

Annual Planning and Evaluation Report

Part A: Unit Indicators 2003-2009

Continuous Improvement: Use of Assessment Results



COLLEGE OF EDUCATION

NCATE ACCREDITED

1984-2010

2008-09

IMPROVEMENT	DATA SOURCE
Standard 1: Candidate Performance	
Program modifications in the Foundations of Teaching program - curriculum revisions include a focus on math, science and technology.	<ul style="list-style-type: none"> Enrollment and certification data. Analyses of student achievement (TQE and STEM grants).
Program revisions in school counseling and mental health counseling.	<ul style="list-style-type: none"> Alignment to national standards – consistency in assessment.
Addition of required literacy course (577) for M.S. Ed. program in Literacy Instruction.	<ul style="list-style-type: none"> Analysis of candidate performance data for the specific literacy program standards (i.e., IRA).
Curriculum design and development in the area of teacher leadership – approval and registration of a certificate of advanced study - Teacher Leader.	<ul style="list-style-type: none"> Review of research in emerging area of teacher leadership; Input from partnership schools.
Within courses in the childhood programs, enhance program assignments to include more constructed responses in their assignments	<ul style="list-style-type: none"> Subtest score analysis (constructed response subtests of LAST, CST's).
Second full-year of implementation of course-embedded assignments (across program areas).	<ul style="list-style-type: none"> Candidate performance data.
Special education program revisions	<ul style="list-style-type: none"> Candidate performance data – (use of input and faculty deliberation from SPA program reviews).
<ul style="list-style-type: none"> Each of the 26 submitted external program reviews (SPA reviews for NCATE) included a detailed analysis of the use of assessment results to improve programs. These reports documented numerous evidence-based improvements that have been made and the on-going analysis of candidate performance by faculty. SPA reviewers commented on the notable commitment to continuous improvement and use of data by the faculty. 	
Standard 2: Assessment System and Unit Evaluation	
Refined system for entry and analysis of graduate intake assessment (transition point – entry to program): <ul style="list-style-type: none"> Graduate matrix – incoming credit in content Interview matrix – graduate intake assessment 	<ul style="list-style-type: none"> Data on transition points (entry into program) as aligned with national standards.
Rubric expansion and refinement (including evaluation forms for internship and student teaching requirements) – on-going process of continuous improvement to enhance the reliability and validity of the assessment process.	<ul style="list-style-type: none"> Candidate performance data as aligned with national program standards – analysis by faculty in program SPA reviews. Consistency of assessment and inter-rater reliability for specific program area standards.
Enhancements to the technology for the assessment system: <ul style="list-style-type: none"> Modifications to STEP Securement of the assessment “shared-drive” program for field experiences and student teaching (university-based, secure system). Implementation of electronic evaluation process for student teaching (updates to the web site). 	<ul style="list-style-type: none"> New technology advancements (revised and upgraded systems infrastructure and platforms). Use of technology needs by evaluators and assessment secretary.

