematica, Minitab and SPSS. Computing and Information Technology (CIT) supports use of the Microsoft Office Suite, Internet Explorer, Safari, WinZip and Aladdin Expander, Eudora, Outlook Express, Quicktime, Real Player, Shockwave, WSFTP, Fetch, Transmit, and Adobe Acrobat.

SUNY-Geneseo has over 50 computer labs which house over 900 computers that are available to students, giving SUNY-Geneseo a 6:1 student to computer ratio. All lab computers are on the campus network and have full Internet access. Software varies between computer labs, but the majority of labs provide word processing, spreadsheet, database, statistical packages, web browser, and email. Departmental labs often provide specialized software tailored to the individual needs of their discipline. The unit uses Inspiration and Kidspiration. Most student lab computers are on a three-year replacement cycle.

All classrooms at SUNY-Geneseo have a connection to the campus network and have Internet access. The majority of classrooms are equipped with permanent projection, with the ability to connect a notebook computer and project from a computer, VCR/DVD player and other devices. Over 20 classrooms have additional technology available to the instructor like an Elmo visualizer, LaserDisc Player, and the Navitar slide to video.

The unit maintains a department web site at <http://education.geneseo.edu>. Faculty members are provided with 50MB of server space to maintain individual web pages. About 60 percent of the Education faculty members maintain a personal web site with information on syllabi, PowerPoint classroom presentations, course resources, and other course-related materials for their students. Other faculty members make materials available in electronic outboxes.

The Computing & Information Technology (CIT) HelpDesk is staffed with trained student consultants who can offer one-on-one assistance to the campus community. In addition, the unit has a single point of contact with a Technology Support Professional (TSP). Each semester CIT offers a series of free introductory workshops sponsored by the Geneseo Teaching & Learning Center.

Teacher candidates are well-served by SUNY-Geneseo's Milne Library, which is one of the most highly rated libraries within the SUNY system, according to a 2003 student opinion survey of SUNY College and University Center libraries. Total library attendance for Milne Library has more than doubled since 1996 to 594,743 visitors in 2005. Circulation figures for 2004/2005 totaled 277,496. Electronic Reserves (ERES), introduced in 2000, enable 24/7 on-line access to course reserves. The Library's 2005 collection includes 519,174 books and currently maintains subscriptions to 18,773 periodical titles.

Milne Library's total Information Resources average annual budget is \$600,000, with nearly 80 percent allocated for books and serials, 16 percent for electronic resources, and the rest for audiovisual materials and other information resources and services.

Information Delivery Services (IDS) provides access to research materials not found on campus, and is available at no cost to all SUNY-Geneseo faculty, staff and students. IDS serves as a gateway to published material from libraries worldwide and is accessed through a user-friendly web-based interface.

The Library offers significant services to the unit, including the Teacher Education Resource Center (TERC), the Curriculum Resources Center Collection (CRCC), and the Juvenile/Young Adult Collection (J/YAC). The TERC provides support and instruction for teaching and leadership activities in preschool through high school settings. A full-time librarian and a half-time paraprofessional staff the Center. The TERC houses two special collections of materials: the Curriculum Resources Center Collection (CRCC) and the Juvenile/Young Adult Collection (J/YAC). The CRCC provides materials representative of contemporary teaching practice for preschool, elementary, secondary and special education. CRCC materials include curriculum guides, teaching activity books/handbooks, K-12 textbooks, 'big books,' audio-visual materials, software, assessment instruments, publishers' sales catalogs, and some reference materials.

During 2005/06, 2,332 teacher education candidates attended 95 formal library instructional sessions on how to identify, locate and use appropriate resources for research papers/projects in education or P-12 curriculum planning.

Library budget lines allocated to the unit include \$4,250 for books, \$16,000 for serials, \$6,000 for the Curriculum Resources Center Collection, and \$3,000 for the Juvenile/Young Adult Collection.

Overall Assessment of Standard

The unit has clear leadership authority for operation of teacher preparation programs with sufficient budget, facilities, and resources, including information technology resources, for preparation of candidates to meet professional, state, and institutional standards. The unit has sufficient full-time, tenure track faculty and support staff to provide integrity, quality, and continuity of programs.

