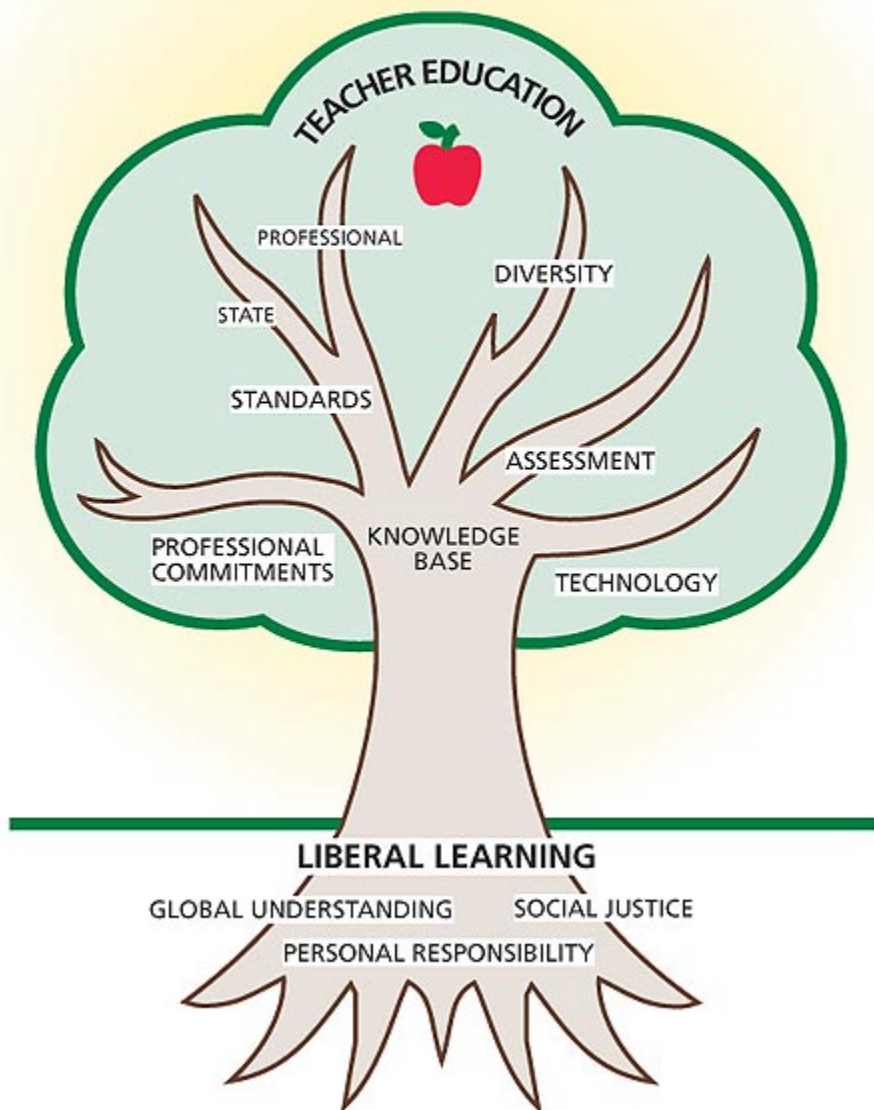


SUNY Cortland's Conceptual Framework

Revised 1/15/03



Precondition #4. The unit has a well developed conceptual framework that establishes the shared vision for a unit’s efforts in preparing educators to work in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

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State University of New York College at Cortland

A Conceptual Framework for the Teacher Education Program: Making a Difference

Introduction and Background

SUNY Cortland has a long and rich history as a teachers college, originally established in 1863 as a Normal School, becoming a State Teachers College with four-year programs in 1941, and officially joining the SUNY system in 1948. In 1961 Cortland became the SUNY College at Cortland, assuming a new role as a college of arts and sciences, with its liberal arts program introduced in 1963. Today, SUNY Cortland regularly graduates the most teacher certification candidates in New York State, and consistently ranks among the top twenty institutions in the country in this respect, ahead of much larger institutions such as Pennsylvania State University, the University of Florida, and Ohio State University.

At present the College is organized into a School of Professional Studies and a School of Arts and Sciences, with teacher education programs housed in both schools. Effective July 1, 2003, SUNY Cortland will establish a third school, the School of Education, in order to provide a structure that more adequately supports and promotes the College's largest teacher preparation programs and which is more consistent with predominant models nationwide. Nevertheless, all three schools will continue to house teacher education programs, reflecting the College's viewpoint that the entire institution – and all its faculty – shares responsibility for preparing future teachers. Overall, SUNY Cortland has 56 teacher education programs, with these programs collectively making up our Teacher Education Unit. The Dean of Professional Studies currently serves as Unit Head for Teacher Education; the new Dean of Education will assume that responsibility effective July 1, 2003.

During the past five years, SUNY Cortland faculty, staff, and administrators have worked assiduously and passionately to provide a shared vision for teacher education across the College, with many of the ideas articulated during these discussions culminating in this conceptual framework. It is also important to note, however, that during this same period of time teacher certification in New York State was undergoing sweeping change, much of which resulted from new mandates enacted by external agencies. These mandates necessarily had significant impact on our planning and deliberations, and are therefore described briefly below.

New York State Education Department (NYSED). On July 20, 1998, NYSED published *Teaching to Higher Standards: New York's Commitment*, which addressed current issues in education and called for a vital transformation of existing teacher education programs in New York State. Highlights of the Commissioner of Education's Regulation 52.21 included provisions stipulating that all candidates should experience as part of their teacher education program:

- 100 hours of field experience related to course work prior to student teaching;
- A minimum of two college supervised practica of at least 20 days each;
- Candidate experience across a range of developmental levels, with the opportunity to work in high-need schools;
- Addition of 6 credits of literacy education for all teacher candidates;

- Instruction in safety education and child abuse reporting; and,
- Instruction in school violence prevention.

NYSED also specified that candidates must take a third New York State Teacher Certification Examination (NYSTCE), the Content Specialty Test (CST) for initial certification, in addition to the Liberal Arts and Science Test (LAST) and the Assessment of Teaching Skills - Written (ATS-W) exam. Further, the new standards stipulated that graduates of teacher preparation programs would have only three years to complete a master's degree and that employed teachers would have to receive 175 hours of professional development every five years.

The new NYSED standards also called for significant changes in teacher education programs, requiring: Changes in certificate titles and areas, promotion of college/school partnerships, an 80% passing rate on the NYSTCE for all teacher education programs, and accreditation of all teacher education programs by an outside agency by December 2004. In addition, programs would have to demonstrate that the majority of course work in programs was being taught by full-time faculty and that full-time faculty workload could not exceed 12 hours per semester for undergraduate instruction, 9 hours per semester for graduate instruction, or 21 hours per year for combined undergraduate and graduate instruction.

Following the publication of these new NYSED standards, SUNY Cortland faculty worked diligently to meet them. During the 1999-2000 academic year, 26 undergraduate teacher education programs were revised and submitted for NYSED reregistry. In 2000-2001, the same process was followed for 23 graduate programs. All programs were successfully reregistered, along with several new teacher education programs, totaling 56.

State University of New York (SUNY). In June 2001, the SUNY Board of Trustees adopted the SUNY Chancellor's Action Agenda, *A New Vision in Teacher Education*, with which SUNY institutions having teacher education programs were expected to comply. Especially significant components of the Action Agenda included the provisions that candidates are thoroughly grounded in the subjects they teach, that they complete no fewer than 100 hours of clinical experience before student teaching, and that they complete two placements for a minimum of 75 days in classrooms and schools, with at least one placement in a high-need school.

The SUNY Chancellor's Action Agenda also included standards for teacher education programs, including the following:

- Supervision of all field experiences by experienced clinical faculty;
- Promotion of integrated bachelor's/master's programs;
- Promotion of teacher education program articulations between two-year and four-year colleges;
- Continuous program assessment through rigorous external review and accreditation; and,
- Ensuring the professional competence of every graduate of a teacher education program in the SUNY System (i.e., the "SUNY Guarantee").

Largely in response to the new NYSED standards published in 1998 but also consistent with the SUNY Chancellor's Action Agenda, SUNY Cortland decided in 1999 to seek NCATE accreditation. Towards this end, we established the Teacher Education Council (TEC) in January 1999 to facilitate cohesive governance of the Teacher Education Unit and to provide a shared vision of teacher education at the College. The TEC is composed of representatives from all teacher education programs, as well as members from key support and service units that are integral to the functioning of these programs (e.g., Admissions, Registrar, Judicial Affairs, Library, Information Resources), and is responsible for all major policy decisions related to teacher education, including those that result from the NCATE accreditation process. A smaller 9-member group – the NCATE Executive Board – is charged with developing necessary procedures for implementing NCATE-related policies approved by the TEC. An Associate Dean's position was assigned institution-wide responsibility for coordinating all activities relevant to teacher certification and accreditation, including NCATE accreditation.

At present the Dean of Professional Studies and the Dean of Arts and Sciences serve as co-chairs of the TEC. There is also a TEC Advisory Group made up of approximately 25 school administrators, teachers, and community members, which works collaboratively with and advises the TEC. Members of this advisory group regularly attend and participate actively in TEC meetings, and have one voting representative on all policy decisions.

In order to function effectively, the TEC consists of eleven subcommittees, with each committee charged to provide oversight for the following issues: Policy; Operations and Personnel; Unit Assessment; Global Education; Curriculum; Faculty; Grants and Sponsored Programs; Conferences, Lectures, and Programming; External Affairs; Students and Advisement; and, Conceptual Framework. The TEC also directs issues and concerns to standing college committees as appropriate.

During 1999, the TEC's Conceptual Framework subcommittee began its initial deliberations and drafting of the conceptual framework document. This group's work continued throughout Spring 1999, when the draft was presented to the TEC for review and comment. The draft was then presented to and discussed by faculty in the schools of Professional Studies and Arts and Sciences over the next two years, until a document adequately representing the perspectives of the Teacher Education Unit was adopted by the TEC in November 2001, with subsequent editorial and organizational changes made in Spring, Summer, and Fall 2002. Members of the TEC and of the Teacher Education Unit recognize that the Conceptual Framework is a working document that will continue to evolve as the program develops. The Conceptual Framework subcommittee and the TEC will conduct regular reviews of the Conceptual Framework to ensure that the document remains current and continues to be an accurate reflection of the philosophical underpinnings of our teacher education program.