2008-09

IMPROVEMENT	DATA SOURCE
Standard 3: Field Experience and Clinical Practice	
Modification of the assessment of the required internship for educational leadership.	<ul style="list-style-type: none"> • Candidate performance as aligned with ELCC standards. Review of transition points.
Creating a website to communicate with and provide professional information regarding student teaching to cooperating/associate teachers (in conjunction with IT).	<ul style="list-style-type: none"> • Professional development and communication with cooperating teachers (alignment with the conceptual framework of the College).
Revised requirement for internship and practicum (number of hours and assessment) in school counseling program.	<ul style="list-style-type: none"> • Candidate performance as aligned with CACREP standards – analysis by faculty.
Standard 4: Diversity	
On-line survey was designed to quantify and explicate the experiences and expertise of College of Education faculty in regards to diversity.	<ul style="list-style-type: none"> • Contributions of faculty (FQPD survey) in regard to this specific area of the standards.
On-campus programs were initiated to address high needs issues among children and youth in the Niagara area – Monster reading, Standards for Santa week, summer literacy PEP camp for Niagara Falls 1 st grade children, and community program for young adults with developmental disabilities (Opportunities Unlimited).	<ul style="list-style-type: none"> • Diversity of experiences of candidates. • NSSE data
Partnerships expanded in high needs areas; including the Niagara Street School, Academy School, and Senior Santo Cristo.	<ul style="list-style-type: none"> • High needs placements (field experiences). • NSSE data
Standard 5: Faculty Qualifications, Performance and Development	
Additional technology workshops for full-time and part-time faculty and staff were offered throughout the year. New technologies and instructional applications were included related to technology in the Academic Complex (smartboards, podcasting). A plan was developed to prepare candidates on smartboards early in their undergraduate program (begin fall 2009 in NUS).	<ul style="list-style-type: none"> • Technology survey • NSSE data • TQE and STEM
Standard 6: Unit Governance and Resources	
Allocated resources to implement initiatives in the strategic plan related to distance education – qualifications courses in Ontario, leadership programs.	<ul style="list-style-type: none"> • On-line learning resources – analysis of strategic plan indicators and accomplishments.
Created Teaching Studio in the main University library as a “hands-on” working center for curriculum and engaged teaching/learning.	<ul style="list-style-type: none"> • Budget allocations and access to curriculum materials.
Purchased additional smartboards and instructional technology.	<ul style="list-style-type: none"> • Technology survey. • NSSE data

2007-08

IMPROVEMENT	DATA SOURCE
Standard 1: Candidate Performance	
<p>Developed a new course, EDU 451 Assessment in Education, for undergraduate candidates and to enhance their knowledge and skill in the area of assessment of student learning.</p> <p>Approved and implemented a new common course assignment for EDU 505 and EDU 451 wherein candidates assess their impact on student learning with a pre- and post-instructional assessment</p>	<ul style="list-style-type: none"> • Follow-up studies (alumni on-year follow-up survey and employer surveys) indicate the need to enhance the assessment knowledge and skill of teacher candidates.
<p>Integrated information regarding library resources, research tools, and access to resources into first semester education coursework for Ontario candidates (as opposed to orientation presentations and materials). Library representative meet with Ontario candidates in each course during first week of course (both primary/ junior and intermediate/senior)</p>	<ul style="list-style-type: none"> • Feedback from candidates regarding use of the library • Input from advisory council (TEAC)
<p>Revised portion of internship in educational leadership programs. By limiting candidate to three semesters to complete the internship to promoting an intensive and comprehensive experience. Enhanced communication in internship to weekly reflections to provide greater opportunity for application and reflection.</p>	<ul style="list-style-type: none"> • Internship assessment (university supervisor and mentor evaluations, candidate portfolio).
Standard 2: Assessment System and Unit Evaluation	
<p>Continued modification and expansion of technology system for data analysis and reporting (e.g., common course assignment updates, educational leadership data related to revised rubrics).</p>	<ul style="list-style-type: none"> • 8 assessments for SPA reviews – expanding use of candidate assessment data.
<p>Revised employer survey to include the three Unit dispositions (professional commitment and responsibility, professional relationships, and critical thinking and reflective practice).</p>	<ul style="list-style-type: none"> • 2005-06 employer survey (bi-annual).
<p>Revised rubrics for assessments in teacher education and student teaching evaluations to more directly assess the quality of our programs in terms of congruency with SPA expectations.</p>	<ul style="list-style-type: none"> • Consistency and fairness of candidate performance assessment across common course assignments. • Ability to disaggregate and use data (common course assignments and student teaching evaluations for specific program areas).

