

Board of Examiners Report for Continuous Improvement Pilot Visit

SUMMARY FOR PROFESSIONAL EDUCATION UNIT

Institution:

SUNY Geneseo

Team Recommendations:

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

Not Applicable (Programs not offered at this level)

I. INTRODUCTION

I.1 Brief overview of the institution and the unit.

The State University of New York at Geneseo (SUNY Geneseo) is considered the honors college in the public higher education system in New York and is the most selective in the system. The residential campus is located in Geneseo, a small village on the National Register of Historic Places. Commuters comprise only one percent of the student body. The liberal arts institution is accredited by the Middle States Association of Colleges and Schools and has been nationally ranked by numerous publications, including U.S. News & World Report, Forbes, and Princeton Review. SUNY Geneseo seeks to promote seven core values: excellence, innovation, community, diversity, integrity, service to society, and tradition. The president is emphatic that diversity and excellence are compatible goals for the institution.

The team found that the unit and institution promote a culture of collaboration, a can-do spirit, and a commitment to voluntary service. SUNY Geneseo candidates frequently respond to requests for volunteers in local schools and community agencies even though such activities are not given course credit or used to meet program requirements. Candidates are aware of the value of the learning opportunity afforded through volunteering and are committed to meeting the high expectation of the institutional and unit culture. Faculty have also worked with educational entities in the region to create innovative and ongoing initiatives such as an innovative program which brings individuals age 18 and older, who have significant cognitive impairments, to campus to participate in the residential and academic program alongside Geneseo students. The people who launched the program described its creation and some of the challenges. One participant's comment captured the spirit of the regional education community when he said, "We don't allow concerns to polarize our thinking."

SUNY Geneseo began as the Geneseo Normal and Training School in 1871. Teacher education remains

one of the largest majors. According to the Fast Facts section of the university's website, there are currently 5,347 full-time undergraduate students and 98 graduate students. The number of students at SUNY Geneseo has remained stable since the last visit. The current student body is 57 percent female and 43 percent male. Twenty-four percent are identified as from diverse backgrounds. The overall retention rate from freshman to sophomore year is more than 90 percent. The retention rate for students from diverse backgrounds is approximately 70 percent.

There are 245 members of the SUNY Geneseo faculty; 90 percent hold a doctoral degree. The student faculty ratio is 19 to 1. More than 80 percent of courses are taught by full-time faculty. No classes are taught by teaching assistants. Approximately half of the institution's graduates immediately enroll in graduate programs. Graduate surveys indicate high levels of satisfaction with the institution's academic rigor, quality of instruction, and intellectual challenge.

The professional education unit is Ella Cline Shear School of Education (SOE). It offers undergraduate programs leading to initial certification in Early Childhood, Childhood, Childhood with Special Education, and Adolescence Education. The graduate programs lead to professional certification in Early Childhood and Childhood, Multicultural Childhood Education, Literacy, and Adolescence Education. Candidates in Early Childhood, Childhood, and Childhood with Special Education are required to have an academic concentration or major in a liberal arts or sciences discipline. Adolescence teacher education candidates major in a discipline in the teaching field.

New York State issues an initial teaching license, which is the entry-level certificate for classroom teachers. The certificate is valid for five years and leads to a professional certificate. The professional certificate, which requires three years of teaching experience and master's degree, is an advanced renewable certificate.

SUNY Geneseo discontinued the undergraduate Speech and Hearing Handicapped program and the graduate Speech Pathology program because of the state budget crisis. The 108 undergraduates enrolled in the program are expected to finish by May 2014. The single graduate candidate will finish by May 2014.

The dean started working on the campus only two weeks prior to the visit.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

The NCATE/New York Partnership Protocol requires compliance with both NCATE and state standards for the professional education unit. Programs must submit to the appropriate specialized professional association (SPA) but SPA accreditation is not required. The Protocol also stipulates the New York Office of College and University Evaluation will appoint a State Consultant to the NCATE Board of Examiners (BOE) Team to ensure the BOE's understanding of New York regulations and procedures. The appointed State Consultant was not able to join the onsite team but was available by telephone and email if needed. She participated in the pre-visit which was conducted by telephone. The Protocol provides for an NCATE-only team for the onsite visit. There was no other deviation from the Protocol.

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

The unit does not offer any program at branch campuses, at off-campus sites, or via distance learning.

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

No unusual circumstances affected the visit.

II. CONCEPTUAL FRAMEWORK.

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

The unit's undergraduate conceptual framework (UCF) is centered on the theme "Teachers committed to improving the lives of students through education." The vision of the unit is to contribute to the development of a democratic, humane society that values the contributions and accomplishments of all its citizens." The stated mission is "to prepare future teachers to be reflective, critical thinkers, adept at problem solving, and committed to the development of communities of inquiry, to ensure that all students have the opportunity to learn the skills necessary for a productive life and responsible citizenship." The unit describes its philosophy as a pragmatic form of social constructivism that also recognizes the appropriate use of direct instruction and structured curriculum in some situations. The conceptual framework is used as a text in the first course in the undergraduate program.

The UCF has three central strands: Teacher as Scholar, Teacher as Constructivist Practitioner, and Teacher as Reflective Practitioner. The first strand, Teacher As Scholar encompasses depth and breadth of knowledge, oral and written communications skills, and technological literacy. The second strand, Teacher as Constructivist Practitioner, addresses diversity, active learning, social justice, knowledge of developmental characteristic, and individualized instruction. The final strand, Teacher as Reflective Practitioner, speaks to a professional commitment to inquiry and reflective practice aimed at making wise curricular decisions. The three strands are further developed into candidate proficiencies and dispositions. A chart demonstrates the alignment of the candidate proficiencies with State and InTASC standards.

The unit plans to revisit the conceptual frameworks in the near future under the leadership of the new dean.

Individual undergraduate programs provide a strong foundation of knowledge and skills in the liberal arts and sciences; curricular content, goals, and standards; the processes of teaching and learning; and student development and sociocultural contexts. Each program is informed by state, ITASC, and national standards. Clinical experiences ranging from service learning to student teaching provide a constructivist approach to developing teaching expertise.

The UCF identifies four assessment points: admission to the School of Education, admission to student teaching, completion of student teaching/program completion, and after graduation. The UCF states all components of the assessment system are aligned with the conceptual framework.