I. Our Vision for Teacher Education

SUNY Cortland's vision for its teacher education programs is, above all, a *shared vision*. In particular, this vision is shared by all our faculty from across the campus who appreciate the College's historical commitment to teacher education and its ongoing commitment to program excellence, and who have a deep and abiding respect for teaching as a profession.

As elaborated upon below in the section on unit philosophy, the College's shared vision for teacher education is based on a set of common values related to teaching and to preparing future teachers. More specifically, the College as a whole values:

- The collective knowledge, skills and unique talents of its teaching community;
- Collaboration among liberal arts and professional members of the unit;
- Collaboration among members of the unit and educational professionals in the schools;
- Faculty leadership in professional and organizational roles within their profession;
- Lifelong learning; and,
- Engagement of its faculty and students in social issues.

Further, these common values are reflected in the teaching methods of SUNY Cortland faculty, as demonstrated through their clear commitment to delivering high quality instruction in the classroom, to basing their teaching on best practices and a strong knowledge base, and to modeling effective pedagogical techniques for their students, most of whom will become teachers themselves.

II. *Our Mission*

Mission of SUNY Cortland. SUNY Cortland is one of thirteen comprehensive four-year colleges in the SUNY system, offering undergraduate and graduate programs to the master's level and the post-master's Certificate of Advanced Study. Although its historical strength is teacher education, the College is committed to building and maintaining a comprehensive curriculum of the highest quality, seeking to build upon its traditional program assets while enhancing its excellent programs in the arts, humanities, and sciences.

Consistent with these commitments, SUNY Cortland immerses its students in a broad-based general education program, and expects them to gain skills and knowledge in their discipline, develop oral and written communication skills, think critically, utilize technology in their studies, and acquire fundamental life skills and values.

Further, as explained in its Mission Statement, *Making a Difference: Educating for the Common Good*, SUNY Cortland places great emphasis on a service orientation and instilling in its students an eagerness to "make a difference" in their community. As stated in that document, "The SUNY Cortland faculty, staff and administration, together with dedicated alumni, all work toward preparing our graduates to make a difference in the lives of others" (SUNY Cortland 2002-03 *College Catalog*, p.7).

Mission of the Teacher Education Unit. The mission of SUNY Cortland's Teacher Education Unit is highly congruent with the College's mission, as demonstrated in more detail in the section on unit philosophy below. In particular, the program is framed by its fundamental commitment to liberal learning and to the qualities and characteristics that are inherent in the study of the liberal arts. In addition, the College's teacher education program demonstrates a depth and breadth of knowledge within the curriculum, based on a sound theoretical and empirical framework providing candidates with the experiences necessary to become reflective and effective teachers. Finally, and perhaps most important, SUNY Cortland's teacher education

program is committed to preparing teachers to contribute to their profession, their communities, and to society at large. Perhaps in this sense, graduates of the College’s teacher education program are expected to “make a difference in the classroom – and beyond.”

III. Our Philosophy

Our vision and mission are based on our belief that teacher education takes place most meaningfully and will have its most impact ultimately when founded on the liberal arts, using that foundation to develop teachers who have exceptional knowledge and skills. We are committed to producing graduates who have a passion for teaching and learning, who appreciate the heavy responsibility teachers bear for the development of their students, who are willing to take on that responsibility, and who are well-prepared to do so.

During the development of our Conceptual Framework, the subcommittee and TEC devoted much time and effort to creating a **theme** that would adequately express the philosophical underpinnings of our Teacher Education Unit. This theme is as stated below:

Teacher education at SUNY Cortland is built upon the foundation of liberal learning and the development of teachers who have exceptional pedagogical knowledge and skills. The foundation of liberal learning informs the professional education strand in an innovative thematic approach that emphasizes personal responsibility and global understanding that encourages the construction of communities committed to enacting social justice. We prepare our teacher candidates to know the world in ways they do not when they come to us, and to spark or fuel a love of teaching and of learning that is so strong and so appealing that their future students will be drawn into it themselves. Graduates of SUNY Cortland’s teacher education program will be prepared to contribute to their communities and to the democratic development of society.

Although lengthy, this statement effectively summarizes the philosophical “roots” of the College’s teacher education program. More important, this statement generated the necessary consensus and buy-in from the many faculty from the 56 academic programs that make up SUNY Cortland’s Teacher Education Unit.

At the heart of these philosophical roots is **liberal learning**, reflecting our strong belief that good teaching, active citizenship, and a rich and fulfilled life all require a sound foundation in the liberal arts. Understanding the structure of knowledge in the humanities, the arts, the social sciences, and the natural sciences makes possible the development of emerging perspectives on our past and present, as well as effective approaches to contemporary human and ecological problems. As observed by Shulman (1987), “Teaching is, essentially a learned profession. . . . Teachers must have not only depth of understanding with respect to the particular subjects taught, but also a broad liberal education that serves as a framework for old learning and as a facilitator for new understanding” (p. 9).

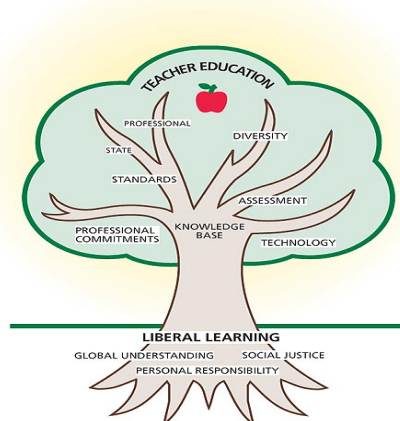
Included in our fundamental commitment to liberal learning are three key components: Personal responsibility, social justice, and global understanding. Increasing **personal responsibility** is part of each candidate’s professional development as a lifelong learner and a member of a

learning community. Such development emphasizes positive relationships and communication with students, parents, and others in the community. Personal responsibility includes issues of integrity, ethics, commitment, and moral choices. Candidates are expected to demonstrate personal integrity in their interactions with others. We aspire, in every phase of campus life, to be a college of character, and therefore require candidates to take courses that center on ethical issues and to participate in activities that further their understanding of these issues.

Educating for **social justice** means our actions as well as our words seek full participation for all people in a global society. SUNY Cortland’s commitment to social justice focuses on the ongoing problems of a democratic society, contemporary social problems, rural and urban education, and environmental responsibility. Through enrollment in our teacher education program, candidates demonstrate an awareness of issues of social justice, equality, and democracy facing our society. In addition, they prepare to teach in a variety of school environments while addressing the physical, emotional, and intellectual needs of a diverse and multicultural student population.

Finally, as the human population climbs toward seven billion, it is now more important than ever that educators have a highly elevated sense of **global understanding**. Through their program, our candidates – who will inevitably teach new immigrants and international students – are exposed to the meaning and reality of a global community from multiple perspectives, including political, social, economic, cultural, and religious viewpoints.

In order to depict SUNY Cortland’s Conceptual Framework, in May 2002 the College’s TEC adopted the Cortland apple tree as an appropriate logo, as shown below. As seen, the root system of the tree reflects the three aspects of **Liberal Learning**: Personal Responsibility, Social Justice and Global Understanding. Together they supply the sturdy foundation that provides nourishment for the top of the tree, **Teacher Education**. Knowledge Base, Professional Commitments, Professional and State Standards, Diversity, Assessment, and – each of which is a key indicator from NCATE’s *Professional Standards* – form the tree’s trunk and branches. All these elements are connected, functioning as a whole and allowing the tree to flourish and grow.



IV. Performance Outcomes/Expectations and Knowledge Base

To achieve our mission, SUNY Cortland's teacher education program provides the opportunities and experiences to ensure that candidates have the knowledge, skills, and dispositions required by the profession for effective teaching. The College's faculty have identified thirteen performance outcomes and expectations for these candidates. Successful attainment of these outcomes ensures that SUNY Cortland teacher candidates will *make a difference in the classroom – and beyond*.

Specifically, the Teacher Education Unit expects that SUNY Cortland Teacher candidates will:

1. Demonstrate a solid foundation in the arts and sciences;
2. Possess in-depth knowledge of the subject area to be taught;
3. Demonstrate good moral character;
4. Understand how students learn and develop;
5. Manage classrooms structured in a variety of ways to promote a safe learning environment;
6. Know and apply various disciplinary models to manage student behavior;
7. Apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential;
8. Integrate curriculum among disciplines, and balance historical and contemporary research, theory, and practice;
9. Use multiple and authentic forms of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students;
10. Demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning;
11. Foster respect for individual's abilities and disabilities and an understanding and appreciation of variations of ethnicity, culture, language, gender, age, class, and sexual orientation;
12. Promote parental involvement and collaborate effectively with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other care givers, for the benefit of students; and,
13. Continue to develop professionally as reflective practitioners who are committed to on-going scholarly inquiry.

These outcomes are based largely on the standards established by the Interstate New Teacher Assessment and Support Consortium (INTASC) (<http://www.ccsso.org/intasc.html>), the New York State Board of Regents, NYSED, and the SUNY Chancellor's Action Agenda, as well as existing literature and research on teaching and teacher preparation. In addition, our faculty took into account provisions of the *No Child Left Behind Act* (NCLB) (<http://www.nclb.gov>), signed into law by President Bush in January 2002, because of the inevitable implications of this legislation for teacher education programs nationwide.

The Crosswalk included later in this document details how SUNY Cortland's outcomes and expectations for its teacher education students align with these external standards. Included

immediately below is a narrative explaining how SUNY Cortland’s faculty established these outcomes and expectations based on existing research and best practice as well as the NCLB Act. This narrative is organized by the “trunk and branches” of the Cortland apple tree logo representing our Conceptual Framework: Knowledge Base, Professional Commitments, Standards, Diversity, Assessment, and Technology.

Knowledge Base

As detailed above, it is a fundamental commitment of our teacher education programs that candidates **demonstrate a solid foundation in the arts and sciences**. Such grounding provides educators with a necessary breadth and depth of knowledge and facilitates the development of essential skills in critical thinking, problem solving, writing, and oral communication.

Recurring attempts to reform our educational system – especially through infusing education with a foundation in liberal education – can be traced back to John Dewey (1916, 1938). Dewey was passionate in his attempts to connect the growth of democracy with the development of good educational practice. He grappled with the dichotomy between traditional education and experiential learning, and while he may be recognized as the grandfather of experiential learning, Dewey was highly aware that “. . . experiences in order to be educative must lead out into an expanding world of subject matter, a subject matter of facts or information and of ideas” (1938, p. 111).