Recommendation: Met

Areas for Improvement: None

EVIDENCE REVIEWED

STANDARD 1

General Information Regarding Standard 1:

- 1.0.1 Undergraduate and Graduate Bulletins
- 1.0.2 Undergraduate and Graduate Handbooks
- 1.0.3 Advising Sheets and Advisor List
- 1.0.4 Commissioners Regulations Parts 52.21 and 75
- 1.0.5 Program Registrations
- 1.0.6 Course Outcomes
- 1.0.7 SPA Reports
- 1.0.8 School of Education Self-Study Report
- 1.0.9 Curriculum and Program Committee Minutes

Element 1: Content Knowledge for Teacher Candidates

- 1.1.1 Candidate Awards, Honors, and Research and Paper Presentations
- 1.1.2 Admission to School of Education Data Table
- 1.1.3 Oral Discourse Rubric, and Data Tables
- 1.1.4 LAST Framework and Data Tables
- 1.1.5 New York State Learning Standards+
 - The Arts
 - Career Development and Occupational Studies
 - English Language Arts
 - Languages Other Than English
 - Mathematics, Science, and Technology
 - Social Studies
- 1.1.6 GPA charts
- 1.1.7 Lesson Plan Assignment, Rubric, and Data Tables
- 1.1.8 Unit Plan Assignment, Rubric, and Data Tables
- 1.1.9 Student Teaching Evaluation Forms
- 1.1.10 Student Teaching Evaluation Questions and Analysis on Content Knowledge and Data Tables
- 1.1.11 Contest Specialty Test (CST) Framework and Data Tables
- 1.1.12 Employer Survey Instrument and Data Tables Need 2006 Data
- 1.1.13 Alumni Survey Instrument and Data Tables
- 1.1.14 504 Research Projects
- 1.1.15 Graduate Admission Data Table
- 1.1.16 Graduate Capstone Samples and Data Tables
- 1.1.17 Literacy CST Framework

Element 2: Content Knowledge for Other Professional School Personnel

- 1.2.1 ASHA Report
- 1.2.2 2006-2007 Presidential Scholars
- 1.2.3 National Examination in Speech-Language Pathology data

Element 3: Pedagogical Content Knowledge for Teacher Candidates

- 1.3.1 Practicum Evaluation Forms and Data Tables
- 1.3.2 Technology Outcomes Chart
- 1.3.3 Information Literacy Instruction for Education Majors
- 1.3.4 Student Teaching Technology Instruction Report

- 1.3.5 Teacher Education Resource Center Information
- 1.3.6 Directions for Using the Office of Student Teaching Weblog
- 1.3.7 Student Teaching Questions and Analysis for Pedagogical Content Knowledge and Data Tables

Element 4: Professional and Pedagogical Knowledge and Skills for Teacher Candidates

- 1.4.1 Field Inquiry Portfolio Guidelines and Samples
- 1.4.2 Student Teaching Evaluation Questions and Analysis for Professional and Pedagogical Knowledge and Skills and Data Tables
- 1.4.3 ATS-W Framework and Data Tables
- 1.4.4 ECE Graduate Program Internship Guidelines, Rubrics, and Data Tables
- 1.4.5 Literacy (CURR 513) Case Study Assignment, Rubrics, and Data Tables

Element 5: Professional Knowledge and Skills for Other School Personnel

- 1.5.1 Speech Pathology Graduate Handbook

Element 6: Dispositions for All Candidates

- 1.6.1 Student Teaching Handbook
- 1.6.2 Student Teaching Evaluation Questions and Analysis for Dispositions and Data Tables
- 1.6.3 Graduate programs dispositional data
- 1.6.4 Admissions Essay: Dispositional Evaluation
- 1.6.5 Student Group Flyers and End of Year Reports
- 1.6.6 Gold Leader Mentor List

Element 7: Student Learning for Teacher Candidates

- 1.7.1 Student Teaching Evaluation Questions and Analysis for Student Learning Assessment and Data Tables
- 1.7.2 Impact on Student Learning Assignment, Rubric, and Data Tables
- 1.7.3 Alumni awards

Element 8: Student Learning for Other Professional School Personnel

- 1.8.1 Speech Pathology Data Tables

STANDARD 2

General Information Relating to Standard 2

- 2.0.1 SUNY Assessment Initiative
- 2.0.2 SUNY General Education Assessment
- 2.0.3 SUNY Geneseo General Education Assessment
- 2.0.4 Assessment at SUNY Geneseo: Plans and Forms
- 2.0.5 School of Education Policies Relating to Assessment
- 2.0.6 Assessment System Supplementary Report

Element 1: Assessment System

- 2.1.1 Minutes of the Assessment Committee
- 2.1.2 Preconditions Assessment Plan
- 2.1.3 Program Assessment Plans
- 2.1.4 Application to the School of Education
- 2.1.5 Graduate Studies Application
- 2.1.6 Undergraduate Admissions Data Chart
- 2.1.7 Appeal/Waiver Policies and Forms
- 2.1.8 Commissioners Regulations Parts 52.21 and 75
- 2.1.9 Unit Key Assignments, Rubrics, and Summary Data
 - 1. Lesson Plan Assignment, Rubric, and Data Summary