The graduate conceptual framework (GCF) extends the themes and strands of the UCF. The first strand, Teacher as Accomplished Scholar, extends candidate's pedagogical and pedagogical content knowledge as well as knowledge and skills related to foundations of education, assessment, and research. The second strand, Teacher as Accomplished Constructivist Educator, addresses candidates' understanding of the relationships among home, school, and community, teaching strategies, and the impact of social justice and diversity issues on learning. The third strand, Teacher as Accomplished Reflective Practitioner, emphasizes critical inquiry, innovative research-based curriculum and pedagogies, and conducting research. The GCF includes proficiencies for each strand which are aligned to the standards of the National Board of Professional Teaching Standards. The GCF states all programs have a clinical component although the team learned the advanced multicultural childhood program does not have a clinical component.

The team found the conceptual frameworks serve as constitutional documents for the unit and are well known within the SUNY Geneseo community.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

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

1.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The SUNY Geneseo Teacher Certification Test Scores (Multi-subject) show 92 to 100 percent pass rate for the last three years of data. Strong content area test results show the lowest pass rate in the 2009-2010 Title II (1.3.b) was in Spanish (92%) and Social Studies (90%); both considerably above the acceptable 80 percent. In addition, the Graduate Reading (1.3.k) also had 100 percent pass rate with the exception of one year (2010) with a 92 percent (n=12, GR) pass rate with only one student not making an acceptable score. Furthermore, the Praxis pass rate was 100 percent (n=19). Although scores are above the Acceptable level for the NCATE Standard (1.a) 80 percent or higher expectation, they do not meet the Target NCATE Standard (1.a) that states all program completers pass the content examinations in states that require examinations for licensure. Interview results with students, SPA National Recognition Reports for both Initial and Advanced Programs, student assessments and student evaluations support candidates' strength in content knowledge.

Candidates seeking initial licensure in a teaching field in adolescence education must complete an academic major in the discipline. Candidates seeking initial licensure in elementary grade levels must complete a concentration in an arts and sciences area.

The ATS-W State Licensure Exam (LAST) (2008-2009, 2009-2010) evidences scores of over 270 in the area of Professional and Pedagogical Knowledge and Skills for Teacher Candidates (1.3.k). The Employer Survey showed results at the Proficient or Exemplary level in meeting the needs of learners. SPA National Recognition Reports in both Initial and Advanced Programs evidence pedagogical content knowledge, although there was concern in some programs with the alignment of standards to the scoring rubrics. The unit was in the process of addressing these concerns during the time of the site visit. In the advanced programs, the last three years of data show that 63 advanced teacher candidates have received

National Board Certification (NBPT, 1.3.k.5). Course grades show that overwhelmingly candidates receive a B or above in their coursework. Students at interviews reiterated that they chose the SUNY Geneseo Education Program because of the favorable recommendation of area educators.

The Employer Survey Results (1.3.j 1) states that out of the 11 teachers from this survey (hired in the last three years) 91 percent were rated with Proficient or Exemplary performance in the knowledge of subject taught. The Alumni Survey (11% response) resulted in 95 percent feeling very well or adequately prepared in Learning Standards, 86 percent in Assessment and 96 percent in Positive Relationships. Interviews with professors, teachers, and students supported candidates' learning in the area of professional and pedagogical knowledge and skills.

Initial and Advanced program candidates mentioned current instructional methods and concepts, such as RTI and tiered instruction, working with small groups, the use of Smart Boards and Wikis, and a variety of assessments to inform instruction.

Interviews with professors, candidates and cooperating practitioners evidence candidates' ability to impact student learning. Candidates discuss the importance of reflecting on student learning to inform their instruction. The Employer Survey results showed that 81 percent of the new teachers (up to 3 years, n=11) were either Proficient or Exemplary at using multiple methods of assessment to measure students' knowledge. The Alumni Survey confirms that almost all graduates felt very well or adequately prepared to aid students in their learning. The Child Development Research study indicates that advanced childhood candidates are strong in documentation in the area of child development and learning (100%), Observation/Documentation Assessment (81%), Professional Growth (90.9%), Theory and Research (100%) and Use of Professional Resources (100%).

Assessment data from the Student Learning for Teacher Candidates and the Unit Plan show at least 94 percent scored in the Target or Acceptable level. SPA National Recognition Reports for both Initial and Advanced Programs, evidence standards were met on Impact on Student Learning assessments. The Advanced Program, Teacher in Multicultural Education does not contain a field experience and therefore does not evidence impact on student learning.

The employer survey results do not separate Other School Professionals from the teachers, although it does include one literacy specialist. Interviews with professors and assessment results evidence that candidates show knowledge through critical analysis determined by written papers, portfolios and theses. The Advanced Program in literacy achieved 100 percent pass rate on the state exam, with the exception of 92 percent in 2010 (1.3.k 1) with only one candidate not passing.

The Advanced Program Speech Pathology is ASHA accredited until 2017 and therefore follows high standards for its program. The college recently deactivated this program because of the budget crisis. The institution is committed to allowing candidates to complete their degrees. The SPA National Recognition Report for the Advanced Program in literacy evidences that candidates impact student growth through their instruction and by coaching other educators.

Assessments in the electronic exhibit (1.3.e) show that dispositions are considered in the majority of programs and with a range of assessments within the programs. The dispositions stated in the Conceptual Framework were not always clearly aligned with the dispositions written in the various assessments. In the Initial Programs, the Student Teaching Feedback and Evaluation does assess dispositions as defined by the program. The Advanced Program, Teacher in Multicultural Education did not evidence assessment of dispositions, although shared research project topics and discussion with candidates supported professional attitudes and fostered advocacy for disadvantaged students. Alumni survey results indicate that over 97 percent felt very well or adequately prepared in the areas of written

communication, oral communication, professional growth and positive relationships. Employee survey results rate new teacher graduates (last 3 years) as 81 percent Proficient or Exemplary in incorporating cultural sensitivity in all instructional settings.

1.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

1.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

SUNY Geneseo has chosen Standard 1 as one of the standards in which they are moving toward target. When analyzing data for Standard 1, the standard expectations in both Acceptable and Target needed to be considered. After reviewing the IR and evidence provided for Standard 1, the following can be stated: SUNY Geneseo is strong in the area of Content Knowledge (element 1.a) and may be considered as moving toward target in the initial license level. The state licensure exams, the liberal arts major and the exceptionally high average GPA (3.25+) of the candidates evidence high content knowledge. At the Advanced Level the target standard expects candidates to be recognized experts in the content that they teach. SUNY Geneseo has high number of the advanced candidates that have certification from the National Board of Professional Teaching Standards.