Within the last twenty years, more modern educators including Shulman (1987) have continued the tradition of rethinking education established by Dewey. These authors, however, have greatly expanded Dewey’s notions, advocating for curricular reforms that broaden the scope of education to include an understanding of power relations (e.g., Apple, 1990), the role of technology and sensitivity to the environment (e.g., Bowers, 1995), and an appreciation for multiculturalism (Kohli, 1995). A common theme for these authors is their stated belief that education must not only provide students with the opportunity to acquire a broad foundation in the arts and sciences, but also teach them to critically analyze that knowledge.

SUNY Cortland’s general education program provides students with knowledge and appreciation of the arts and humanities, the physical and life sciences, and the social and behavioral sciences. Throughout the program, candidates develop their critical thinking skills, their oral and written communication skills, and their technological competencies. In addition, under the NYSED standards discussed earlier, our candidates must pass the Liberal Arts and Science Test (LAST) as part of the New York State Teacher Certification Examination.

Our candidates must also **possess in-depth knowledge of the subject area to be taught**. As an illustration of the importance of this outcome, the 1997 report of the National Commission on Teaching and America’s Future stated “no other intervention can make the difference that a knowledgeable, skillful teacher can make in the learning process” (*Doing What Matters Most*, p. 8). The report included extensive empirical support for the need to prepare teachers solidly in the subject area and its impact on the quality of teaching and learning. One study cited by the Commission reported that teachers’ qualifications account for more than 90 percent of the variance in students’ reading and mathematics scores. Another study reported teacher’s

expertise – as measured by scores on licensing examination, master’s degrees, and experience – accounted for about 40% of the measurable variance in student’s reading and mathematics achievement at grades 1-11.

Further, our nation’s teachers are clearly concerned about this issue, with four out of five teachers in 1999 in this country indicating they were not ready to teach in America's classrooms and more than a third indicating they did not have degrees in the subjects they were teaching or did not spend enough time training for these subjects (U. S. Department of Education, 1999).

All SUNY Cortland teacher education programs are in compliance with both SUNY and NYSED mandates related to candidates’ in-depth knowledge in the subject area of the certificate, including SUNY’s requirements that “Students preparing to teach secondary or specialized subjects (e.g., English, Biology, Spanish, Music) will major in the relevant discipline, completing all required courses for the major,” and “Students preparing to teach in the elementary grades will complete an approved major or concentration directly related to the elementary curriculum (e. g., language arts/English, mathematics) of at least 30 credits with at least 18 credits at the upper division level.”

Further, a minimum 2.5 GPA in the major is required for eligibility to student teach and for program completion. In accordance with INTASC Standard One-Subject Matter, student teachers are formally evaluated on depth of content knowledge at the mid-quarter and end of quarter points. Finally, at present all teacher candidates must pass the NYSTCE Content Specialty Test as a requirement for permanent certification and, beginning February 2, 2004, all teacher candidates applying for the initial certificate must pass the Content Specialty Test. At SUNY Cortland Content Specialty Test scores are collected and analyzed on an ongoing basis to inform possible program revision.

As a third *Knowledge Base* outcome, our candidates must **understand how students learn and develop**. As observed by Darling-Hammond (1998), “Interpreting learners’ statements and actions and shaping productive experiences for them require knowledge of child and adolescent development and an understanding of how to support growth in various domains—cognitive, social, physical, and emotional” (p. 6). Additionally, understanding of learners’ cognitive, perceptual, and language development is fundamental information for educators, who must be knowledgeable about and sensitive to the sequence of child development and learning as well as their approximate timetables. Such knowledge makes it possible to confirm that development is taking place “normally” as well as to detect when there may be problems and, in extreme cases, to recommend intervention. In addition, such knowledge is integral to educational practice since it informs educators when it is reasonable to expect children to achieve various developmental milestones and, therefore, what pedagogical techniques and teaching materials are most likely to be effective at different points in a child’s life (Slavin, 1997). Of course, there is extensive information on these topics available to educators on these subjects, and the SUNY Cortland teacher education program ensures that candidates acquire understanding of a broad range of developmental and learning theories, both historical and contemporary (e.g., Gardner, 1983; Piaget, 1970; Vygotsky, 1978).

SUNY Cortland's teacher education program prepares candidates to teach students at one or more of the following developmental levels: Early childhood (birth to grade 2), childhood (grades 1-6), adolescence (grades 7-12), or all-grades (PreK-12). All SUNY Cortland teacher candidates receive instruction in multiple intelligences, brain-based research, ranges of learning disabilities, delayed or limited cognitive development, and influence of background on learning processes, with much of this information present in methods courses. Further, all teacher candidates are required to take one of the following courses, depending upon the area of their certification: Child psychology or adolescent psychology or educational psychology.

Candidates in our teacher education program must also **manage classrooms structured in a variety of ways to promote a safe learning environment**. Educators must demonstrate competence in establishing a supportive and protective context in which learning is optimized, and it is especially important that they understand the many varied approaches to effective classroom management, ranging from humanistic (Glasser, 1969; Nelson, 1987; Rogers, 1972) to behavioral (Skinner, 1982). More recently, Queen, Blackwelder, and Mallen (1997) describe the Responsible Classroom Management (RCM) Model, which is rooted in humanistic psychology as well as developmental principles, and which relies heavily on the following: The requirement that students behave responsibly, teacher modeling, clear teacher expectations with respect to all classroom activity, and fair and equal treatment of all students. According to Queen et al., research supports the effectiveness of RCM, showing that this approach reduces office referrals by 80%, eliminates tardiness, enhances the probability that faculty work as a team, and makes students responsible for self-discipline.

At SUNY Cortland all teacher candidates participate in discussion involving classroom management. Discussions usually take place in methods courses or, in the case of Childhood Education and Early Childhood Education, in a specific course on discipline and classroom management. Within their coursework candidates review various models of discipline and classroom management and are required to develop their own plan for classroom management. The reflective process involved in developing this plan is ongoing throughout the program. During the 100 hours of fieldwork, candidates experience the first opportunity to begin implementing their plan. They keep a reflective journal, recording successes and failures of their classroom management plan. At the student teaching and evaluation phase of the program candidates reflect back on their classroom management plan after having had the opportunity for full implementation. College supervisors and cooperating teachers formally assess classroom management and disciplinary skills at the mid-quarter and final quarter points, and informally at each classroom observation. Given the feedback from the supervisor and cooperating teacher the candidate revises the plan as necessary. Portfolio entries allow candidates to review the progress of their development of classroom management skills throughout the teacher education program.

Further, all candidates seeking certification in New York State must complete two workshops, the Child Abuse Reporting Workshop and the Safe Schools Against Violence in Education (SAVE) Workshop. Information covered in the workshops ranges from identification and reporting of child abuse to intervention and proactive measures to be taken to ensure a safe school environment. The Registrar's Office tracks all teacher candidates at SUNY Cortland for completion of both workshops prior to graduation. Successful completion is recorded on the official transcript as well as on the Banner degree audit form.

Finally, candidates must **know and apply various disciplinary models to manage student behavior**. Classroom discipline and management task structures are a crucial part of every teacher's skills if learning is to take place. Teachers need to develop their own ways to build a management task system.

Charles (2001) provides a useful summary of eight models of discipline prevalent in the classroom setting today, and students in our teacher education program are exposed to all these models, including the strengths and weaknesses of each. Each model provides a slightly different role for the teacher and for the learner, which is consistent with other program emphases, notably the necessity of using a variety of teaching strategies to help all students learn. Similarly, management strategies must be flexible in order to accommodate specific learner needs.

SUNY Cortland teacher candidates first obtain knowledge of various disciplinary models, as appropriate to the level of their certificate, in methods courses. Case studies and scenarios are presented to evoke critical discussion regarding appropriate teacher responses to different student behaviors. Following their study of models, candidates learn to develop their own disciplinary model and implement it during the student teaching experience. Cooperating teachers and College supervisors observe and provide feedback on the use of the disciplinary model developed.

Professional Commitments

Candidates in SUNY Cortland's teacher education program must **promote parental involvement and collaborate effectively with other staff, the community, higher education, other agencies, and cultural institutions as well as parents and other caregivers for the benefit of students**. According to the National Coalition for Parental Involvement in Education (<http://www.ncpie.org/AboutNCPIE/>), the following five outcomes result from fostering school-family relationships: 1) Students do better in school and in life; 2) Parents become empowered; 3) Teacher morale improves; 4) Schools get better; and, 5) Communities grow stronger. Certainly these conclusions receive considerable support from research, which demonstrates that family involvement in schools has an especially positive impact on student achievement (Ballen & Moles, 1994; Epstein, 1992; Henderson & Berla, 1994).

Throughout courses in pedagogy and during field experiences, SUNY Cortland's teacher candidates examine and discuss the impact of collaboration with parents, school personnel, the community, and other organizations and agencies on the teaching and learning environment and on student performance and achievement. Further, candidates develop strategies to foster positive relationships with these external constituencies and during their clinical experiences have the opportunity to implement these strategies. The Chancellor's Action Agenda specifically requires that candidates' field experiences include collaboration with parents. Both the TEC Advisory Group and partnership schools are currently discussing additional measures to enrich our candidates' understanding of the importance of home-school-community communication and to enhance candidates' opportunities to collaborate.

In addition, our candidates must **continue to develop professionally as reflective practitioners who are committed to ongoing scholarly inquiry**. Although the term “reflective practitioner” first appeared in Donald Schon’s book *The Reflective Practitioner* (1983), the concept was the topic of discussion much earlier and indeed, the idea of professional reflection appeared in the works of John Dewey (1916; 1938). Darling-Hammond (1993) cites the contemporary vision of Dewey’s work which is applicable even today: “With the addition of a few computers, John Dewey’s vision of the twentieth century ideal is virtually identical to recent scenarios for 21st century schools” (p. 755).

Technical skills, knowledge, behavior and ethical and political judgments are critical components of reflective thought and effective teaching (Clift, Houston, & Pugach, 1990). As such, the reflective practitioner keeps abreast of current research and technology in the field as a part of professional development. The reflective practitioner is constantly reading, researching, analyzing and questioning issues in the profession (Berliner & Biddle, 1995). SUNY Cortland’s teacher education program regards reflection as a lifelong process for educators.