2. INTD 203 Statement of Philosophy and Beliefs Assignment, Rubric, and Data Summary
 3. Unit Plan Assignment, Rubric, and Data Summary
 4. Oral Discourse Rubric, and Data Summary
 5. Impact on Student Learning Assignment, Rubric, and Data Summary
- 2.1.10 Program Key Assignments
1. CURR 213 Lesson Plan and Reflection Assignment and Rubric
 2. CURR 313 Reflective Essay Assignment and Rubric
 3. EDUC 214 Field Visit Reflections Assignment and Rubric
 4. EDUC 215 Literacy Strategies Portfolio Assignment and Rubric
 5. EDUC 303 Reflective Paper Assignment and Rubric
 6. EDUC 326 Classroom Management Research Paper Assignment and Rubric
 7. EDUC 354 Home-School Newsletter Assignment and Rubric
 8. SPED 319 Teacher Interview Assignment and Rubric
 9. SPED 382 Individualized Education Plan Assignment and Rubric
 10. SPED 382 Diagnostic Prescriptive Report Assignment and Rubric
 11. SPED 383 Behavioral Intervention Plan Assignment and Rubric
 12. SPED 385 Collaboration Notebook Assignment and Rubric
 13. ECED 351 Case Study Report Assignment and Rubric
 14. ECED 352 Community Involvement and Advocacy Project Assignment and Rubric
 15. ECED 352 Involvement in a Professional Organization Assignment and Rubric
 16. ECED 353 Activity and Lesson Plan Assignment and Rubric
 17. ECED 353 Documentation and Panel Exhibit Assignment and Rubric
 18. ECED 355 Diverse Learner Assessment Record/Report Assignment and Rubric
 19. ECED 331 Family/Community Project Assignment and Rubric
 20. ECED 331 Unit Plan Assignment and Rubric
- 2.1.11 Field Inquiry Portfolio Guidelines and Materials
- 2.1.12 Sample Practicum Forms and Aggregated Data
- 2.1.13 Student Teaching Application
- 2.1.14 Sample Student Teaching Evaluation Forms, Syllabi, and Aggregated Data
- 2.1.15 Student Teaching Technology Workshops
- 2.1.16 Professional Portfolio Guidelines and Materials
- 2.1.17 Sample Curriculum Advisement and Program Planning (CAPP) Reports
- 2.1.18 SUNY Teacher Education Program Assessment Project (FIPSE Report)
- 2.1.19 EBI Survey Instrument and Results
- 2.1.20 Alumni Survey Instrument and Summary Data
- 2.1.21 Employer Survey Instrument and Summary Data
- 2.1.22 Licensure Tests Frameworks and Summary Data
- 2.1.23 Senior Survey
- 2.1.24 Follow-Up Studies
- 2.1.25 Capstone Experience Descriptions and Data
- 2.1.26 Rubric Reliability Materials
- 2.1.27 Faculty Evaluation Policies and Sample SOFI Form
- 2.1.28 Faculty Activity Report Sample and Summary Data
- 2.1.29 Teaching and Learning Center's Technology Survey Questions
- 2.1.30 Childhood Faculty Technology Survey Data
- Element 2: Data Collection, Analysis, and Evaluation
- 2.2.1 Admissions and Retention Reports

- 2.2.2 File of Complaints and Resolutions
 - 2.2.3 Faculty Promotion, Tenure, and Retention Evaluation Policies
 - 2.2.4 School of Education Academic Department Profile
 - 2.2.5 Degrees Awarded by Program
 - 2.2.6 Enrollment Data from Institutional Research
 - 2.2.7 Education Certifications Recommended to State Education Department
 - 2.2.8 Item Analysis Definitions
 - 2.2.9 Classroom Management Survey
 - 2.2.10 Conceptual Framework Survey and Data
- Element 3: Use of Data for Program Improvement
- 2.3.1 Program Committee Reports
 - 2.3.2 School of Education End-of-Year Report
 - 2.3.3 Employer Survey Report
 - 2.3.4 Alumni Survey Report
 - 2.3.5 Application Essay Report
 - 2.3.6 SOE Assessment Report for Academic Affairs Assessment

STANDARD 3

General Information Relating to Standard 3

- 3.0.1 Commissioners Regulations Part 52.21
- 3.0.2 School of Education Policies on Field Experiences
- 3.0.3 Field Experience Annual Reports
- 3.0.4 Student Teaching Annual Reports