There was strong evidence during candidate and faculty interviews, review of assessments and candidate work that SUNY Geneseo teacher candidates understand the importance of reflection. (element 1.b) For advanced programs this target element requires mentoring, and there is evidence of coaching in the literacy program. The Teachers in Multicultural Education do not have a field experience.

The Initial and the Advanced Programs may be considered as moving toward target in element 1.c. Candidates do analyze and reflect on their practice as shown in unit plans, student teaching evaluations, assessments, National Recognition SPA reports and comments in campus interviews. Candidates show understanding of their work and monitor their students' growth. In advanced literacy program candidates contribute to school improvement and renewal through coaching experiences and a professional development workshop.

Student teacher evaluations and unit plans in the initial and advanced programs other than the Teacher in Multicultural Education program show that candidates study the effects of their work and monitor student progress (element 1.d). The importance of reflection in constructivist teaching was evidenced to be well understood by the initial candidates. The Teacher in Multicultural Education program does not have a field work component.

In the category of Other School Professionals (element 1.e), SPA reports and samples of candidates' work show reflection and modifications in the Case Study and other assessments for the Advanced Program in literacy. Analyzing student data, using those data to improve student learning, and aiding classroom teachers is evidenced in the Advanced Program in literacy. Candidates in this program also take on a leadership role by leading a professional development workshop. The Speech and Pathology program is ASHA accredited and these candidates apply knowledge of content and standards through inquiry, critical analysis and synthesis.

The Advanced Program of literacy is moving toward target in the area of Student Learning for other School Professionals (element 1.f). According to assessments, as well as student and faculty interviews, candidates reflect on their work within the context of student learning. They establish environments,

including professionalism and positive dispositions, that support and increase student learning.

Candidates understand and reflect on their dispositions, although there are multiple lists of dispositions (element 1.g). In the Initial Programs, the teacher evaluations clearly show that the dispositions are being assessed. Dispositions are evidenced in the literacy program in the SPA assessments. Dispositions are not being assessed in the Teacher in Multicultural Education program because of the lack of required field experiences but were evident through interviews and candidate work samples.

SUNY Geneseo has a faculty and staff dedicated to their candidates and candidates' learning. The institution has continued to monitor assessments and use the results of these assessments to improve programs. Content knowledge continues to be well documented. Pedagogical skills are current and technology is used by candidates. Volunteering is an integral part of the culture at SUNY Geneseo. In addition, the institution is careful to ensure all candidates have a diverse experience through prepractica, practica and the opportunity of studying abroad. Programs in these areas have increased, and candidates attested to receiving numerous emails for volunteer opportunities. These opportunities are giving candidates a well-rounded look at diversity. Although dispositions at SUNY Geneseo are apparent through candidate interviews, actions and assessments, the unit has set a goal in this area. The unit plans to look at the disposition assessments in place and make changes that align the dispositions more closely to the conceptual framework.

1.4 Strengths. What areas of the standard are being addressed at the target level?

The team found that element 1.a, Pedagogical Content Knowledge for Teacher Candidate as an area moving toward target. In both the Initial Programs and the Advanced Programs candidate have high grade point averages (3.25 plus). The majority of the Advanced Program candidates are graduates of SUNY Geneseo undergraduate programs.

In addition, the team found SUNY Geneseo is working toward target in element 1.c. Candidates in the Initial Programs show strength in the area of developing meaningful learning experiences and reflection. In the Advanced Program, Master's of Literacy, candidates show leadership in the school through a coaching experience and providing a faculty development workshop.

The Advanced Program of literacy is moving toward target in the area of Student Learning for other School Professionals. The candidates complete a case study, aid other teachers in planning, do a coaching experience on best literacy practices and offer a professional development workshop.

Candidates are recognized in the region for attaining content expertise; outstanding pedagogical knowledge and skills; and a deep and sustained commitment to answering calls for volunteers to serve children on campus, in P-12 settings, and in the broader community. Cooperating teachers note the candidates willingly share state-of-the-art technology skills.

1.5 Areas for Improvement and Rationales

1.5.1 What AFIs have been removed?

AFI	AFI Rationale
Not applicable to this standard	

1.5.2 What AFIs remain and why?

AFI	AFI Rationale

Not applicable to this standard	
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1.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale
Not applicable to this standard	

1.6 Recommendation for Standard 1

Initial Teacher Preparation	Met
Advanced Preparation	Met

Standard 2: Assessment System and Unit Evaluation

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

2.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The development of the unit assessment system began about 10 years ago by the assessment committee. The system is evaluated every five to seven years and revisions are made accordingly. The assessment system is aligned with the unit's conceptual frameworks as well as professional and state standards. The assessment system is used to collect and analyze various types of data related to candidate, program and unit performance. The data are reviewed and used to improve the courses, programs and the unit operations.

The unit has an assessment committee that is responsible for overseeing the working of the assessment system. The committee is comprised of the unit faculty, administrators, P-12 school partners and a candidate representative. The committee also works with the Teacher Education Advisory Committee in reviewing the assessment data. The assessment committee meets every month to discuss various assessment issues. During an interview session the team was informed that every year, the assessment committee chooses one assessment and one standard and reviews candidate performance on that assessment. The committee makes recommendations for making changes and improving that particular assessment tool such as a rubric in order to improve the candidate performance.

As described in the exhibits, the unit assessment system is used to collect data related to the performance of candidates and faculty, and the unit operation. At the course level, candidates' performance is measured by various assessment tools which are aligned with the unit conceptual framework. The electronic exhibit room provides examples of the assessment rubrics that are aligned with the unit conceptual framework.

As described in the Assessment Handbook, candidate performance at the initial level is assessed at four checkpoints during their course of study. These are: admission to the program, admission to student

teaching, exit from student teaching/program completion, and after graduation. At each point, multiple measures of candidate performance generate data for analysis. These data include both external sources such as course grades and licensure test scores, and the internal sources such as assignments completed during various courses and field experiences. The data from these assessments is used to track candidates' performance and also helps review success of each program.