As part of the reflective process, public school teachers and college faculty should collaborate to design effective and up-to-date curriculum for teacher education programs (Goodlad, 1990; Darling-Hammond, 1993). Similar collaboration may result in the joint advocacy of additional funding to promote effective teacher preparation programs. SUNY Cortland collaborates with teachers and district administrators through the Teacher Education Council Advisory Group and individual teacher membership on Teacher Education Council subcommittees as well as through collaboration on grants.

Finally, an effective way to trace professional development, from pre-service teacher preparation through in-service, is the implementation of a professional portfolio. Campbell, Cigarette, Melenyzer, Nettles, & Wyman (2001) suggest that portfolios be organized according to the INTASC Standards, with artifacts and documentation provided for each standard. Kaplan and Edelfelt (1996) also advocate for implementation of the INTASC Standards, stating that “The complexity of the principles suggests that learning to teach requires a coherent, developmental process focused on integrating knowing and doing, with critical reflection as an inherent practice” (p. 26). The process of teacher candidate development can be viewed clearly via portfolio review. All teacher candidate portfolios at SUNY Cortland contain reflective work, and discussion is currently taking place in the Teacher Education Council regarding formatting of all portfolios to the INTASC Standards.

Standards

Our candidates must **integrate curriculum among disciplines and balance historical and contemporary research, theory, and practice**. In considering curriculum integration, outside the classroom one does not typically encounter problems rooted in a single discipline, but rather one is more often confronted with the need to solve problems using information associated with a variety of approaches. Similarly, when learning is perceived as disconnected from a meaningful context, students’ full engagement in the process is minimized. As such, the ability to help students make connections – either across disciplinary boundaries or from what is learned in the classroom to the real world – is a hallmark of effective teaching. It follows that in order

for teacher candidates to help students make connections they must be able to see the connections themselves and develop and implement curricula that link knowledge across various areas of study.

There is much support in the literature for an integrated curriculum, which is defined by Shoemaker (1989) as follows: “. . . education that is organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching in a holistic way and reflects the real world, which is interactive” (p. 5). Drake (1998) provides an entire volume dedicated to research that demonstrates the many benefits of this educational approach, including increases in learning, motivation for learning, and the ability to apply concepts and utilize higher-order thinking, as well as decreases in math anxiety and disruptive behavior.

During courses in pedagogy, SUNY Cortland’s teacher candidates review and discuss state and national standards appropriate to the content and developmental level of their certificate. With these standards as reference, candidates examine curricular guides and design and implement lesson plans that integrate knowledge across disciplines, relate to real life, and align with the standards. Candidates’ implementation of lesson plans with classroom students during field experience or student teaching is monitored and evaluated by the cooperating teachers and college supervisors. Candidates reflect on their work and select representative samples of their most effective curriculum design and lesson planning for inclusion in their professional portfolio.

With respect to balancing historical and contemporary research, theory, and practice, John Dewey observed that educational history is just as relevant now as in the past in addressing today’s problems and issues in education (1916). This observation continues to be significant today. If teacher candidates are to be successful in educating the next generation, they must appreciate the work of pioneers in education on whose work we build and from whom we gain insight into the complex world of teaching and learning. However, quality preparation of teacher candidates also requires a willingness to evaluate existing theories and knowledge on an ongoing basis and make revisions as necessary, as revealed through sound empirical methods. Related to this notion is the fact that no knowledge is “neutral” since it inherently reflects the socio-cultural context in which it emerges as well as the values and socialization of the researchers who generated it (Banks, 1999). SUNY Cortland’s teacher education program strives to produce candidates who evince this kind of “healthy skepticism” when evaluating research information on curriculum, instruction, and educational practice in general.

In addition, all teacher education programs at SUNY Cortland require either a Foundations of Education course or infusion of educational foundations instruction in methods courses. Each program includes critical review and discussion of educational trends from early research to the present, and best practices in education are discussed in methods courses and implemented during student teaching.

As a second outcome included in SUNY Cortland’s *Standards* “branch,” our candidates must **demonstrate good moral character**. As discussed earlier, SUNY Cortland aspires to be a college of character, and it is our intention that candidates learn to educate for character as well as for intellect. The movement toward character education in our nation’s schools has been in

motion for the past decade (Lickona, 1993), and is extremely strong at present. Garbarino (1995) offers a particularly compelling rationale for why this movement is justified, claiming that today's society is negatively affecting children's psychological health and overall well-being due to such things as violence, drugs, uncaring communities, poverty, abusive families, and custody battles. This author argues further that teachers and parents hold the power to counter this "socially toxic environment" by offering alternatives such as stability, security, affirmation and acceptance, family time, values and connections to community, and access to basic resources.

SUNY Cortland's teacher education program exposes candidates to the various concepts and ideas developed by leading researchers in the field of character education, with special emphasis placed on teaching strategies that are effective in implementing a comprehensive character education program (Lickona, 1991). Importantly, students also have the opportunity to study different perspectives on the need to teach values in the school setting. As one example, Kohn (1997) takes a more structural approach, asserting that this enterprise requires us to change the way classrooms work in addition to changing how children behave. Overall, this author states that schools might have a bigger impact on children's character if they would focus on transforming their educational structure as opposed to shaping individual character.

Teacher candidates at SUNY Cortland demonstrate good moral character in multiple ways, first by self-reporting on the Application to the Teacher Education Program. Judicial screenings are conducted by the College Office of Judicial Affairs prior to acceptance into the program and at the point of eligibility to student teach, and candidates are expected to demonstrate professional ethics throughout the 100 hours of fieldwork and the student teaching experience. The college supervisor and cooperating teacher discuss any problems in this area directly with the teacher candidate, at the observation debriefing or during the three-way discussion of the student teacher evaluation. Further, a requirement for certification in New York State is fingerprinting and two background checks, one by the Criminal Justice Department and one by the FBI, and all teacher candidates file two sets of fingerprints with NYSED at the close of the program. Finally, NYSED Standards and Practices Board is in the process of developing a Code of Ethics for Teachers that all teachers in New York State will be expected to follow.

Diversity

One outcome representing the *Diversity* "branch" of SUNY Cortland's Conceptual Framework states that candidates must **apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential**. To ensure that all students learn, effective teachers utilize a variety of teaching strategies that address the individual needs of their students. The need for multiple teaching strategies has been acknowledged consistently throughout the literature, evident from Bruner (1960) to the present day. As observed by Bruner, "In sum, then, the teacher's task as communicator, model, and identification figure can be supported by a wise use of a variety of devices that expand experience, clarify it, and give it personal significance" (p. 91). In the mid-eighties, Howard Gardner's theory of multiple intelligences distinguished among different types of learners and suggested ways to teach each type effectively (Gardner, 1983).

The knowledge and ability to teach in an inclusive setting has become increasingly important, as has the ability of the teacher to manage classrooms in which students come from differing socio-economic backgrounds, diverse populations and from homes whose native language is not English. Collaborative, student-centered classrooms have long been considered a useful forum for learning (Goodlad, 1984).

At SUNY Cortland all teacher candidates receive training and experience in the use of multiple teaching strategies, collaborative learning, inclusive settings, and literacy. Candidates also engage in 100 hours of pre-student teaching as well as student teaching experiences in a variety of school settings and with diverse student populations where their training is put into practice.

As a second outcome related to *Diversity*, our candidates must **foster respect for individual's abilities and disabilities and an understanding and appreciation of variations of ethnicity, culture, language, gender, age, class, and sexual orientation**. Just as educators must understand the similarities that characterize children's learning and development, they must recognize the many ways children differ from each other and how these differences can influence teaching and learning (Dyson, 1997). In addition, it is increasingly important in our multicultural society that educators transcend simple knowledge and "tolerance" of differences among humans, and in fact appreciate and respect those differences. Such attitudes are necessary in part because they help ensure that children have an optimal learning experience regardless of their background and other characteristics. They are also necessary because educators have a critical modeling effect on children, many of whom respond aversively to any kind of difference in others. As such it is important for children to sense and see that their teachers view individual variations in a positive fashion.

In the past decade few issues in the field of education have generated more attention than this one, with much of the relevant literature falling under the umbrella of "multicultural education" (e.g., Banks, 1999; Gay, 1994; Nieto, 2000). More modern authors, however, owe a great debt to anthropologist John Ogbu (1974; 1978) who was one of the first to attempt to tease out the contributions of racial/ethnic status, culture, and social class in explaining why American public education was "failing" poor ethnic minority children, especially blacks and Hispanics. Thirty years after Ogbu's initial writings, public education continues to face the same challenges he described in the 1970's. These challenges include: ongoing differences in children's school achievement based on their ethnic status and social class (Gay, 1994), the occurrence of "cultural clashes" between the school and a student's home and community (Banks, 1999; Delpit, 1995), and the tendency for teachers to respond to children on the basis of stereotypes the teachers hold regarding the child's race/ethnicity and social class (Delpit, 1995). More positively, a significant number of recommendations have also emerged for overcoming these challenges (e.g., Delpit, 1995; Dyson, 1997; Nieto, 2000).

Reflecting the need to acknowledge differences that may exist among children, the *No Child Left Behind* Act (2002) includes provisions for taking these variations into account. As an example, annual progress toward standards for each state, school district, and school will be measured by sorting test results for students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited proficiency in English. Results will also be sorted by gender and migrant status. Since these results must be included in state and district

annual reports, any “achievement gaps” between particular student groups will be clear and public, with the intent that these gaps can be closed through appropriate intervention. As the legislation’s Web page states, “No country has ever made the bold commitment that every boy and girl will learn and excel – regardless of race, family background, or income.” It is also notable that the NCLB Act addresses the special needs of children who are gifted and talented.

Finally, although early “multicultural education” initiatives focused exclusively on race and ethnicity, more recently there has been growing recognition of the other factors that contribute to children’s “difference,” including social class (e.g., Kozol, 1991), culture (e.g., Heath, 1983), gender (e.g., Gilligan, 1982), disability status (e.g., Mercer & Mercer, 1998), linguistic variations (e.g., Delpit, 1995), and sexual orientation (e.g., Nieto, 2000).