2007-08

IMPROVEMENT	DATA SOURCE
Standard 2: Assessment System and Unit Evaluation (con't)	
Revised rubrics for assessments in educational leadership to address consistency of the content being assessed, congruency with ELCC standards and expectations, and understanding of what is expected.	<ul style="list-style-type: none"> Consistency and fairness of candidate assessments.
Revised intake assessment (approved and implemented) for graduate teacher candidates wherein we weigh more heavily on undergraduate QPA and require the Miller or GRE only for candidates requesting additional consideration due to low QPA.	<ul style="list-style-type: none"> An analysis of the predictive validity of the Miller Analogy and GRE scores.
Revised process for evaluation (rating) of the required comprehensive examination for candidates in educational leadership programs. New evaluation process is a blind rating and evaluation system (rubric based on ELCC standards) designed to	<ul style="list-style-type: none"> Reliability of comprehensive evaluation ratings.
Standard 3: Field Experience and Clinical Practice	
Aligned required field experiences in teacher education to specific national program standards and student learning outcomes in teaching areas (e.g., early childhood, special education).	<ul style="list-style-type: none"> Data on field experiences (shared drive) for initial teacher candidates Data on diversity of field experiences and student teaching (high needs schools).
Modified placement process and procedures for Ontario program (placement responsibilities, expectations for associate teachers (early field experiences), and personnel (new supervisor).	<ul style="list-style-type: none"> Placement data Input from advisory council (TEAC)
Standard 4: Diversity	
Established of partnership with Academy School #44 (high-needs, underserved alternative school in the Buffalo Public School District).	<ul style="list-style-type: none"> Placements in high-needs schools Candidate diversity (candidate-to-candidates experiences)
Designed and approved new jointly registered program in TESOL with Niagara County Community College,	<ul style="list-style-type: none"> Diversity of candidates (partnership with local community college to attract and retain non-traditional students for study).
Enhanced professional development expertise related to issues of expectations for students in high needs, low achieving areas (GESA) – two members of the faculty were trained as facilitators of GESA,	<ul style="list-style-type: none"> Diversity data (candidate to candidate diversity).

2007-08

IMPROVEMENT	DATA SOURCE
Standard 5: Faculty Qualifications, Performance and Development	
Developed a link for adjunct faculty on the College of Education web site. The link includes information and documents that adjunct faculty need and it promotes opportunities for adjunct faculty related to the range of professional development offered at the University.	FQPD survey for adjunct faculty – implementation of approved plan for the participation of adjunct faculty in professional development.
Increased professional development for full-time and adjunct faculty on instructional technology, adopted methodology to incorporate “course-embedded” strategies. A graduate assistant was assigned technology responsibilities to work directly with faculty to support the instructional technology capabilities of the new building.	<ul style="list-style-type: none"> • Technology survey • FQPD survey of faculty
Hired faculty in educational leadership with specific research (doctoral level) experience and district-level policy and leadership background.	<ul style="list-style-type: none"> • Faculty qualifications.
Standard 6: Unit Governance and Resources	
Continued to secure full, one-year contract appointments for sabbatical and medical leaves.	<ul style="list-style-type: none"> • % of courses taught by full-time faculty (by level and program) • FTE of part-time and adjunct faculty
Designed and offered a first year Niagara seminar course (NUS 102) for transfer students.	<ul style="list-style-type: none"> • Retention data.
Involved the faculty and staff in the design of the model classrooms in the new Academic Complex to ensure the availability of state-of-the art technology for graduate and undergraduate students. Purchased and installed additional smartboards for model P-12 classroom, Center for Teaching Excellence, and community meeting room of the new Academic Complex.	<ul style="list-style-type: none"> • FQPD survey, technology survey of faculty, follow-up studies, NSSE data related to technology usage. • Input from advisory members and partnerships with the P-12 schools (compatibility of instructional technologies).
Secured new positions for Ontario program (Supervisor of student teaching and assistant director for recruitment and admissions).	<ul style="list-style-type: none"> • Application data and yield rates • Placement data
Appointed an NCATE Leadership Team to guide the SPA review process and assist the committee chairs with their role in the NCATE review process.	<ul style="list-style-type: none"> • SPA Reviews, section four data