At the advanced level, candidates' performance is also assessed through various types of assessments in their courses and clinical experience. Similar to the initial level, there are four major points of data collection for the advanced level candidates. These are: admission to the program, entry to clinical practice/capstone course, exit from clinical practice/capstone course, and after graduation. There are multiple measures at these points for data collection. Data from the fourth checkpoint was not collected previously. The unit has a plan to collect data at this checkpoint also.

Faculty performance on the areas of teaching, scholarship and service is also assessed. As revealed during the interviews and from the documents in the exhibit room the data from the faculty evaluations is collected through peer observations, and course evaluations by the candidates. These data are used by the Personnel Committee to review and make recommendations regarding renewal and continuing appointments, and also for faculty promotion.

As discussed in the IR and the Assessment Handbook, the unit has started using an online data collection system since 2010. Before that, the unit used an Access database for collecting and analyzing various types of data. It was demonstrated to the team during the onsite visit, the data collected from the candidates including their course grades, other assignments, and field related assessments are uploaded to the Task Stream data management system which is managed by the Assessment Office. This office aggregates and then reports the data to program faculty for analysis. Alumni and employer survey data collected and aggregated by the Assessment Office and reported to faculty. Rubric and performance data are entered into the data management system at the end of each semester. During the onsite interviews, the team was informed that the Office of the Institutional Research receives the licensure test scores which are also uploaded to the new assessment system. The team was also informed that the Office of the Institutional Research uses a wiki to post different kinds of data which can be easily accessed by the unit and the arts and science faculty for analysis and review. Since fall 2010, program and unit data for initial programs have been collected using the Task Stream online system whereas the Access database continues to be used for advanced level data collection. The unit is starting to use the Task Stream system for advanced level data collection this fall (2012). The data are aggregated for review and analysis by faculty of each program. The unit Assessment Committee is responsible for collecting and analyzing the unit data.

The unit maintains the records of formal candidate complaints and appeals as well as their resolution. These records are kept in the office of the assistant to the dean and the Office of Field Experiences and Student Teaching. Appeal and waiver forms are available for candidates to download from the School of Education outbox; they are available from the Admissions and Retention office.

The e-exhibit room provides documentation for the unit policy of ensuring fairness, validity, and non-bias in candidate assessment by aligning assessments and evaluation forms with the conceptual framework and state and professional standards, and by holding faculty work sessions to develop inter-rater reliability. During the onsite interviews unit faculty members also verified this information and discussed the measures that ensure consistency in using the rubrics in various assessments.

The unit assessment system is also used to determine the unit's operational performance by analyzing the data on resources and productivity, including budget allocations, expenditures, course enrollments, and faculty work load and accomplishments. Data from the College Senior Survey, Alumni Survey, and

Student Opinion of Faculty Instruction Survey are also used for this purpose. These data are generated by various internal and external resources such as Office of Institutional research, Office of the Dean, and Budge Office. Data are aggregated by the Assessment Office and reported to the Dean's Office for review.

The data collected and reviewed by the faculty are used for making changes in different levels. The examples provided in the e-exhibits indicate that the data collected from assessment helped in identifying that many childhood candidates were struggling with issues related to working with students with disabilities. Responding to this issue, the program faculty added the relevant topics to one of the courses to help meet the candidates' needs. During the onsite interviews, it was mentioned that unit faculty added new courses on classroom management and assessment when they discovered candidates' weaknesses in these topics during the review of the data.

2.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

The unit has an assessment system that is used in collecting, analyzing and reporting the data from various sources. The unit assessment is aligned with the conceptual frameworks and the state standards. These data are systematically collected at certain times and used to improve the candidates' and unit's performance. The unit has been using the Task Stream, an online assessment system for initial level data collection. They are starting to use this system for advanced level data this semester. The unit also uses a wiki to report and share the data with the unit and arts and science faculty. The unit is planning to update field-related assessment tools and the post-graduation surveys.

2.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable to this standard

2.4 Strengths. What areas of the standard are being addressed at the target level?

Not applicable to this standard

2.5 Areas for Improvement and Rationales

2.5.1 What AFIs have been removed?

AFI	AFI Rationale
Not applicable to this standard	

2.5.2 What AFIs remain and why?

AFI	AFI Rationale
Not applicable to this standard	

2.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale
Not applicable to this standard	

2.6 Recommendation for Standard 2

Initial Teacher Preparation	Met
Advanced Preparation	Met

Standard 3: Field Experiences and Clinical Practice

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

3.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The onsite visit to the SOE at SUNY Geneseo confirmed many findings noted in the offsite report and also extended understanding of the unit's field experiences and clinical practices. Pervasive themes evident throughout both undergraduate and graduate programs include the presence of high quality full-time and clinical faculty who are passionate about their professional roles and consistently go the extra mile in supporting candidates, rigorous coursework founded upon the three elements of the conceptual framework, and candidates who are exemplary in their work ethic, keen interest in intellectual challenge, and generous service to the community within and beyond the university. SUNY Geneseo is a community of learners in the best sense, where mutual support is more a way of life than a professional responsibility.

Much care is taken in the placement of both practicum candidates and student teachers to assure a good match between candidate and cooperating teacher. Although stringent new teacher evaluation criteria are making it harder for colleges in general to place candidates, schools are willing to take Geneseo candidates because of their strong preparation. All stakeholders note that Geneseo elementary candidates come to their student teaching placement with solid content knowledge and pedagogical skills after a continuum of practicum experiences that begins with classroom observation and leads to increasing levels of hands-on competence. The one exception for elementary candidates, noted by cooperating teachers, clinical faculty, principals, and student teachers is that additional course work in literacy would make candidates more classroom-ready. With regard to secondary education, the same stakeholders cited a need for increased classroom opportunities preceding the student teaching placement. The consensus was that special education candidates were the best prepared of all.

Both undergraduate and graduate programs represent a high degree of rigor within the programs' field components as documented by syllabi in the Exhibit Room, and verified by the candidates who complete the assignments. The Early Childhood Program is regarded as especially ambitious in its expectations for field work. Undergraduate candidates moving through all programs must meet clearly defined benchmarks in order to qualify for student teaching. Assessments are evaluated with rubrics concurrently aligned to the unit's conceptual framework and candidate dispositions. Within their field work assignments, candidates must design lessons that incorporate technology, examine student data to inform instruction, differentiate the teaching process and learner outcomes based on individual needs, and demonstrate that their teaching does, in fact, impact student learning. Student teachers, cooperating teachers, and supervising faculty were able to expound on all of the above at length; much documentation also exists within the electronic exhibit room including descriptions of assessment tasks

and completed candidate assignments.