SUNY Cortland believes that a necessary step in preparing students for a multicultural society and world is to expose them to the origins and characteristics of racism, sexism, and other forms of oppression, at both the individual and institutional levels and in both this country and in a global context. To that end, as part of its General Education Program, the College requires students to take coursework in Prejudice and Discrimination. In addition, all teacher candidates are required by NYSED to complete a year of college-level study of a foreign language, including awareness of other cultures. A web-based interactive ESL module has been developed to further enhance candidates’ understanding of different cultures.

Assessment

Our candidates must **use multiple and authentic forms of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students.** Implemented effectively, evaluation serves as a basis to improve learning and instruction, and a fundamental principle of effective evaluation is that no single assessment measure is best, nor can it accurately reflect performance (Gronlund, 1965). As such, effective evaluation necessarily includes a variety of evaluation techniques. The need for such an approach is especially compelling when it is taken into account that equally “intelligent” individuals demonstrate their intellectual competencies in very different ways (Gardner, 1983). Along these lines, meaningful evaluative information is most likely to be yielded through multiple assessments grounded in authentic performance applications conducted in different contexts and at different times (Wiggins & McTighe, 1998). As Eisner (1993) observes, “The tasks used to assess what students know and can do need to reflect the tasks they will encounter in the work outside schools, not merely those limited to the schools themselves” (p. 226). Similarly, Gardner (1983) notes the need to “include actual elements and symbols of the particular realm under consideration “ (p. 387) when assessing knowledge and skills.

In order to promote the use of multiple assessment methods, SUNY Cortland’s teacher education program exposes students to the variety of available techniques – formative vs. summative, traditional vs. alternative, and quantitative vs. qualitative – as well as the relative advantages and weaknesses of each approach. For example, Popham (1999) warns against the use of standardized tests in assessing the quality of teaching and education, and Gardner (1983) criticizes paper-and-pencil tests as a means of measuring intelligence.

All teacher candidates at SUNY Cortland receive instruction in multiple and authentic assessment in their methods courses and have the opportunity to complete assignments demonstrating use of multiple assessments. Candidates' ability to assess their students directly begins with the 100 hours of field experience and is reported in their journals. Candidates are further evaluated on their ability to assess their students during the culminating student teaching experience. The Student Teacher Evaluation Form has a question that is specific to the candidate's knowledge of assessment strategies and ability to implement them. The cooperating teacher and the college supervisor complete this form at both the mid-quarter and the end of quarter points. Feedback is shared with the student teacher in a three-way conversation. Exemplars of K-12 student performance appear in the candidate's portfolio.

Technology

Our candidates must **demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning**. Access to computers, the internet and e-mail has increased tremendously in the last decade. The gap between those who have computer access and those who do not is narrowing with the introduction of lower-cost computers and services, making them more accessible to those from lower income families and poorer school districts and therefore making digital infusion a realizable goal (Compaine, 2001).

The potential positive impact of technology and computers on learning and development is well substantiated (Papert, 1980), but effective computer instruction requires thoughtful guidance by educators. As Papert noted more than twenty years ago, ". . . true computer literacy is not just knowing how to make use of computers and computational ideas. It is knowing when it is appropriate to do so" (p. 155). According to Jonassen (1996), computer applications should serve as "mind tools," which enhance learning by facilitating critical thinking and higher-order learning. Others such as Bowers (1995) argue that instruction in this area must stress historical perspectives of technology and science as they interact with cultural developments so that students understand their eventual impact on culture and the environment.

Given the dynamic nature of this field, it is certain that new learning and teaching approaches will be a key focus for educators (Compaine, 2001). As such, future teachers will need to know how and when to use computers, how to understand their potential in enhancing learning, and how to integrate computers and technology most effectively and appropriately into the curriculum.

At SUNY Cortland there are a number of requirements in place to ensure students' technology competence. For example, at present the College is working to develop a common set of expectations for all students so as to meet the current SUNY-wide General Education requirement for Information Management. In addition, SUNY Cortland students must complete two writing intensive courses, one of which is in the major, for graduation. Writing intensive (WI) courses require that students use technology for research in preparation of writing a 25-30 page term paper. This requirement represents the first step that teacher candidates take to demonstrate their information technology general skills.

The TEC is currently in discussion regarding a common set of technology performance outcomes for all teacher candidates, with discussion expected to continue in Spring 2003. In the meantime the TEC, in conjunction with Library technology staff, has undertaken pilot testing of candidates in various teacher education programs, including Social Studies, to determine adequacy of basic computer skills. Computer technology workshops for faculty and teacher candidates are offered regularly throughout the semester by Library staff. Topics include but are not limited to: PowerPoint, spreadsheet development, WebCT, database development, and TracDat.

The methods courses serve as the main source for fulfillment of technology performance outcomes in the content area. Candidates are expected to demonstrate use of technology in lesson planning, unit planning and classroom presentations. Examples include but are not limited to: the integration of presentation software, the development of web-based resources and the use of classroom management software. Prior to student teaching candidates receive training in identification and implementation of appropriate software in the field to be taught. Student teachers are also expected to demonstrate use of appropriate technology in classroom instruction and are evaluated by the cooperating teacher and the College supervisor. At the program exit level, candidates are required to submit a portfolio, with the understanding that future candidates within the next five years will be expected to produce electronic portfolios. The TEC has identified three programs – Physical Education, Adolescence Science Education, and Speech Pathology and Audiology—to participate in an iWebFolio pilot project. Candidates in these programs will have the opportunity to use this software, developed by NuVentive, to produce electronic portfolios for selected classes. Training for pilot faculty and candidates for this initiative will take place at the beginning of the Spring 2003 semester. A second electronic portfolio model is currently being used in the Thematic Methods Block for the Childhood Education Program.

V. Candidate Assessment

Teacher educators at SUNY Cortland view assessment both as a means of monitoring candidate progress and accountability and as a way to promote student learning. Faculty are committed to investigating research-based assessment techniques and using multiple forms of assessment. Throughout the program candidates move toward a comprehensive understanding of assessment, both in their ability to apply assessment measures in the classroom and to perform their own self assessment in professional development.

Institutional Crosswalk

Teacher candidates at SUNY Cortland must meet performance outcomes that are aligned with institutional, state and national standards. Below is a crosswalk which demonstrates performance outcome alignment with New York State Standards, INTASC Standards, NCATE Standards and SUNY Chancellor's Action Agenda Standards.

State University of New York College at Cortland
Alignment of Institutional Standards with State and National Standards

Institutional Standards for Learning Outcome 1: Demonstrate a solid foundation in the arts and sciences			
New York State Standards	INTASC Standards	NCATE Standards	SUNY Chancellor's Action Agenda
<u>General Education Core in the Liberal Arts and Sciences</u> <ul style="list-style-type: none"> complete study that prepares candidates with knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to: artistic expression; communication; information retrieval; concepts in history and social sciences, humanities, a language other than English; scientific and mathematical processes, and written analysis and expression 	<u>Principle #1:</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	<u>Standard 1.</u> Candidate Knowledge, Skills, and Dispositions: Content Knowledge for Teacher Candidates; Pedagogical Content Knowledge for Teacher Candidates	<ul style="list-style-type: none"> Provide all SUNY Students pursuing teaching careers the best possible preparation to become effective teachers

Institutional Standards for Learning Outcome 2: Possess in-depth knowledge of the subject area to be taught			
New York State Standards	INTASC Standards	NCATE Standards	SUNY Chancellor's Action Agenda
<p><u>Content Core:</u></p> <ul style="list-style-type: none"> study in the subject(s) to be taught which shall prepare candidates with the knowledge base to teach the subject(s), in accordance with the State Learning Standards for students, as prescribed in Part 100 of this title, and shall prepare candidates for refining and expanding that knowledge base. ability to teach to the New York State Learning Standards 	<p><u>Principle #1:</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p><u>Principle #7:</u> The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p><u>Standard 1.</u> Candidate Knowledge, Skills, and Dispositions: Professional and Content Knowledge for Teacher Candidates; Pedagogical Content Knowledge for Teacher Candidates</p>	<ul style="list-style-type: none"> Assure that students are thoroughly grounded in the subjects they teach

Institutional Standards for Learning Outcome 3: Demonstrate good moral character			
New York State Standards	INTASC Standards	NCATE Standards	SUNY Chancellor's Action Agenda
<ul style="list-style-type: none"> • Part 83 New York State Regulations of the Commissioner: “good moral character” • Mandatory fingerprinting and background check for all certification candidates • NYS Teacher Code of Ethics 	<p><u>Principle #10:</u> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.</p>	<p><u>Standard 1.</u> Candidate Knowledge, Skills, and Dispositions: Professional and Pedagogical Knowledge and Skills for Teacher Candidates</p>	<p>No equivalent listed.</p>

Institutional Standards for Learning Outcome 4: Understand how students learn and develop

New York State Standards	INTASC Standards	NCATE Standards	SUNY Chancellor's Action Agenda
<p><u>Pedagogical Core:</u> •human developmental processes and variations including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students' readiness to learn - and skill in applying that understanding • the nature of students within the full ranges of disabilities and special health-care needs, and the effects of those disabilities and needs on learning and behavior –and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;</p>	<p><u>Principle #2:</u> The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. <u>Principle #3:</u> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adjusted to diverse learners.</p>	<p><u>Standard 1.</u> Candidate Knowledge, Skills, and Dispositions: Content Knowledge for Teacher Candidates; Pedagogical Content Knowledge for Teacher Candidates</p>	<ul style="list-style-type: none"> Assure that students have completed integrated programs of clinical and pedagogical education that give them the skills to make their own K-12 students successful learners

Institutional Standards for Learning Outcome 5: Manage classrooms structured in a variety of ways to promote a safe learning environment			
New York State Standards	INTASC Standards	NCATE Standards	SUNY Chancellor's Action Agenda
<p><u>Pedagogical Core:</u></p> <ul style="list-style-type: none"> learning processes, motivation, communication, and classroom management - and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth. Skill in applying understanding of how students learn and develop to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs 	<p><u>Principle #5:</u> the teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.</p>	<p><u>Standard 1.</u> Candidate Knowledge, Skills, and Dispositions: Professional and Pedagogical Knowledge and Skills for Teacher Candidates</p>	<ul style="list-style-type: none"> Assure that students have completed integrated programs of clinical and pedagogical education that give them the skills to make their own K-12 students successful learners