2006-2007

IMPROVEMENT	DATA SOURCE
<p>Revised intake assessment for M.S. Ed. in Administration and Supervision (Ontario program) – incorporated structured interview to align with ELCC learning outcomes (rubric for assessment)</p>	<ul style="list-style-type: none"> • Intake assessment data (MAT and QPA) as indicators for knowledge, skills and dispositions in accordance with approved learning outcomes for program (national ELCC standards)
<p>Development of new course, EDU 643, for the internship for M.S. Ed. in Educational Leadership (leading to NYS certification as school building <u>and</u> school district leader). New course reflects standards at both preparation levels and integrates knowledge, skills and dispositions in accordance with performance outcomes (ELCC standards).</p>	<ul style="list-style-type: none"> • Internship and internship portfolio analysis (candidate performance data across standards did not support a comprehensive internship experience at both the building and district level as combined for this program).
<p>Discussion (pending approval) of the plan for professional development of adjunct and clinical faculty.</p>	<ul style="list-style-type: none"> • Data on faculty participation in professional development, service in the schools and professional scholarship is collected (FQPD). Data are not collected in accordance with a College-level strategy and plan to indicate the involvement of adjunct professors with education faculty in professional development in terms of planning, delivery, or general participation.
<p>Implementation of course-embedded assessment model for initial teacher education programs – see attached list.</p>	<ul style="list-style-type: none"> • Candidate performance data from Phase I and Phase II portfolios.
<p>Revision of teaching assistantship and student teaching evaluation to include indicators of dispositions.</p> <p>Adoption of methodology to assess dispositions – across all programs.</p>	<ul style="list-style-type: none"> • Data from research study on dispositions (Rinaldo, et.al.) to align indicators with the dispositional framework. • Data on reliability and validity of survey methodology.
<p>Modification to required field experiences in teacher education – alignment to specific national program standards and student learning outcomes in teaching areas (e.g., early childhood, special education).</p>	<ul style="list-style-type: none"> • Data on field experiences (shared drive) for initial teacher candidates • Data on diversity of field experiences and student teaching (high needs schools).
<p>Request (and subsequent approval) of a new tenure-track faculty position in education and full, one-year contract appointment for sabbatical leaves.</p>	<ul style="list-style-type: none"> • % of courses taught by full-time faculty (by level and program) • FTE of part-time and adjunct faculty

2005-2006

IMPROVEMENT	DATA SOURCE
<p>An additional supervisor of student teachers was hired. (Spring recruitment, appointed for 2006-07 academic year.)</p>	<p>Percent of student supervised by full-time clinical faculty.</p>
<p>Enhancements made to the system for assessment and monitoring of field experiences ("shared drive") data system; including tracking field hours in terms of location and level and type of placement; web-based processing, enhanced communication systems with candidates, enhanced assessment capability as applied to identification of associate/cooperating teachers.</p>	<p>Delineation of student level profile data on number of hours and types of placement (commensurate with certification.)</p>
<p>Revised assessment course (EDU 451) and approved as program requirement (undergraduate programs.) EDU 451 approved to meet analytical skills requirement for education students.</p>	<p>Assessment subtest scores; portfolio data on INTASC Standard; employer survey results on question identifying assessment skills of teachers (related to INTASC Standard.)</p>
<p>Revised EDU 450 to include specific outcomes related to early childhood standards and performance indicators.</p>	<p>Candidate performance data as aligned with SPA standards (NAEYC); portfolio review specific to early childhood content requirements of the NAEYC National Standard.</p>
<p>Revised EDU 239 Educating Students with Exceptions to reflect content aligned with CEC Standards and performance indicators.</p>	<p>Candidate performance data related to alignment of INTASC Standards to those of the Council for Exceptional Children; subtest scores and pass rates for CST on Teaching Students with Disabilities.</p>
<p>Developed, approved and implemented standardized referral form (to replace letters) based on approved dispositions at the unit-level.</p>	<p>Intake assessment data for graduate students, dispositional data at intake) specifically the lack of substance information from required referral letters.)</p>
<p>Revised EDU 657: Assessment in Counseling and developed new mediation course (EDU 619) in keeping with CACREP standards and needs in the field of mental health counseling.</p>	<p>Candidate performance data on standards and program assessments (including midpoint assessment, internships and portfolio.)</p>
<p>Augmented program/curriculum opportunities related to diversity:</p> <ul style="list-style-type: none"> • Initiated study abroad in Thailand initiated (33 candidates.) • Revisions to paraprofessional project with Buffalo Public Schools to form on 3 year district plan. • Initiated international partnerships; including linkages with the Latin American Study Program, the Green Institute related to educational leadership, and professional development with international partners. 	<p>Diversity indicators (enrollment of candidates at undergraduate and graduate level, field experiences in high needs schools.) Initial assessment measures to implement culturally relevant pedagogy (alignment to program standards.)</p>