This university, despite its rural location, makes sure that candidates experience racial and ethnic diversity in their field placements. Most candidates are placed in Rochester city schools for either a practicum course or a student teaching assignment. They may, however, apply for field placements in other locations far from their local campus: Great Britain, New York City, Ghana. The program in Ghana has been enhanced recently by the onsite presence of a full-time faculty member who is taking great care to showcase the cultural potential of the program while also maintaining its academic integrity. Another unique student teaching opportunity for candidates at this university is a placement at Rochester's National Museum of Play. This nontraditional setting offers candidates the chance to explore teaching in an environment beyond the boundaries of a typical classroom. While not technically required for fulfilling fieldwork criteria, opportunities abound within the unit for volunteerism—many of which involve tutoring culturally and linguistically diverse students. Administrators and faculty as well as P-12 personnel confirmed candidates' willingness to serve generously in this regard.

Service to each other is a trademark of all partners involved in fieldwork at Geneseo as they work side-by-side. Several clinical faculty who supervise student teachers communicate with candidates nightly, responding via e-mail to reflections candidates have written on their day in the classroom. Student teachers are likely to meet their professors or supervisors at local coffee shops to work through the hard parts on units of study they are designing. Supervisors offer additional seminars to student teachers beyond just what is required during the semester and candidates attend. A collaborative effort that has involved all members of the field work team has been the initiative to implement the newly mandated Common Core State Standards. Student teachers, cooperating teachers, and clinical/supervising faculty are learning about these standards together, sometimes attending the same professional development sessions. Student teachers likewise participate in other dimensions of school life beyond classroom teaching: communication with parents and families, attendance at grade level meetings, and participation in schoolwide events.

Graduate candidates in the Literacy Program noted that they returned to Geneseo because of their relationship with faculty and their connection to the schools; their graduate program also requires clinical work in diverse placements. Furthermore, these candidates now serve as graduate assistants and as such are entrusted to build on their relationships with the schools to help set up undergraduate practicum placements. They feel honored to be trusted with this responsibility. Faculty are proud of the "good people" they are privileged to mentor toward certification and remarked that years later they are still proud when they encounter former candidates at the same professional meetings and conferences that they attend. Administrators credited the faculty with strong personal commitment as they juggle service to students along with service to the university and commitment to their scholarly lives.

Fashioning a high quality clinical component to their teacher preparation program has not been without its challenges. With their own professional evaluations tied to student performance, cooperating teachers are becoming less willing to hand over the classroom reins to fledgling teachers who may or may not produce optimal student progress. Financial constraints have curtailed the hiring of additional fulltime faculty who could develop new courses leading to stronger candidate competencies. Geneseo envisions a "clinically rich" teacher preparation program in its future. When asked to define what this might mean, the wish list included a five year combined bachelors/masters program that would allow a full year internship with more time in the classroom from freshman year forward. The university is also refining its conceptualization of professional development schools. Three schools are now officially part of this network as identified in a memorandum of agreement. The intent, however, is not to determine a one-size-fits-all model, but to customize the work at each site based on that school's specific needs. More work has yet to be done to clarify the mission within each building. Expanding to other schools could also strengthen the impact of Geneseo's professional development school initiative.

While nearly all of Geneseo's programs met the criteria for standard three, one program at the advanced level fell short. There is not a required clinical component within the Childhood Multicultural Education Masters Program. That deficiency will need to be rectified in order for the unit to fully meet the acceptable level for this standard.

3.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

The unit has continued to improve in several ways. Stakeholders involved in the field work preparation of undergraduate candidates—cooperating teachers, directors of field placements and student teaching, clinical faculty who supervise student teachers, course instructors, and the candidates themselves—have continually reassessed expectations for field work placements and have added rigor where needed, revising course content, modifying rubrics and forms to signify higher expectations, and aligning course criteria with the unit's conceptual framework and candidate dispositions (for example, the student teaching evaluation form). Field placement clinical faculty have become more hands-on, pushing candidates to do more critical self-reflection, offering additional student teaching seminars beyond what is mandated, and in one case, even spearheading initiatives in the schools such as building teachers' capacity for differentiation of instruction. Principals have reconsidered the number of student teaching candidates who serve their school at any one time in order to monitor student performance more closely. Directors of student teaching and field placements have forged new partnerships including the addition of tutors and other volunteers from the community to support schools based on individual needs. Options for field placements have increased, providing candidates with greater diversity in the students they serve and the environments in which they serve them: Ghana, New York City, Great Britain, and the National Museum of Play in Rochester, New York. There is an ever-growing number of projects on campus and within the broader Rochester community for volunteer service. The unit has begun to design a Professional Development Schools initiative which is still in the early stages of conceptualization, but shows promise in the vision it has set forth. New graduate programs have been instituted in multicultural education, adolescence education, literacy, and early childhood. The literacy program serves approximately 80 candidates; other programs are seeking to increase their numbers. The unit has been responsive to state, national, and federal mandates updating candidate knowledge in new areas of emphasis such as Response to Intervention, culturally responsive education, and the Common Core State Standards. The professional dispositions of everyone involved in Geneseo's field and clinical placements have continued to thrive as they interact with each other thoughtfully and reflectively.

3.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

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3.4 Strengths. What areas of the standard are being addressed at the target level?

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3.5 Areas for Improvement and Rationales

3.5.1 What AFIs have been removed?

AFI	AFI Rationale

3.5.2 What AFIs remain and why?

AFI	AFI Rationale

3.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale
Candidates in the advanced graduate program for Childhood Multicultural Education do not participate in field experiences where they apply course work in classroom settings, analyze P-12 student learning, and reflect on their practice in the context of theories on teaching and learning.	The graduate program in Childhood Multicultural Education does not require candidates to participate in a field experiences.