Institutional Standards for Learning Outcome 6: Know and apply various disciplinary models to manage student behavior			
New York State Standards	INTASC Standards	NCATE Standards	SUNY Chancellor's Action Agenda
<p><u>Pedagogical Core:</u></p> <ul style="list-style-type: none"> learning processes, motivation, communication, and classroom management - and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth. 	<p><u>Principle #5:</u></p> <p>the teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.</p>	<p><u>Standard 1.</u></p> <p>Candidate Knowledge, Skills, and Dispositions: Professional and Pedagogical Knowledge and Skills for Teacher Candidates</p>	<ul style="list-style-type: none"> Assure that students have completed integrated programs of clinical and pedagogical education that give them the skills to make their own K-12 students successful learners

Institutional Standards for Learning Outcome 7: Apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential			
New York State Standards	INTASC Standards	NCATE Standards	SUNY Chancellor's Action Agenda
<p><u>Pedagogical Core:</u></p> <ul style="list-style-type: none"> • human developmental processes and variations • learning processes, motivation, communication and classroom management • language acquisition and literacy development • curriculum development, I instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities-and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate 	<p><u>Principle #2:</u> The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p> <p><u>Principle #4:</u> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p><u>Standard 1.</u> Candidate Knowledge, Skills, and Dispositions: Professional and Pedagogical Knowledge and Skills for Teacher Candidates</p> <p><u>Standard 3.</u> Field Experiences And Clinical Practice</p>	<ul style="list-style-type: none"> • Assure that students have completed integrated programs of clinical and pedagogical education that give them the skills to make their own K-12 students successful learners

Institutional Standards for Learning Outcome 8: Integrate curriculum among disciplines, and balance historical and contemporary research, theory and practice			
New York State Standards	INTASC Standards	NCATE Standards	SUNY Chancellor's Action Agenda
<p><u>Pedagogical Core:</u></p> <ul style="list-style-type: none"> • history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts. <p><u>Pedagogical Core:</u></p> <ul style="list-style-type: none"> • means to update knowledge and skills in the subject(s) taught and in pedagogy; <p><u>General Education Core in The Liberal Arts and Sciences</u></p> <ul style="list-style-type: none"> • Complete study that prepares candidates with knowledge, understanding, and skills in the liberal arts and sciences 	<p><u>Principle #6:</u> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p><u>Principle #10:</u> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	<p><u>Standard 1.</u> Candidate Knowledge, Skills, and Dispositions: Professional and Pedagogical Knowledge and Skills for Teacher Candidates</p>	<ul style="list-style-type: none"> • Assure that students have completed integrated programs of clinical and pedagogical education that give them the skills to make their own K-12 students successful learners • SUNY will convene a series of forums involving SUNY faculty and administrators on best practices

Institutional Standards for Learning Outcome 9: Use multiple and authentic forms of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students			
New York State Standards	INTASC Standards	NCATE Standards	SUNY Chancellor's Action Agenda
<p><u>Pedagogical Core:</u></p> <ul style="list-style-type: none"> formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice - and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching; 	<p><u>Principle #8:</u> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p>	<p><u>Standard 1.</u> Candidate Knowledge, Skills, and Dispositions: Student Learning for Teacher Candidates <u>Standard 3.</u> Field Experiences and Clinical Practice <u>Standard 4.</u> Diversity</p>	<ul style="list-style-type: none"> Both as a system and through the work of its faculty, SUNY will conduct research on best practices for preparing teachers, for gauging teacher effectiveness, and on identifying the characteristics of successful teachers The System guarantees that every graduate of SUNY's Teacher Education Programs is fully prepared to assume responsibility as a teacher in the area of his or her certification

Institutional Standards for Learning Outcome 10: Promote parental involvement and collaborate effectively with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other caregivers, for the benefit of students			
New York State Standards	INTASC Standards	NCATE Standards	SUNY Chancellor's Action Agenda
<p><u>Pedagogical Core:</u></p> <ul style="list-style-type: none"> • Provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, an opportunity for practicing skills for interacting with parents and caregivers 	<p><u>Principle #10:</u> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	<p><u>Standard 1.</u> Candidate Knowledge, Skills, and Dispositions: Student Learning for Teacher Candidates <u>Standard 4.</u> Diversity</p>	<ul style="list-style-type: none"> • Both as a system and through the work of its faculty, SUNY will conduct research on best practices for preparing teachers, for gauging teacher effectiveness, and on identifying the characteristics of successful teachers • The System guarantees that every graduate of SUNY's Teacher Education Programs is fully prepared to assume responsibility as a teacher in the area of his or her certification

Institutional Standards for Learning Outcome 11: Demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning			
New York State Standards	INTASC Standards	NCATE Standards	SUNY Chancellor's Action Agenda
<ul style="list-style-type: none"> • Uses of technology, including instructional and assistive technology, in teaching and learning – and skill in using technology and teaching students to use technology to acquire information, communicate and enhance learning 	<p><u>Principle #6:</u> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p><u>Standard 1.</u> Candidate Knowledge, Skills, and Dispositions: Professional and Pedagogical Knowledge and Skills for Teacher Candidates <u>Standard 3.</u> Field Experiences and Clinical Practice</p>	<ul style="list-style-type: none"> • SUNY will convene a series of forums involving SUNY faculty and administrators on best practices in...integration of technology into instruction

Institutional Standards for Learning Outcome 12: Foster respect for individual’s abilities and disabilities and an understanding and appreciation of variations of ethnicity, culture, language, gender, age, class and sexual orientation

New York State Standards	INTASC Standards	NCATE Standards	SUNY Chancellor’s Action Agenda
<ul style="list-style-type: none"> • The nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior – and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence • 100 clock hours of field experiences related to coursework prior to the student teaching or practica. Fieldwork/student teaching should provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, ... an opportunity to work in high-need schools, and an opportunity to 	<p><u>Principle #3:</u> Diverse Learners: The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities</p>	<p><u>Standard 1.</u> Candidate Knowledge, Skills, and Dispositions: Professional and Pedagogical Knowledge and skills for Teacher Candidates <u>Standard 3.</u> Field Experiences and Clinical Practice <u>Standard 4.</u> Diversity</p>	<ul style="list-style-type: none"> • <u>IB.</u> Students will complete not less than 100 hours of clinical experience in a school classroom before and exclusive of time spent in student teaching • Student teaching will consist of a minimum of 75 days in classrooms and schools in two separate experiences, at least one of which is in a high-need school • SUNY will establish an Urban Teacher Education Center in New York City

<p>work with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities;</p> <ul style="list-style-type: none">• two college-supervised student teaching experiences of at least 20 school days each			
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Institutional Standards for Learning Outcome 13: Continue to develop professionally as reflective practitioners who are committed to an on-going scholarly inquiry

New York State Standards	INTASC Standards	NCATE Standards	SUNY Chancellor's Action Agenda
<p><u>Pedagogical Core:</u></p> <ul style="list-style-type: none"> Means to update knowledge and skills in the subject(s) taught and in pedagogy; 	<p><u>Principle #9:</u> The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>	<p><u>Standard 1.</u> Candidate Knowledge, Skills, and Dispositions: Professional and Pedagogical Knowledge and Skills for Teacher Candidates</p>	<ul style="list-style-type: none"> SUNY will engage its collaborating schools as partners in educating new teachers and will provide continuing professional development for in-service teachers

Candidate Performance

All candidates in the State University of New York College at Cortland teacher education program must demonstrate knowledge, skills and dispositions to teach effectively. Candidates are assessed continuously throughout the program. Annual reporting of candidate performance in coursework, in student teaching and on New York State Teacher Certification Examinations (NYSTCE), as well as candidate exit surveys, assist the Unit in adjusting and improving the curriculum.

Assessment Checkpoints

Teacher candidates are assessed at the following points in the program:

1) application to the Teacher Education Program	1) GPA, judicial screening (dispositions,) prerequisites
2) completion of 100 hours of field work	2) journal, module completion
3) eligibility to student teach	3) GPA, judicial screening (dispositions,) prerequisites
4) during the student teaching experience	4) supervisor’s observations, cooperating teacher’s comments, 3-way interviews; midterm and final student teacher evaluations; student teacher self-evaluation
5) completion of the program	5) completed portfolio, completion of course work, GPA

In addition, teacher candidates are asked to respond to alumni surveys at the first and fifth year after graduation re: adequacy of preparation and training. The Teacher Education Council Advisory Group, composed of college faculty and area teachers and administrators, is currently developing an employer survey for State University of New York College at Cortland teacher candidates. Results of all post-graduation surveys are analyzed and used for program improvement.

Ensuring Fairness and Accuracy

Efforts are made at each checkpoint to ensure fairness and accuracy in assessing each teacher candidate.

Checkpoint 1: Application to the Teacher Education Program All applicants to the Teacher Education Program undergo a self-reported background check and subsequent campus judicial screening, and sign off on their report. The advisor checks program GPA and academic prerequisites using Banner (the campus student records system) computer printouts, and the results are verified by the department chair or program coordinator. All applicants are required to have the same minimum GPA for entry into the teacher education program for which they are applying. All applicants file a common application form used by the Unit. A candidate has the right to appeal if not accepted into the program. The applicant may reapply upon completion of outstanding requirements for admission, at which time the TEC Application Review Committee will reconsider the application. The following

deadlines and procedures are in place for review of all applications, as stated on the last page of the application form:

APPLICATION DEADLINES

Summer	May 1
Fall	August 1
Spring	January 1

Please submit your application to the department coordinator by the deadline indicated. You may also be required to schedule an interview with the department coordinator (to be determined by department.)

Admission to the teacher education program is on a space available basis, and is determined in part by needs of the teaching profession and potential success of the individual applicant. A committee will review your application and will notify you of their decision.

Admission is without regard to race, sex, color, creed, sexual orientation, national origin, disability or marital status. SUNY Cortland observes the guidelines for Title IX of the Education Amendments of 1972.

PROCEDURES

1. Student files application with department teacher education coordinator or department chair and schedules an interview, if required by department.
2. Based upon application and interview, department teacher education coordinator or department chair approves or disapproves the application for admission to the teacher education program. In the event that the application is questionable, department teacher education coordinator or department chair refers case to the TEC Subcommittee on Teacher Education Program Admission for review. (Note: Failure to meet standards constitutes automatic denial and is not subject to appeal.)
3. Student is notified of decision in writing by committee within ten working days.
4. a) If admitted to the teacher education program, department notifies registrar of change of major. Registrar processes change, effective the following semester.
b) If not admitted to the teacher education program, student has ten working days to file a written appeal with supporting documentation to the TEC Appeals Committee. Decision will be

made by the Committee and student notified in writing within ten working days. Further appeals levels are to the Unit Head, the Provost and the President.