Element 1: Collaboration between Unit and School Partners

- 3.1.1 Meeting Minutes
- 3.1.2 Placement Policies and Procedures
- 3.1.3 Joint Management Team Materials
- 3.1.4 Rochester Area Coordinators of Field Experience Consortium
- 3.1.5 Student Teaching Handbook
- 3.1.6 Partnership Chart and Example Materials
- 3.1.7 Teacher Request for Practicum Student to Return as a Student Teacher Form
- 3.1.8 Mount Morris Newsletter
- 3.1.9 Graduate Internship/Clinic Sample Materials
- 3.1.10 Interim Coordinator of Student Teaching Announcement

Element 2: Design, Implementation, and Evaluation of Field Experience and Clinical Practice

- 3.2.1 Demographics of Clinical Sites for Initial and Advanced Programs
- 3.2.2 SUNY Urban Teacher Education Center (SUTEC) Materials
- 3.2.3 Chart of Field Experiences by Program and Block
- 3.2.4 Library Technology Report
- 3.2.5 Field Experience Placements 2002-2006
- 3.2.6 Practicum Placements 2003-2006
- 3.2.7 Student Teaching Placements 2004-2006
- 3.2.8 Service Learning Materials
- 3.2.9 Chart of Courses with Field Experience Components
- 3.2.10 Field Experience Information Sheets by Course
- 3.2.11 Field Inquiry Portfolio Guidelines
- 3.2.12 General Practicum Materials
- 3.2.13 Block 4 Practicum Materials and Evaluation Forms

- 3.2.14 Block 5 Practicum Materials and Evaluation Forms
- 3.2.15 Adolescence Practicum Materials and Evaluation Forms
- 3.2.16 Student Teaching Applications, Forms, and Admissions Chart
- 3.2.17 Student Teaching Syllabi
- 3.2.18 Student Teaching Evaluation Forms
- 3.2.19 Professional Portfolio Guidelines
- 3.2.20 Mock Interview Agenda for Teacher Candidates

Element 3: Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

- 3.3.1 Student Teaching Course Outcomes
- 3.3.2 Chart of Student Teaching Seminars
- 3.3.3 Sample Field Visit Assignments
- 3.3.4 Sample Practicum Assignments
- 3.3.5 Sample Student Teaching Assignments
- 3.3.6 Practicum Data
- 3.3.7 Student Teaching Data
- 3.3.8 Chart of Withdrawals from Student Teaching
- 3.3.9 Field Work Samples
- 3.3.10 Student Teaching Work Samples

STANDARD 4

General : Visit the Main page for SUNY Geneseo Diversity

- 4.0.1 SUNY Geneseo Statement on Diversity and Community
- 4.0.2 President's Commission on Diversity and Community Reports
- 4.0.3 President's Lecture on Diversity Flyers
- 4.0.4 2004 Campus Climate Survey
- 4.0.5 Academic Affairs Diversity Plan
- 4.0.6 Affirmative Action Plan 2004-2005, 2005-2006
- 4.0.7 Annual Organization Unit Affirmative Action Planning Report
- 4.0.8 General Education Non-Western Tradition Requirements
- 4.0.9 Teaching and Learning Center materials
- 4.0.10 Office of Multicultural Affairs materials
- 4.0.11 Multicultural student organization list
- 4.0.12 Access Opportunity Program materials
- 4.0.13 Minutes

Element 1: Design, Implementation, and Evaluation of Curriculum and Experiences

- 4.1.1 School of Education Application and Essay Report
- 4.1.2 Conceptual Framework Strands and Outcomes
- 4.1.3 Chart of Course Outcomes Related to Diversity and Corresponding Syllabi
- 4.1.4 Sample Course Syllabi
- 4.1.5 Xerox Center weekly seminars
- 4.1.6 Geneseo Diversity Events
- 4.1.7 Education and Social Justice Journal
- 4.1.8 Think About Teaching conference materials
- 4.1.9 Sample assignments, rubrics, and candidate work related to diversity
- 4.1.10 Candidate Activity Survey Data

Element 2: Experiences Working with Diverse Faculty

- 4.2.1 Recruitment Policies and Procedures
- 4.2.2 Job Announcements for Director of Xerox Center for Multi-Cultural Teacher Education

- 4.2.3 Job Announcements for faculty positions
- 4.2.4 Institutional Research Demographic Data for Faculty and Staff

Element 3: Experiences Working with Diverse Candidates

- 4.3.1 Institutional Research Demographic Data for Geneseo students
- 4.3.2 Geographic Origins of SUNY Geneseo students
- 4.3.3 Demographics of Surrounding Counties/Areas
- 4.3.4 List of AOP/EOP candidates