3.6 Recommendation for Standard 3

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Met <input type="button" value="v"/>

Standard 4: Diversity

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

4.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The university's support for diversity is an inherent part of its mission statement, "The entire college community works together to develop socially responsible citizens with skills and values important to the pursuit of an enriched life and success in the world" (IR, p. 1). The 2009-2010 report of the President's Commission on Diversity and Community is another example of the institution's commitment to diversity. There are numerous references in the Report to formal organizations (e.g., Xerox Center for Multicultural Education, Real World Geneseo) and committees (e.g., The Diversity Plan Subcommittee, Deliberative Dialogues Subcommittee) committed to providing candidates with opportunities to develop into responsible citizens. The university is committed to its goal and is moving forward to creating a climate where leaders in the various colleges and programs are encouraged to modify their curricula to reflect this initiative.

At the college level, the School of Education (SOE) "...is dedicated to preparing teachers committed to improving society and the lives of students thorough education....and it offers teacher education candidates a complete experience that is rich in scholarly programs, diverse field placements, a range of

student activities, and continuous academic advisement" (IR p. 22). It also offers baccalaureate programs in four general areas and these same programs at the master's level. The unit also offers to graduate programs: Childhood Multicultural Education and Literacy. The SOE has identified one of the tenets of a socially responsible citizen to be diversity and, similar to other institutions, has identified the term 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, geographic background, mental health, age, and relationship status" (IR). Candidates in these programs select an area of concentration in the liberal arts and begin their education requirements in a series of "blocks" that include courses in diversity and placements in a variety of settings. The courses appear in most blocks to allow for a developmental approach to the integration of diversity in each of the programs.

Similar to the university, the SOE supports programs aimed at enriching diversity (RYSAG, Xerox Center for Multicultural Education, Pathfinder) beyond formal courses. These programs provide practica, workshops, interactions with P-12 students that add breadth and depth to candidates' teacher education programs. Pathfinder, for example, is a residential community dedicated to children and adults who have Down syndrome and developmental issues. When speaking to practicum and student teaching candidates assigned to Geneseo and Livonia Central, they all spoke of the richness of the activities available to them.

Field experiences – practica and student teaching - take place in multiple settings allowing students to have the opportunity to spend extended periods of time in rural, suburban, or urban classrooms. Schools are carefully selected for placements and cooperating teachers are screened for academic preparation, classroom experiences, and leadership qualities. University supervisors may be SOE and faculty from other colleges, graduate students, and professionals from the community who possess training and experiences in particular disciplines and classroom experience to supervise in a P-12 classroom. The SOE also has partnerships with universities and P-12 schools outside of the United States (United Kingdom and Ghana) for students who have the knowledge and skills that are in high demand and are venturesome to student teach in an international setting. During the onsite visit to SUNY Geneseo candidates in the initial block and beyond commented favorably on the opportunities to be able to be in rural, suburban, and urban settings. One candidate who had recently returned from an international setting (Ghana) spoke of having extended her understanding of multicultural education to a level that would reap rich benefits as she looked for her initial teaching position.

Assessment for diversity is a key element in the overall assessment of candidates in the unit's teacher preparation programs. It begins with an initial essay, "Statement of Philosophy & Beliefs" written in INTD 203, the introductory course to all teacher education programs, followed with assignments in targeted courses, in other courses, and in practicum and student teaching. For example, when developing lesson plans and units of instruction students are required to address the strengths and challenges diverse students bring to the classroom. The SOE also sends out a questionnaire to principals in the greater Geneseo area to rank SOE teacher education graduates with respect to their ability to address the needs of a culturally diverse classroom.

New York's ethnic breakdown according to the 2000 U.S. Census Bureau statistics for select groups is as follows: African American 15.9, Hispanic 15.0 and Asian 6.7 (Exhibit). The percentage of students from these groups attending SUNY Geneseo is: African American 2.4 percent, Hispanic 4.8 percent, and Asian 7.2 percent; in SOE teacher preparation programs it is 1.5 percent, 5.3 percent, and 5.6 percent, respectively (Exhibit). Figures prepared by SUNY Geneseo's Office of Institutional Research indicate that in the first decade of the 21st century the institution was making some progress in attracting minorities to its campus. Excluding Rochester Schools the number of minorities enrolled in the greater Geneseo P-12 schools is small with concentrations in the Batavia City Schools, Dansville Central School, and Geneseo Central Schools. According to the Office of Institutional Research, SUNY

Geneseo's full time faculty totals 245; of the total 1.6 percent is African American, 4.5 percent is Hispanic and 7.3 percent is Asian/Pacific Islander; in the SOE there are 23 faculty members, one is Asian and one American Indian. According to exhibits and interviews, the Affirmative Action Office, the institution is aggressively recruiting diverse faculty to its institution. According to the director of the Xerox Multicultural Center, the three visiting lines awarded to the COE will be used to recruit faculty of color and other individuals who have specialties in the area of minority education.

A description of SUNY Geneseo and the citizens in Geneseo and the surrounding area suggest that diversity is a common goal among the three. The consensus of the team is that while some challenges exist, the SOE is making continuous progress in this area.

4.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

The unit and college have been successful in recruiting an increasingly diverse study body. The number of minority students on campus has increased by 100 students each year in recent years. The retention rate for minority students is 70 percent, far surpassing the national average. The institution and unit provide mentoring for new faculty to help improve retention.

The unit has also worked with P-12 partners and other education agencies to develop innovative programs to help minority youth feel comfortable and engaged on a college campus. It also also created a residential, academic programs to help children and young adults on SUNY Geneseo campus.

4.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable to this standard

4.4 Strengths. What areas of the standard are being addressed at the target level?

Curriculum and clinical experiences have a strong emphass on diversity, providing candidates a varied and rich opportunities to hone their skills in dealing with diverse students.

4.5 Areas for Improvement and Rationales

4.5.1 What AFIs have been removed?

AFI	AFI Rationale
not applicable to this standard	

4.5.2 What AFIs remain and why?

AFI	AFI Rationale
not applicable to this standard	

4.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale
not applicable to this standard	

4.6 Recommendation for Standard 4

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Met <input type="button" value="v"/>

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The unit has faculty members who are tenured, in tenure-track positions, and in non-tenure track positions. Data from the onsite visit confirmed the number of faculty for the 2012-2013 academic year in categories that include the number of full-time faculty in the tenure-track categories of Distinguished Service Professor (1), Full Professor (6), Associate Professor (5), and Assistant Professor (4). Additional full-time faculty information includes five non-ranked faculty in tenure-track positions and three faculty in non-tenure track positions. Unit faculty hold earned doctorates and are involved in research and scholarly activities, with numerous recent publications and presentations. Clinical faculty are typically current or recent P-12 teachers and administrators who are selected based on their ability to work well with the unit. Training workshops are provided.