5. Eligibility of transfer students is conducted separately.

Possible grounds for appeal include: factual error; evidence does not justify decision; new information available regarding the situation that would directly impact the decision.

Application Revision #11 Approved by Teacher Education Council 9/02

Checkpoint 2: Completion of 100 Hours of Fieldwork Instructors teaching courses with related fieldwork collaborate with the Office of Field Studies to ensure that all areas required by the New York State Education Department have been met in the placements: “provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, an opportunity for practicing skills for interacting with parents or caregivers, an opportunity to work in high-need schools, and an opportunity to work with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities.” A common reporting log is used and submitted to the instructor by the teacher candidate upon completion of the required hours. The instructor notifies the Office of Field Studies of the candidate’s satisfactory completion of the placement. The Office of Field Studies enters the information into their database. The Office of Field Studies submits computerized reports to the NCATE Office at the end of each semester. Checks are made on completion of the 100 hours, which is a prerequisite for student teaching. Instructors assess and verify completion of journal entries and other assignments required for the 100 hours.

Checkpoint 3: Eligibility to Student Teach At the end of each semester the Office of Judicial Affairs conducts a judicial screening for all teacher candidates planning to teach in the following semester. If there have been any infractions since the Application to Student Teach, the candidate’s eligibility to student teach is suspended. The candidate has the right to appeal to the TEC Appeals Committee, the Unit Head, the Provost and the President.

Advisors or program coordinators review academic records to ensure appropriate minimum GPA, successful completion of prerequisites for student teaching, including the 100 hours of fieldwork, that there are no outstanding incompletes and that the candidate is not on any form of academic probation. Program coordinators notify the Office of Field Studies of current eligibility of candidates. The Office of Field Studies confirms student teaching placements and notifies candidates and schools of any changes. Criteria for eligibility to student teach appear in the Student Teaching Manual, College Catalog, and Department Major Advisement -Manuals and are available to all teacher candidates. Below is an excerpt from the current Student Teaching Handbook:

Eligibility to Student Teach

In order to student teach, all candidates must pass two distinct eligibility checks to ensure that they have satisfied all criteria for student teaching which have been set forth both by the College and by their respective departments.

College-wide eligibility criteria for student teaching require that each undergraduate student teacher must be in good academic standing, have at least a 2.0 GPA from the previous semester, and have at least a 2.5 overall GPA. Each graduate student teacher must be in good academic standing, have at least a 3.0 GPA from the previous semester, and have at least a 3.0 overall GPA. No student who is on academic probation will be allowed to student teach. Summer Sessions I and II and Wintersessions cannot be used to help candidates meet GPA requirements for student teaching.

For specific departmental eligibility information, each candidate is advised to consult with the academic department of his/her major and the current College catalog.

(Student Teaching: A Handbook of Information for Administrators, Cooperating Teachers, and Student Teachers, 2002-2003, p. 20)

Checkpoint 4: During the Student Teaching Experience The cooperating teacher and the college supervisor of each student teacher complete the Student Teacher Evaluation Form at the mid-quarter and end of quarter points. The results are shared with the student teacher in a three-way conversation. In addition to the form, informal assessments are made at each observation by the college supervisor, and daily by the cooperating teacher. A student teacher may be removed from student teaching at the request of the cooperating teacher or college supervisor when just cause is demonstrated. Below are excerpts from the current Student Teaching Handbook:

Termination of Student Teaching

The student teacher may be removed at any time during the student-teaching experience when the College supervisor determines that the student teacher's progress is not satisfactory and that the minimal competence cannot be achieved or, in the judgment of the College supervisor, the student teacher's presence in the classroom is a detriment to the public-school class. In each case, the student teacher will receive a grade of "U" (unsatisfactory) for the student-teaching experience.

(Student Teaching: A Handbook of Information for Administrators, Cooperating Teachers, and Student Teachers, 2002-2003, p. 24)

In the event that a student teacher is removed from a placement, a remediation program is developed. This program must be completed prior to receipt of another placement. The Student Teaching Remediation Program description, as outlined in the current Student Teaching Handbook, follows:

Student Teaching Remediation Program Schools of Professional Studies and Arts and Sciences

This program is implemented immediately after a candidate has received a grade of “Unsatisfactory” in student teaching. It is to be successfully completed before the candidate is allowed to proceed to the second student-teaching experience and/or to repeat the failed experience.

The College supervisor, in consultation with the cooperating teacher, should identify as early as possible in the student-teaching experience all student teachers who are at risk of receiving unsatisfactory grades and notify in writing the department chair, department coordinator and the director of field studies.

The College supervisor should provide for each at-risk student teacher the appropriate paper trail to include a list of specific deficiencies and the specific improvements necessary to lead to a final grade of “Satisfactory.” The student teacher should sign all original observation reports before returning them to the College supervisor; the College supervisor should then provide the student teacher with a copy of each observation report.

After a grade of “Unsatisfactory” has been assigned, the failure is reviewed by a Review Council composed (at a minimum) of the department chair, the College supervisor who has assigned the grade of “Unsatisfactory”, and a faculty member named by the department chair. The candidate is interviewed. Should the candidate continue to prepare for a career in teaching? Does the candidate want to continue?

The Review Council decides the specific remediation program on a case-by-case basis and may require any/all of the following (as a minimum):

1. The taking or retaking of appropriate course work
2. College counseling
3. Volunteer-type experiences with children of an appropriate age
4. Independent study to include specific readings
5. Hours of effective-teacher observation
6. Other appropriate remedial steps

The duration of the remediation process is determined by the department. The failed student-teaching experience may be repeated only once.

*Approved by:
Marci D'Angelo, Director of Field Studies
Professional Studies School Council on 4/22/96/effective Fall 1996
Arts and Sciences Secondary Coordinators on 4/28/98/effective Fall 1998
Revised/Approved by Teacher Education Council 5/8/02*

(Student Teaching: A Handbook of Information for Administrators,
Cooperating Teachers, and Student Teachers, 2002-2003, p. 25)

Checkpoint 5: Completion of the Program Requirements include successful completion of all program requirements, including student teaching and portfolio submission. **Academic Requirements:** Once the candidate has filed for graduation, the Registrar issues a degree audit/graduation checklist to the department of each candidate. Each stage of review includes GPA verification of major, minor or concentration, no academic probation, no incompletes, completion of General Education requirements, liberal arts elective requirements, writing intensive courses, major requirements, completion of 100 hours of fieldwork, successful student teaching, Child Abuse Workshop, and SAVE Workshop. The candidate's advisor reviews the checklist and submits it to the department chair or coordinator for second review. Following review, the department chair submits the checklist to the Associate Dean of the school. The Associate Dean conducts a final review and submits verification of completion to the Registrar's Office. In the event that the candidate has failed to complete one or more requirements, the reviewer at any of the levels notifies the candidate immediately. The candidate meets with the Advisor to develop a plan for completion of any outstanding requirements. Upon verification of successful completion of all requirements for graduation, the Registrar recommends the candidate for certification. The New York State Education Department verifies successful completion of NYSTCE examinations and fingerprinting and background checks prior to awarding certification.

Portfolio Submission: Each teacher candidate is required to submit a portfolio at the end of the program. Each portfolio is reviewed by a department committee using rubrics established by the department. (Target—Acceptable—Unacceptable)

On November 20, 2002, the Teacher Education Council approved the following common entries for all portfolios:

- Application to the Teacher Education Program Essay (Dispositions)—handwritten, to provide a sample of candidate's handwriting
- 100 Hours Sample Journal Entry
- Artifacts which demonstrate planning for instruction
- Evidence of technology use in planning and instruction
- Exit philosophy statement, completed at point of completion of program
- Resume, completed at point of completion of program

Other items related to specific programs, including student work, will be included in the portfolios. Portfolio entries 2-5 will be completed and graded via instructor rubrics in required courses. Portfolio entry 1 will be scored using a common rubric, currently under development.

Post-Graduation: NYSTCE Teacher Examination scores for SUNY Cortland teacher candidates are reviewed regularly by departments to ensure program quality. Graduates of the teacher education programs are issued alumni surveys in their first and fifth years away from Cortland. Questions regarding the degree of program preparation and ability to impact on student learning appear on the survey. Results are sent to departments for analysis. In addition, the Teacher Education Council Advisory Group, composed of area teachers and administrators, is currently in discussion with SUNY Cortland faculty regarding the development of an employer survey for new teachers.

The SUNY Chancellor’s Action Agenda includes a “SUNY Guarantee” for all teachers graduating from the SUNY System. For the first two years after graduation, those new teachers needing further instruction may return to a SUNY institution for additional coursework. “On behalf of SUNY, the Chancellor affirms the University’s confidence in its teacher education programs. The System guarantees that every graduate of SUNY’s teacher education programs is fully prepared to assume responsibility as a teacher in the area of his or her certification. To this end the System will fund, during the candidate’s first two years of teaching, further education if needed.” (“A New Vision in Teacher Education, p. 5)

Teacher Candidate Performance Outcomes and Indicators

Candidates demonstrate mastery of the knowledge, skills and dispositions cited in the Knowledge Base, Professional Standards and Commitments section in the following ways:

Performance Outcome	Indicators
Demonstrate a solid foundation in the arts and sciences	<u>Benchmark #1</u> : Successful completion of SUNY General Education and Cortland General Education programs (Cortland GE-2 –Prejudice and Discrimination, required of all students, specifically addresses issues of social justice and diversity); <u>Benchmark #2</u> : General Education Assessment*; <u>Benchmark #3</u> : Successful passing score on the Liberal Arts and Science Test (LAST), New York State Teacher Certification Examination (NYSTCE); <u>Benchmark #4</u> : Successful passing score on the Content Specialty Test (NYSTCE)
Possess in-depth knowledge of the subject area to be taught	<u>Benchmark #1</u> : Successful completion of coursework in the major; <u>Benchmark #2</u> : minimum 2.5 GPA in the major required for continuation in the teacher education program (3.0 for graduate students). <u>Benchmark #3</u> : As demonstrated during successful student teaching experience*, and <u>Benchmark #4</u> : for graduation
Demonstrate good moral character	<u>Benchmark #1</u> : self-reporting on the judicial screening section of the Application to the Teacher Education Program; <u>Benchmark #2</u> : As demonstrated