Element 4: Experiences Working with Diverse Students in P-12 Schools

- 4.4.1 Chart of Student Teaching and Field Experience Placements
- 4.4.2 Demographics of Surrounding Counties/Areas and School Report Card Data
- 4.4.3 Xerox Center Service Learning Directed Study materials
- 4.4.4 Pathways Program Proposal
- 4.4.5 SUTEC materials
- 4.4.6 Summer in the City Candidate Participant Data and Program Information
- 4.4.7 Xerox Center for Multicultural Teacher Education

STANDARD 5

Element 1: Qualified Faculty

- 5.1.1 Table of Academic Rank
- 5.1.2 Faculty Summary Vitas
- 5.1.3 Complete Faculty Vitas
- 5.1.4 Faculty Activity Reports 2003-2006
- 5.1.5 Faculty/Staff Award Recipients
- 5.1.6 Student Teaching Supervisor Chart
- 5.1.7 Discretionary Salary Increase Policy
- 5.1.8 Geneseo Process and Procedures for Faculty Promotion

Element 2: Modeling Best Professional Practices in Teaching

- 5.2.1 Chart of Courses Taught
- 5.2.2 Student Opinion of Faculty Instruction Surveys (SOFI's)
- 5.2.3 Chart of Conference Attendance
- 5.2.4 Teaching Learning Center book/video list

Element 3: Modeling Best Professional Practices in Scholarship

- 5.3.1 Publications Samples
- 5.3.2 Chart of Publications, Presentations, and Research
- 5.3.3 Research Materials
- 5.3.4 Chart of Student Research Grants
- 5.3.5 Scholarship Evaluation Guidelines

Element 4: Modeling Best Professional Practices in Service

- 5.4.1 Chart of SOE Committees
- 5.4.2 Chart of Faculty Advising
- 5.4.3 Chart of Geneseo Committees
- 5.4.4 Chart of Professional/Community Service/Membership
- 5.4.5 Candidate Scholarship Criteria/Ranking Forms
- 5.4.6 Emeritus Faculty

Element 5: Collaboration

- 5.5.1 Faculty Collaboration Chart
- 5.5.2 Early Childhood Partnership Materials
- 5.5.3 Literacy collaboration materials (Peck)
- 5.5.4 E-mail/WEB log Projects

- 5.5.5 Booklinks
- 5.5.6 Clinic Newsletters
- 5.5.7 SUNY Geneseo/East High School Teaching and Learning Institute Partnership Proposal
- 5.5.8 Xerox Center for Multi-Cultural Education Teacher Education Service Learning Experience
- 5.5.9 NYS Higher Education Support Center for Systems Change materials
- 5.5.10 Joint SUNY Deans of Western New York minutes
- Element 6: Unit Evaluation of Professional Education Faculty Performance
- 5.6.1 Student Opinion of Faculty Instruction (SOFI) form and summaries
- 5.6.2 Form H
- 5.6.3 Processes and Procedures for Faculty Promotion
- 5.6.4 Supervisor/Cooperating teacher evaluation forms and data
- 5.6.5 Hiring Policies and Procedures
- 5.6.6 Personnel Committee and Faculty and Student Affairs Committee Minutes
- 5.6.7 Faculty Activity Evaluation Form
- Element 7: Unit Facilitation of Professional Development
- 5.7.1 Policy on Faculty Development
- 5.7.2 New Faculty Orientation materials
- 5.7.3 Adjunct Faculty Orientation materials
- 5.7.4 Teaching and Learning Center materials
- 5.7.5 College Professional Development Opportunity Flyers
- 5.7.6 Sponsored Research Annual Reports
- 5.7.7 Faculty Scholarly Activity 1996-2001
- 5.7.8 Chart of Professional Development Expenditures 2005-2006
- 5.7.9 Press Release for SUNY Geneseo 2006 Summer Research Fellowships

STANDARD 6

General Information Relating to Standard 6

- 6.0.1 Memorandum of Understanding between Geneseo and SUNY
- 6.0.2 Constitution of the Faculty
- 6.0.3 A New Vision in Teacher Education
- 6.0.4 Policy Guidelines for the Implementation of A New Vision
- 6.0.5 Implementation of A New Vision Progress Report for SUNY Geneseo
- 6.0.6 Commissioners Regulations Part 52.21
- 6.0.7 Commissioners Regulations Part 75
- 6.0.8 University Faculty Senate By-laws
- 6.0.9 Articulation Agreement between SUNY Geneseo and Genesee Community College (GCC)
- 6.0.10 SUNY Geneseo Policies and Procedures
- 6.0.11 SUNY Geneseo Strategic Planning Reports
- Element 1: Unit Leadership and Authority
- 6.1.1 Structure of Higher Education in New York State
- 6.1.2 Office of the President Organizational Chart
- 6.1.3 Academic Affairs Organizational Chart
- 6.1.4 Geneseo College Senate Organizational Chart
- 6.1.5 Administration and Finance Organizational Chart
- 6.1.6 College Advancement Organizational Chart