The unit and clinical faculty supervising the candidate field experiences and student teaching are fully certified to teach in the state of New York. The clinical faculty are either full-time or part-time faculty at the university. Several of the full-time employees work in other departments on campus (e.g., mathematics). Part-time clinical faculty sign semester-long contracts and provide assistance to a maximum of 18 student teachers. The SOE follows procedures for advertising and filling faculty, staff, and administrative positions.

The School of Education Personnel Committee has the responsibility for observing faculty seeking tenure and/or promotion, providing support as faculty seek tenure and promotion, and making recommendations for tenure and promotion. Candidate input is considered via the committee's review of candidates' course evaluations. Tenure decisions are ultimately made by the president. The evaluation criteria of teaching, 50 percent; scholarship/creative activity, 35 percent; and service, 15 percent are standards for all faculty as these percentages may not be manipulated to match a person's strengths or weaknesses. Interviews with faculty at the onsite visit indicate that most SOE faculty feel that 50 percent dedicated toward teaching is indicative of the work completed in the SOE.

The unit does not formally evaluate faculty at the tenured, full professor rank. The collective bargaining

agreement between the professors' union and the SUNY system prohibits any institution from evaluating faculty at this rank. These faculty members complete the annual Faculty Activity Summary which is reviewed by the provost. These faculty are evaluated by department chairs for raises and awards. Within the SOE, all faculty meet with the dean annually to discuss their professional plans and goals. The president and provost spoke to the importance of making careful hires and providing support to new faculty support in the tenure and promotion process.

The SOE faculty make every effort to recruit, support, and retain diverse faculty members particularly females and underrepresented minorities. New faculty are assigned individual mentors and they are to meet regularly. The unit Personnel Committee provides ongoing and excellent assistance to those applying for tenure and promotion. Tenure and promotion candidates have appointments for yearly increments of 2-2-2-1 to help with success. Faculty are initially appointed for two years followed by two more two-year appointments leading to the tenure and promotion application year.

A review of syllabi confirmed faculty incorporate state, professional, and national standards in their syllabi. The three strands of the conceptual framework are integrated into the curriculum. There is a strong emphasis on diversity and constructivism and field experiences in P-12 schools are included. Faculty expect candidates to include the use of various technologies in their field experiences and student teaching settings as well as using technology in their college work and class presentations. Interviews with undergraduate and graduate candidates and recent graduates provided further evidence faculty hold candidates to high expectations for course work and clinical experiences as they develop proficiencies. Candidates reported faculty use a variety of methods in their teaching. During student teaching, candidates submit daily reflections to clinical supervisors and receive feedback each evening. Faculty use feedback from course evaluations to monitor their own teaching effectiveness.

Unit faculty are involved in scholarly work in their areas of specialization as described in the IR. Evidence in the exhibits and reviewed onsite confirm faculty have numerous recent publications and presentations at the state, national, and international levels and are active members of professional organizations. In addition, most are deeply involved in P-12 partnerships and have sustained and deep relations with the local educational community. Graduate candidates confirmed working with faculty on research and presenting at conferences.

They are leaders in many ongoing service activities, often with the goal of promoting greater diversity and inclusion in education, on campus and in the region. Some faculty have received awards for their service work. The culture of the SOE and the institution prizes service in partnership with others in the regions. Faculty serve on a variety of SOE and institutional committees. Candidates frequently mentioned the high quality of advising they receive. SOE faculty helped create and continue to be involved with the institution's Teaching and Learning Center which exists to promote teaching excellence. Recent programs offered by the Center focused on using multiple intelligences in teaching and learning, using wikis, and working with students in distress.

Professional development for faculty is provided in a variety of ways. The culture of the SOE and institution value lifelong and collaborative learning. New faculty have mentors and multiple seminars are available on campus to promote excellence in teaching and learning. Faculty are engaged in ongoing critical dialogue about effective teaching and learning through formal and informal conversations. Institutional and SOE funds are available to support faculty professional development, research, and travel. The Office of Sponsored Research provides a comprehensive document detailing activities and opportunities for the year.

5.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

The unit has a strong mentoring and support system to reflects the strong culture of excellence. Faculty take advantage of the multiple professional development opportunities available. The unit recruits, supports, and retains diverse faculty and experienced an increase in diverse faculty.

5.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

not applicable to this standard

5.4 Strengths. What areas of the standard are being addressed at the target level?

The faculty are highly qualified and are actively engaged in ongoing sustained partnerships with P-12 partners in the region. The unit is a true learning community with high expectations for its members. There is a strong commitment to ongoing critical dialogue and the promotion of diversity. Faculty work with P-12 and institutional partners regularly and systematically to improve education in the region. Faculty are engaged in scholarly work focused on teaching, inquiry, and service.

5.5 Areas for Improvement and Rationales

5.5.1 What AFIs have been removed?

AFI	AFI Rationale
not applicable to this standard	

5.5.2 What AFIs remain and why?

AFI	AFI Rationale
not applicable to this standard	

5.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale
not applicable to this standard	

5.6 Recommendation for Standard 5

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Met <input type="button" value="v"/>

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including

information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

In 2006, the position of dean of the School of Education was established in response to changes in state regulations and accreditation processes. The first dean served until close to the end of the 2010-2011 academic year and was held in high esteem by the faculty who frequently cite his contributions. An interim dean from outside the institution served for one year as the institution conducted a national search for the new dean who arrived only two weeks prior to the BOE visit. Both the original dean and interim dean were often praised by unit faculty for using a shared governance model. The vision of the new dean looks to continue and extend shared governance and ownership by strengthening relationships with P-12 partners.

Faculty and professional staff are heavily involved in and respectful of the democratic processes and procedures used to govern the unit. The Executive Committee is elected at-large by unit faculty and serves as an advisory board to the dean. Any member of the unit may share an idea and receive feedback from the Executive Committee. The Executive Committee also discusses NCATE and SPA matters, faculty searches, and recommendations on budget priorities. The Personnel Committee addresses matters related to tenure and promotion. Candidates are represented on some committees, such as the Teacher Education Advisory Committee (TEAC) and the Assessment Committee.