2004-2005

Improvement	Data Source
Orientation meetings and professional development sessions for adjunct faculty (annual orientation sessions, Blackboard training).	FTE ratio, student evaluations in courses taught by adjunct faculty, feedback from Advisory Council.
Redesign of comprehensive evaluation for M.S. Ed. in teacher education and the comprehensive examination for educational leadership (evaluation rubrics, process, and exam format/questions).	Data on candidate performance across multiple measures in areas of approved standards (INTASC and ELCC).
Increased coordination between three phases of field experiences and the reporting of total hours for pre-student teaching reviews (mid-point assessment data) for all candidates.	Data on field experiences (Learn and Serve and Teaching Assistantships).
Candidate performance analyses by approved specialty standards in advanced teacher education (NBPTS) and educational leadership (ELCC).	Candidate performance data by specific program areas (as aligned with specialty professional association standards).
Design and development of the graduate orientation handbook for entering M.S. Ed. students in teacher education. Development of discussion board (on website) with Q & A for Ontario candidates in administration and supervision.	Student evaluations and feedback from applicants, graduate admissions data (qualifications).
A program in Teaching English to Speakers of Other Languages (TESOL) developed, approved, registered with NYSED for fall 2005 implementation.	Diversity indicators (enrollment, faculty/staff, supply/demand data, placements in high-needs districts).
Bachelor of Professional Studies (B.P.S.) in teacher education (concentrations in primary/junior or intermediate/senior) was approved and registered for accreditation by OCT.	Performance on Ontario candidates and findings of the quality review panel for Ministerial Consent.
Technology enhancements and design of my NU (student e-mails and notifications) to enhance communication within and across programs of study.	Retention data, data from freshmen and sophomore checks.

2003-2004

Improvement	Data Source
The number of faculty and staff have increased; ratio of full-time teaching of courses has increased.	Workload data, loading, full-time teaching of courses
A new semester format (trimester) was developed to meet the needs of the secondary cohort enrollment (January starters) - spring 2004. Three distinct summer sessions were initiated (summer 2004).	Enrollment – fall, spring, summer
The College developed/approved new strategic plan, 2004 – 2010.	Key data from committees (diversity, professional development, faculty, performance).
Funding was secured for technology (hardware, software, professional development for faculty/candidates and staff, research).	Technology usage data (students, faculty)
Test preparation courses implemented; Collaboration with arts and sciences (initial program improvement dialogue, 2004).	NYS teacher certification test scores: pass rates and analyses by subtest scores for LAST, ATS-W, and CSTs
Funding was secured for paraprofessional programs to implement strategies delineated by the Diversity Committee. Funding was secured for the Math/Science Summer Youth Camp, and TESOL program was developed (Board approved in 2004).	Diversity indicators (enrollment, faculty/staff, workforce needs in schools, supply/demand data)
The College created “First year Niagara” for education students, pinning ceremony (Junior-Senior retention), and new activities in CARE to address retention issues (2003-04).	Student retention data
New positions to create a graduate intake office for the College were created—staff and faculty revised procedures for graduate admissions (2002-03).	Qualifications of incoming graduate candidates.
Faculty in teacher education revised portfolio assessment for initial teacher education candidates.	Candidate performance (culminating project/portfolio assessments)
Faculty in educational administration revised all educational administration programs (SAS, SDA, SBA).	Candidate performance along national standards.
Educational administration revised programs for Ontario ministerial consent.	Performance of Ontario candidates.