- 6.1.7 School of Education Programs Organizational Chart
- 6.1.8 School of Education Plan of Governance
- 6.1.9 Standing Committee Assignments
- 6.1.10 School of Education Handbooks
- 6.1.11 Communicative Disorders and Sciences Constitution
- 6.1.12 Liberal Arts and Sciences Department Governance materials
- 6.1.13 Undergraduate Bulletin and Graduate Bulletin
- 6.1.14 School of Education Application
- 6.1.15 Graduate Application
- 6.1.16 Program Advising Sheets
- 6.1.17 Student Services Materials
- 6.1.18 Unit Meeting Minutes
- 6.1.19 Executive Committee Meeting Minutes
- 6.1.20 Teacher Education Advisory Meeting Minutes
- 6.1.21 Teacher Education Advisory Committee End of Year Report 2005-2006
- 6.1.22 Rochester City School District Leadership Strategy Meeting with Area Colleges and Universities
- 6.1.23 Recruitment Materials
- 6.1.24 Career Services Materials

Element 2: Unit Budget

- 6.2.1 School of Education Budgets 2003-2006
- 6.2.2 Communicative Disorders and Sciences Budgets 2003-2006
- 6.2.3 Departmental Management Accounts 2003-2006
- 6.2.4 Geneseo Budget Process Forms
- 6.2.5 SUNY Geneseo 2005-2006 Budget

Element 3: Personnel

- 6.3.1 State University of New York Policies of the Board of Trustees
- 6.3.2 Academic Affairs Policies and Procedures
- 6.3.3 Management/Confidential, Professional and Academic Employment and Benefit Handbook
- 6.3.4 Union contracts
- 6.3.5 School of Education Faculty Loads
- 6.3.6 Induced Workload Matrix 1994-2002
- 6.3.7 Student Credit Hours Fall 2005 by Department
- 6.3.8 Institutional Research Data on SUNY Geneseo Faculty
- 6.3.9 Unit Professional Staffing Charts
- 6.3.10 Sponsored Research Annual Report and Materials
- 6.3.11 Teaching and Learning Center materials
- 6.3.12 American Association of Colleges of Teacher Education Annual Report

Element 4: Unit Facilities

- 6.4.1 Campus Map
- 6.4.2 Facilities Lists

Element 5: Unit Resources including Technology

- 6.5.1 CIT Report
- 6.5.2 Library Report
- 6.5.3 Library Resources
- 6.5.4 Undergraduate Programs Committee Minutes appointing Koomi Kim as Library Liaison
- 6.5.5 Library InfoBits

6.5.6 Assessment/Literacy Lab Catalogues

GENERAL INFORMATION

- 7.1.1 SUNY System Information
- 7.1.2 History of Geneseo
- 7.1.3 COPLAC Materials
- 7.1.4 Co-Curricular Bulletin
- 7.1.5 Mission Statement of the College
- 7.1.6 Middle States Association of Schools of Colleges Accreditation Report
- 7.1.7 Phi Beta Kappa Materials
- 7.1.8 Campus Map
- 7.1.9 Institutional Research Demographic Tables (Faculty and Students)
- 7.1.10 2004 Report of the President
- 7.1.11 Academic Affairs Organizational Chart
- 7.1.12 Professional Education Unit (PEU) Organizational Chart
- 7.1.13 Conceptual Framework
- 7.1.14 Conceptual Framework Development Materials (1993 Assumptions and Principles)
- 7.1.15 NYSED Office of Teaching New Certification Requirements Summary Chart
- 7.1.16 “Teaching to Higher Standards: New York’s Commitment”
- 7.1.17 A New Vision in Teacher Education
- 7.1.18 INTASC Standards
- 7.1.19 New York State Learning Standards
 - The Arts
 - Career Development and Occupational Studies
 - English Language Arts
 - Languages Other Than English
 - Mathematics, Science, and Technology
 - Social Studies
- 7.1.20 AACTE/NCATE Annual Report
- 7.1.21 Preconditions Report
- 7.1.22 NCATE/State Partnership Protocol for Initial/Continuing/Probation Reviews of Professional Education Units in the State of New York
- 7.1.23 Institutional Report
- 7.1.24 Demographics of Institution and Service Area
- 7.1.25 Third Party Testimony Notice
- 7.1.26 Faculty Survey Spring 2002
- 7.1.27 Holcomb Center Self-Study Report
- 7.1.28 Regents Report on Teacher Supply and Demand
- 7.1.29 New York State Report to the Governor on the States Schools
- 7.1.30 2005 and 2006 Commencement Programs
- 7.1.31 SUNY Geneseo Listings in National Publications
- 7.1.32 New York Times Article about SUNY Geneseo

Evidence Provided at Time of Visit

Documents reviewed:

1. Work samples of collaborative faculty-student research
2. Explanation of how the 4-category ratings in the employers' survey were translated into target, acceptable, and unacceptable.
3. Official SUNY-Geneseo policy on public access to buildings by students with disabilities
4. Chart of field experiences in graduate programs
5. Explanation of implementation of decisions identified as to be implemented in fall 2006 in chart of data-driven decisions

Persons interviewed at Time of Visit

<p>Christopher Dahl, President of SUNY-Geneseo</p>	<p>Katherine Conway-Turner, Provost of SUNY-Geneseo</p>
<p>Dansville School District Dave DeLoria, Interim Superintendent Amy Schiavi, Middle School Principal Linda Sykut, Elementary School Principal Chris Lynch, Primary School Principal Teresa LeBlank, Student Christine Spoor, Primary School teacher Eileen McMaster, Elementary School teacher Derek Belcher, Middle School teacher Kristin Luxon, High School teacher</p>	<p>East High School, Rochester School District Dan Delehanty-Social Studies, Teaching and Learning Institute Laura Delehanty-Social Studies, Teaching and Learning Institute John Vorrasi-Social Studies Emily Lindsley-Science Laura Castaldi-World Languages Steve Colabufo-Math Mary Gilbert-College Admissions Counselor, AVID Program Terry Forward-Reading, AVID Program Christopher Smith, Assistant Principal Lori Ayers, Assistant Principal</p>
<p>Geneseo School District Tim Hayes, HS/ MS Principal Mark Linton, Elementary School Principal Jon Hunter, Superintendent Mike Garger – HS Social Studies Matt Frahm – HS Social Studies Katie Vento – HS Mathematics Marjorie Lewis – grade 5 Kris Ridler – grade 2 Nicole Aureimma – grade 5 Kristie Haigh and Ms. Tracy Kane grade 2 (Special Education Blend) Carol Browne – grade 3 Phillip Natoli – grade 4 William Brummett – grade 3</p>	<p>Mt. Morris School District Renee Garrett, Superintendent Mark Valentino, High School Principal (Grades 9-12) Michael Murray, Assistant Principal (Grades 6-8) Mrs. Sharon Brown, Junior High Social Studies Glenn McClure, Resident Artist Christine Caskey, 5th Grade Heather Anzalone, Junior High Math Tracy Peterson, Teacher</p>
<p>Pavilion School District Ed Orman, Superintendent Sheila Eigenborn, High School Principal Barb Partell, Elementary Principal Heather James - HS Special Ed. Sue Maniance - Social Studies Janet McConologue - Foreign Language Debbie Davis - Elementary Karen Jeffries - Elementary Jenn VanValkenburg - Elementary</p>	<p>School 58/World of Inquiry, Rochester School District Beth Mascetti-Miller, Principal Sheela Webster, Reading Specialist Ingrid Dixon 1st grade teacher Kerry Robertson 3rd grade teacher Karen Dingwell, 2nd grade Erin Cotton, student Sharon Peck, SOE faculty</p>

Special Ed.	
Strong Museum Joan Hoffman, Education Director	
Undergraduate faculty Mike Gutter Sherry Schwartz Katie Rommel-Esham Pat Barber Liz Hall Dan Kelly Linda Burdett Michael Rozalski	Graduate Faculty Jane Morse David Granger Mary Jensen Dennis Showers Ernie Balajthy Brian Morgan Maria Liwanag
Tenure-Track Faculty (including recently tenured faculty) Koomi Kin Sherry Schwartz Leigh O'Brien Linda Ware Michael Rozalski	Adjunct Faculty Tina Fenton Don Jones Sherry Keihl
New Faculty Linda Ware Leigh O'Brien Maria Liwanag Linda Burdett	Graduate Assistants Kim Bilinski Gabi Teller Kelly Owens Laura Cantone Heather Chirico
Student Organization Leaders Caitlin Agnello Kelly Chieco Michelle Davis Lauren Eichenaurer Nina Filletti Megan Fitzpatrick Ashley Hoch Melissa Hundley Theresa Kane Eleni Mickles Lauren Miller Tammy Seidberg Kristin Squires Sara Szczepanski	Institutional Resources Asst. Provost, Budget & Administration, Enrico Johnson Executive Director of Alumni Relations, Patty Hamilton-Rogers Director of Sponsored Research, Anne Baldwin Kim Faber, Asst. VP for College Advancement
Undergraduate Programs Committee Mary Jensen David Granger Liz Hall Koomi Kim	SOE Program Coordinators Susan Salmon David Granger Mary Jensen Ernie Balajthy Dennis Showers

Linda Burdett	
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<p>Graduate Programs Committee Sharon Peck Dennis Showers Brian Morgan Jane Morse Leigh O'Brien Susan Salmon</p>	<p>Undergraduate Students Elise Arneson Catherine Brackins Liwen Chen Jesse Cutting Courtney Gay Pavi Kohli Molly Kocker Jennifer McNulty Christopher Morens Stephen O'Dea Renee Price Jamie Scordino Michelle Stewart Michael Toland Jennifer Tyrpak Jessica Voelkl Megan Zeh</p>
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<p>Student Teachers Jennifer Acresti Amanda Brownsten Megan Cullen Dave Dermody Danielle Drogi Elizabeth Koshansky Joe Pudlewski Tara Quirino Alicia Riggi Andrea Wenz Brian Carberry</p>	<p>Diversity/Recruitment & Support, 1 Calvin Gantt, AOP Director George Anselme, Asst. Director of Admissions Lenoard Sancilio, Dean of Students</p>
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<p>Xerox Center Partnerships Susan Norman, Interim Xerox Center Director Frank Rossi, Community Place Director Lee Holiday, City of Rochester Maria H. Lima, Dept. of English-SUNY-Geneseo</p>	<p>Faculty (Open Meeting) Meg Stolee, History Savi Iyer, Physics Richard Finkelstein, English Ganie DeHart, Psychology Doug MacKenzie, Comm. Disorders & Sciences Stephen F. West, Mathematics Dennis Showers, School of Ed. Celia Easton, English Doug Baldwin, Computer Science David Geiger, Chemistry Kurt Fletcher, Physics</p>
<p>Field Experiences John Williams, Student Teaching Coordinator Therese Riordan, Field Experiences Coordinator</p>	<p>Diversity Recruitment & Support, 2 Tabitha Buggie-Hunt, Asst. Dean for Disability Services Don Lackey, Interim Ass. VP for Human Resources David Gordon, Assoc. Provost for Personnel and Diversity</p>
<p>P-12 Administrators Scott Bishoping Kathy Burton Rick Derose Kriste Grocki</p>	<p>P-12 Teachers Louise Frederes Joyce Hovey Dean June Stephanie Kuhn</p>

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<p>Geneseo Assessment Catherine Renner, Director of Institutional Research Paul Schacht, Assistant to the Provost for Academic Affairs Assessment</p>	<p>Library/Technology Resources Ed Rivenburgh, Director of Milne Library Sue Chichester, Director of Computing and Information Technology Becky Glass, previous Director of Teaching and Learning Center Christina Geiger, Interim Director of Teaching and Learning Center Barbara Clarke, Teacher Education Resource Center Steve Dresbach, Information Technology Instructor (Library) Dan Kelly, SOE & Milne Support</p>
<p>Liberal Arts & Sciences Faculty (full-time in College/part-time in Unit) Melissa Sutherland Jeff Johannes Diana Harke Ray Spear</p>	<p>College Support & Services for Students Susan Bailey, Dean of the College Leonard Sancilio, Dean of Students Kerry McKeever, Assoc. Dean of the College Jerald Wrubel, Director of Career Services Celia Easton, Director of First-Year Orientation</p>
<p>Alumni Kyle Heassler Lindsey Heassler Kelly Knickerbocker Amy Ivers Mark Lincoln Amber Mascia Leanne Pickard</p>	

Angie Roth Rob Sanford Stephanie Webb Matt Wilcott Andrea Wisner PeiLin Wong Patty Malet Fennell, Pres. Geneseo Alumni Assoc. '65 Kim Bilinski Erin Spencer Jen Sica Erin Welch	
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CORRECTIONS TO THE INSTITUTIONAL REPORT

NOTE: Please include any factual corrections to information found in the Institutional Report. This includes information such as corrections to tables, percentages, and other findings which may have been incorrectly stated in the Institutional Report.

p. 20 Numbering mistake in program checkpoints 1-3

p. 47 Reference to “Assessment System Chart p. 99” – should be p. 101

p. 53 Table 36 – updated copies received