The unit is in the process of revising its bylaws. One anticipated change is that the Executive Committee will be expanded to include the three department heads who are elected by members of each department. The new bylaws will continue the unit's practice of shared governance. The structure is expected to go from five committees to three divisions (Elementary, Adolescence, and Graduate). The unit does not have firm timelines for implementing future changes. However, the culture of the unit values developing consensus through democratic processes more than implementing a change rapidly.

The unit is widely respected as a leader in the institution and the institution is proud of its heritage as a normal school. Unit faculty frequently hold important leadership positions in the institution, such as chair of the Faculty Senate. Unit faculty have also been involved in the creation of the Community Center of Teaching Excellence at the institution which identifies faculty whose teaching members are exemplary and provides a forum for sharing such practices.

The Offsite Report contained an Area of Concern on whether the unit collaborates with P-12 practitioners in program design, delivery, and evaluation of the unit and its programs. Minutes of the Teacher Education Advisory Council (TEAC) documented the TEAC is composed of unit faculty, liberal arts faculty, and P-12 practitioners who participate on regular basis and provide feedback to the unit and its program. It is co-chaired by a professor from the unit and a liberal arts professor. TEAC reviews all curricular and programs change and review unit data. This input is complemented by less formal channels of communication with cooperating teachers and through a variety of scholarly and service activities. TEAC members described the relationship with SUNY Geneseo as "fluidly and intimately growing through the years." Samples include teaching a classroom management course in a local school and working together to learn about Race to the Top and Common Core requirements. The unit and institution provide programs to bring at-risk and minority children to campus to acclimate them to college life. Such programming is done to fulfill unit and institutional missions, not as a recruiting strategy. The team found numerous examples of unit faculty and candidates engaged in action research in local schools. SUNY Geneseo candidates read the same text, *Teach Like A Champion*, used in

professional development in local school systems. School partners described a regional philosophy that leads all educational entities to work together. They view SUNY Geneseo as an equal and active partner in the region.

Observations and interviews with faculty confirmed the unit's budget is adequate to support faculty teaching, scholarship, and service with P-12 partners. Since the last visit, the unit provided a grant to local schools and asked a committee of school superintendents to determine how best to use it. The decision was a two year initiative focused on providing professional development for differentiated instruction. The shared governance system has provided faculty voice in determining how resources are to be spent which has resulted in the faculty accepting but lamenting the loss of the communication disorders program. The institution responded to a state mandate to reduce the number of programs by having a faculty committee develop principles the president used to make the final decisions. Faculty actively and successfully apply for grants to fund their scholarly and service projects. Through the recent years of financial crises and cutbacks, the members of the unit cited examples of how they have made recommendations and decisions to make the best use of limited resources.

The Offsite Report included an Area of Concern about workload policies on the supervision of clinical practice. However, the team learned that the workload reports in the exhibits had the number of placements per semester, not the number of candidates. All candidates do two student teaching placements. When looking at the number of candidates assigned to a supervisor, the team no longer has a concern. In addition, candidates and cooperating teachers reported clinical supervisors are readily accessible and visit candidates on a weekly basis.

The Offsite Report stated the unit provides stipends for the development of online courses. Although an accurate statement, interviews in the visit revealed the faculty is highly selective in determining whether a course is appropriate for online delivery methods.

Adjunct faculty are selected with care so they will fit the high expectations of the unit. The majority are used for clinical faculty. Adjunct faculty are held to the same standards as full-time faculty and are evaluated by student teachers and the cooperating teachers. Many adjuncts are retired teachers and administrators who have worked at SUNY Geneseo for a number of years. The unit provides sufficient administrative staff, support staff, and graduate assistants.

The unit and institution provide professional development opportunities. The Center for Teaching Excellence cited above is one example. Faculty have opportunities for updating technology skills through workshops and engage in dialogue related to teaching practices in frequent professional dialogues in formal and informal settings. Unit faculty are currently engaged in discussions related to enriching clinical experiences.

The unit's facilities provide current technology in classrooms and offices. Observations of facilities during site visits to schools confirmed candidates have access to a range of technologies for instructional purposes. The institution is recognized as one of the most wireless in the nation. The Milne Library has extensive print, non-print, and electronic holdings to support the unit and has a well-equipped digital media lab. More than 10 percent of the library's budget is spent on acquisitions to support the teacher education programs. Data show items in the teacher education collection are frequently checked out. Candidate feedback is used in collection development. Candidates use the library's collection and facilities to provide special programs for school children and the community.

The unit uses TaskStream and wikis to manage unit operations, including the assessment system.

Faculty frequently noted the grants they have been awarded to engage in a wide range of scholarly and

service activities. The unit and its partners collaborate closely in sharing expertise, human resources, and, when available, funding.

6.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

The unit selected this standard for target level.

6.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

The unit uses its formal committee structure and processes to continually evaluate and, as needed, improve aspects of its programs. It works with school systems in the region as an equal partner. The shared governance model and inclusion of diverse voices in the decision-making processes leads to broad consensus when decisions are made. The shared governance model is a significant part of the professional learning community encompassing the unit, institution, and region that demands excellence and innovation from its members.

6.4 Strengths. What areas of the standard are being addressed at the target level?

In addition to the comments in 6.3 above, the team noted a deep commitment to democratic processes in governance within the unit and institution.

6.5 Areas for Improvement and Rationales

6.5.1 What AFIs have been removed?

AFI	AFI Rationale
not applicable to this standard	

6.5.2 What AFIs remain and why?

AFI	AFI Rationale
not applicable to this standard	

6.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale
not applicable to this standard	

6.6 Recommendation for Standard 6

Initial Teacher Preparation	Met <input type="text" value="Met"/>
Advanced Preparation	Met <input type="text" value="Met"/>



IV. SOURCES OF EVIDENCE

Documents Reviewed

See attachments (Sign In Sheets)

Persons Interviewed

See attachment (Exhibits #1-#3)

Please upload sources of evidence and the list of persons interviewed.

Sign In Sheets.pdf
Exhibits #1.pdf
Exhibits #2.pdf
Exhibits #3.pdf

See **Attachments** panel below.

(Optional) State Addendum: