

### SPA Findings: Assessment Plan

**A. General analyses and use of cited strengths:**

	Common strengths (cited across reports)	Assessment system component	Application of strength – actions, benchmarks	Comments
1	Systemic review of data – use of results to revise and strengthen programs	Use of data for program improvement (element 2c)	<ul style="list-style-type: none"> <li>• Document exemplars</li> <li>• Share information and benchmarks with Outcomes Assessment Committee of the Senate</li> <li>• Link to IR</li> <li>• Identify (and use for additional PD) a “cadre of experts”</li> </ul>	
1	Collaboration of faculty in an array of well-designed assessments (reflective process that seriously considered standards)	Data collection, evaluation and analysis (element 2b)		
2	Demonstration of positive effect on P-12 student learning	Assessment system (element 2a)		
3.	Extensive field experiences – demonstration of work with diverse students (high needs, ELL’s, low SES)	Data collection, evaluation and analysis (element 2b)		
4.	Alignment to conceptual framework	Assessment system (element 2a)		

**B. General analyses and actions for common issues:**

	Common finding	Assessment system component	Actions	Timeline	Comments
1	Standard-related specificity in rubrics (performance criteria)	Consistency of assessment	<ul style="list-style-type: none"> <li>• Increase collaboration (clinical and teaching faculty)</li> </ul>	On-going	
2	CST and NYSCTE’s – additional analyses in accordance with program level (e.g., graduate vs. undergraduate) and subtest score alignment	Data analysis	<ul style="list-style-type: none"> <li>• Disseminate aligned objectives of CST subareas and standards</li> <li>• Promote SED discussion (TQRC project)</li> </ul>	<ul style="list-style-type: none"> <li>• SS and Special Education – fall, 2009; Other content CST’s – spring 2010</li> <li>• Fall 2009</li> </ul>	

**C. Program-specific analyses:**

Program area		Program-specific snapshots (summarized findings from external reviews)	Assessment system components	Actions	Timeline	Comments
1	Biology and Chemistry (NSTA)	<ul style="list-style-type: none"> <li>Course content findings (science concepts, safety/welfare)</li> <li>NYSTCE – disaggregate (grad/undergrad)</li> </ul>	<ul style="list-style-type: none"> <li>Additional data and analyses</li> <li>New content assessment and course requirement</li> </ul>	<ul style="list-style-type: none"> <li>Faculty discussion and revision (program cluster)</li> <li>Program revisions - Departmental</li> </ul>	2/15 – response to conditions	
2	English, 5-12 (NCTE)	<ul style="list-style-type: none"> <li>Alignment to standards and frameworks</li> <li>NYSTCE – disaggregate</li> <li>Course content findings</li> <li>Use of grades (protocol)</li> </ul>	<ul style="list-style-type: none"> <li>Consistency of assessment</li> <li>Additional data and analyses</li> </ul>	<ul style="list-style-type: none"> <li>Faculty discussion and revision (program clusters)</li> <li>Program revisions - Departmental</li> </ul>	9/15 – response to conditions (undergraduate and graduate)	
3	Literacy (IRA)	<ul style="list-style-type: none"> <li>Seminal reading</li> <li>Coaching requirements</li> <li>Enhance rubrics</li> </ul>	<ul style="list-style-type: none"> <li>Consistency of assessment</li> <li>Additional content</li> </ul>	<ul style="list-style-type: none"> <li>Faculty discussion and revision (program cluster)</li> </ul>	9/15 – response to conditions	
4	Math, 5-12 (NCTM)	<ul style="list-style-type: none"> <li>NYSTCE- disaggregate</li> <li>2 years of data (conversion of portfolio to course embedded)</li> <li>Standards components</li> <li>Qualifications of supervisors</li> </ul>	<ul style="list-style-type: none"> <li>Additional data and analyses</li> <li>2008-09 data set</li> <li>Curriculum (content) gaps</li> <li>Clarify faculty credentials</li> </ul>	<ul style="list-style-type: none"> <li>Faculty discussion and revision (program cluster)</li> <li>Program revisions - Departmental</li> </ul>	2/15 – response to conditions	
5	School Psychology (NASP)	<ul style="list-style-type: none"> <li>Internship documents – contracts, hours, forms</li> <li>Documentation of course alignment to NASP standards</li> <li>Modify assessment documentation</li> </ul>	<ul style="list-style-type: none"> <li>Data elements in assessment system</li> <li>Field experience and standards documentation</li> </ul>	<ul style="list-style-type: none"> <li>Faculty discussion and documentation (program cluster)</li> </ul>	2/15 – submission of revised report	
6	Social studies, 5-12	<ul style="list-style-type: none"> <li>NYSTCE - disaggregate and align</li> <li>Further integration of content standards (assessments and rubrics)</li> <li>Qualifications of supervisors</li> </ul>	<ul style="list-style-type: none"> <li>Pass rate analysis</li> <li>Revisions to rubrics and assessments (fully align to NCSS)</li> <li>Clarify faculty credentials</li> </ul>	<ul style="list-style-type: none"> <li>Faculty discussion and revision (program clusters)</li> </ul>	9/15 – revised reports (undergraduate and graduate)	

7	Spanish and French (ACTFL)	<ul style="list-style-type: none"> <li>Oral language proficiency</li> <li>Use of grades</li> <li>Additional inclusion of foreign language</li> <li>Faculty qualifications (not included)</li> </ul>	<ul style="list-style-type: none"> <li>Revisions to rubrics (ACTFL)</li> <li>Revise oral language proficiency assessment approach</li> <li>Protocol for grades</li> </ul>	<ul style="list-style-type: none"> <li>Faculty discussion and revision (program cluster)</li> <li>Assessment (oral language) - Departmental</li> </ul>	2/15 – revised reports (undergraduate and graduate)	
8	Special education (CEC)	<ul style="list-style-type: none"> <li>Alignment for student teaching – practicum</li> <li>Placements across special education continuum</li> <li>Pedagogy (learner aspects)</li> </ul>	<ul style="list-style-type: none"> <li>Consistency of assessment</li> <li>Additional data (and analyses (new assessment, placement data))</li> </ul>	<ul style="list-style-type: none"> <li>Faculty discussion and revision (program clusters)</li> <li>Program revisions (graduate-level) - Departmental</li> </ul>	9/15 – undergraduate response to conditions  2/15 – graduate and CAS response to conditions	
9	TESOL	<ul style="list-style-type: none"> <li>Alignment matrix (specificity)</li> <li>National standards terminology</li> </ul>	<ul style="list-style-type: none"> <li>Refinement of learning outcomes (course and assessment)</li> </ul>	<ul style="list-style-type: none"> <li>Faculty discussion and revision (program cluster)</li> </ul>	9/15 – response to conditions	

**D. Continuing planning and enhancement of programs:**

	Program area	Program-specific snapshots (summarized findings from external reviews)	Assessment system components	Actions	Timeline	Comments
1	Early childhood (NAEYC)	<ul style="list-style-type: none"> <li>Infant and toddler, early childhood coursework and placements</li> </ul>	<ul style="list-style-type: none"> <li>Refinement of course alignment to outcomes</li> </ul>	Program revisions (Departmental)	2010-2011	
2	Childhood (ACEI)	<ul style="list-style-type: none"> <li>Additional content-specific indicators in student teaching</li> </ul>	<ul style="list-style-type: none"> <li>Review and discussion of rubrics</li> </ul>	Faculty discussion and revision (program clusters)	Fall 2010	
3	School building leader (ELCC)					
4	School district leader (ELCC)					