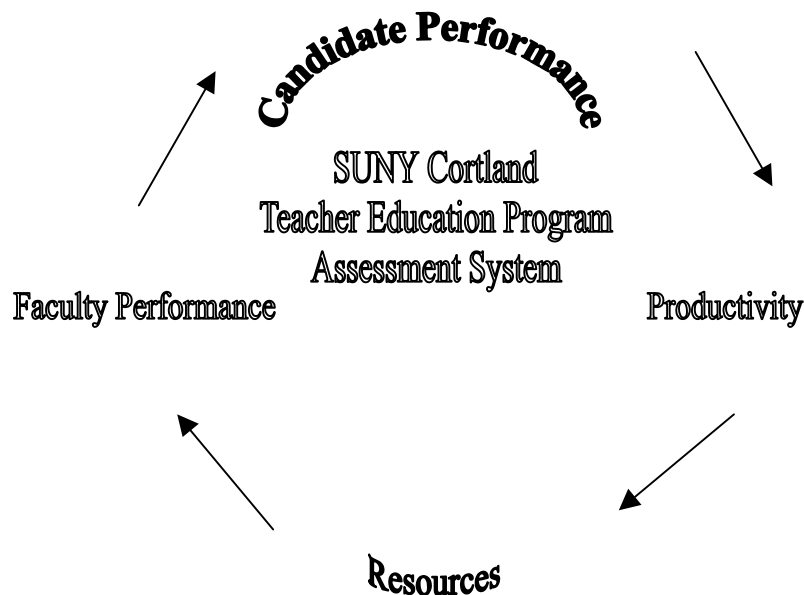
	during the 100 hours of field work*; <u>Benchmark #3</u> : As demonstrated during successful student teaching experience*; <u>Benchmark #4</u> : Fingerprinting and background check for certification; <u>Benchmark #5</u> : NYSED Code of Ethics for Teachers
Understand how students learn and develop	<u>Benchmark #1</u> : Successful completion of PSY 101-General Psychology I and PSY 231-Child Psychology or PSY 232-Adolescent Psychology or PSY 332-Educational Psychology or PSY 333-Developmental Psychology; <u>Benchmark #2</u> : as demonstrated during the 100 hours of field work, via successful completion of modules and journal*; <u>Benchmark #3</u> : as demonstrated during the student teaching experience*
Manage classrooms structured in a variety of ways to promote a safe learning environment	<u>Benchmark #1</u> : Successful completion of appropriate methods class; <u>Benchmark #2</u> : As demonstrated during the 100 hours experience;* <u>Benchmark #3</u> : As evidenced in the student teaching experience; successful demonstration and completion of student teaching*
Know and apply various disciplinary models to manage student behavior	<u>Benchmark #1</u> : As successfully demonstrated in appropriate methods class; <u>Benchmark #2</u> : Successful demonstration and completion of student teaching*
Apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential	<u>Benchmark #1</u> : Successful completion of appropriate methods class, as demonstrated via lesson and unit planning and micro-teaching; <u>Benchmark #2</u> : As demonstrated in lesson planning and micro-teaching;* <u>Benchmark #3</u> : Successful demonstration and completion during student teaching*
Integrate curriculum among disciplines, and balance historical and contemporary research, theory and practice	Successful completion of Foundations of Education course or infusion in appropriate methods course
Use multiple and authentic forms of assessment to analyze teaching and student learning and to plan curriculum and instruction, to meet the needs of individual students	<u>Benchmark #1</u> : as demonstrated in INT 270-Exploring Education, AED 391-Introduction to Adolescence Education, or other introductory teaching course; <u>Benchmark #2</u> : as demonstrated in appropriate discipline-specific methods course in lesson and unit planning and micro-teaching;* <u>Benchmark #3</u> : as demonstrated during the student teaching experience—e.g., lesson planning, unit planning, etc.*
Demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning	<u>Benchmark #1</u> : Successful completion of a computer applications course or computer applications workshops offered by Memorial Library; <u>Benchmark #2</u> : Successful demonstration of SUNY Cortland technology competencies for all teacher candidates; <u>Benchmark #3</u> : Demonstration of technology infusion in lesson and unit planning in mini-lessons delivered in discipline-specific methods course; <u>Benchmark #4</u> : Demonstration of technology infusion in lesson and unit planning during the student teaching experience
Foster respect for individual's abilities and disabilities and an understanding and appreciation of variations of ethnicity, culture, language, gender, age, class, and sexual orientation	<u>Benchmark #1</u> : Successful completion of GE-2-Prejudice and Discrimination coursework; <u>Benchmark #2</u> : Successful completion of special education coursework for elementary curricula or adolescence education methods course via evidence in lesson planning and micro-teaching; <u>Benchmark #3</u> :

	Demonstration of understanding from required journal for the 100 hours via module completion; <u>Benchmark #4</u> : Successful demonstration during the student teaching experience*
Promote parental involvement and collaborate effectively with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other caregivers, for the benefit of students	<u>Benchmark #1</u> : Successful demonstration during the 100 hours of field work via module completion and journal; * <u>Benchmark #2</u> : Successful demonstration during the student teaching experience*
Continue to develop professionally as reflective practitioners who are committed to on-going scholarly inquiry	Successful completion of the 175 hours of professional development every five years, required by the New York State Education Department (NYSED); active membership in regional and statewide organizations in the discipline

*Exemplars/Rubrics attached. Note: while all programs in the Unit have the same required performance outcomes, assignments, tasks and rubrics may differ, depending upon program content. Attachments are samples; comprehensive display will be available at the time of the NCATE/NYSED joint site visit.

VI. Unit Assessment System

The evidence of the quality of the teacher education program is reflected in high level candidate performance in the areas indicated in the diagram below. The achievement of successful candidate performance outcomes, in turn, is dependent upon the other components of the unit assessment system.



The teacher education unit assessment system is based on an adaptation of the Teacher Education Assessment System (TEAS), designed by Dr. David C. Smith, Dean Emeritus of Education, University of Florida, the Unit Assessment System at SUNY Cortland is comprised of the following components: a) candidate performance; b) unit resources; c) productivity; and d) faculty performance. The above areas were identified as critical to the efficient functioning of the teacher education unit.

Candidate Performance

Candidate Performance at State University of New York College at Cortland has been discussed extensively in the previous pages. For all teacher candidates to be able to meet performance outcomes, the following three additional components are required. To ensure quality programming, each component requires constant and continuous assessment.

Resources

In order to deliver a quality teacher education program, the unit must have sufficient fiscal, faculty and space resources available. An annual review of both fiscal resources and faculty resources is being conducted by the unit to a) maintain compliance with NYSED regulations re: faculty workload, b) ensure that a sufficient number of course sections are being offered to accommodate candidate needs; c) ensure that sufficient funding for teacher education in comparison to non-teacher education programs is allotted to budgets for Library, Travel and Operating Expenses; d) demonstrate sufficient space availability; and e) guarantee sufficient personal and laboratory computer and Audio/Visual equipment availability.

Productivity

The productivity of the unit is another important area of assessment. A) Faculty: The unit assessment system evaluates annually faculty workload; faculty hiring with the intent to increase diversity; faculty contributions to the institution via external grant funding and scholarly activity. B) Program: The teacher education program is assessed annually by departments and the Teacher Education Council. Data is gathered annually via compliance with department assessment plans, including candidate performance in the major, assessment of the General Education Program, and candidate performance on statewide teacher certification examinations. The results are analyzed for program improvement. In addition, SUNY System Administration requires a five-year Program Review of all departments.

Faculty Performance

Faculty in the program must be qualified in the area in which they teach. Faculty should demonstrate effective teaching and evidence of active contribution to their respective field. Faculty should be effective advisors of teacher candidates. Annual reports of activity, an advisement survey and collection of data regarding candidate complaints are analyzed each year and are kept on file.

Each component of the unit assessment system is compared annually with institutional data in the respective area, to assure equitable distribution of resources, faculty workload and candidate and faculty performance. Results will be used to review programming and to improve candidate performance. (See attachment section for 2001-2002 unit assessment data.)

NB: It should be noted that, as with all teacher education programs in New York State, New York State Education Department reregistry took place in 2000 for all undergraduate teacher education programs, and in 2001 for all graduate teacher education programs. Changes affected all freshmen entering in Fall 2000. This is significant, since, to date, no cohort of teacher candidates has yet graduated from the newly reregistered programs. SUNY Cortland began collecting data in the 2001-2002 academic year with the intent of continuing to collect and review data on an annual basis. A committee will analyze the data and make recommendations for improvements.

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CONCEPTUAL FRAMEWORK ATTACHMENTS

A. New York State Learning Standards

B. INTASC Standards

C. Sample Assessment Exemplars/Rubrics

BENCHMARKS

- 1. Application to the Teacher Education Program
(Common application used by all applicants for teacher education programs)**

- 2. Completion of 100 Hours of Fieldwork Prior to Student Teaching
100 Hours Modules (Physical Education)
Childhood Education Practicum
(Samples from selected programs; all teacher education programs require assignments for the 100 hours of fieldwork)**

- 3. Eligibility to Student Teach
Lesson/Unit Plans**

- 4. During the Student Teaching Experience
Student Teacher Evaluation Form (common form used by all teacher education programs)**

- 5. Completion of Program
Professional Portfolio (Literacy sample; all teacher education programs require an exit portfolio)**

D. 2001-2002 Unit Assessment Data

E. SUNY Cortland Initiatives-- Recruitment and Retention of Minority Faculty and Students

ATTACHMENT A

NEW YORK STATE LEARNING STANDARDS

NEW YORK STATE LEARNING STANDARDS

The Arts

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Career Development and Occupational Studies

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

English Language Arts

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Health, Physical Education, and Family and Consumer Sciences

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

Languages Other Than English

Standard 1 :Communication Skill

Students will be able to use a language other than English for communication.

Standard 2 :Cultural Understanding

Students will develop cross-cultural skills and understandings.

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Social Studies

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

ATTACHMENT B
INTASC STANDARDS

INTASC Principles: The Interstate New Teacher Assessment Consortium has identified the following national standards for teacher performance.

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication technique to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

ATTACHMENT B – BENCHMARK 1

APPLICATION TO THE TEACHER EDUCATION PROGRAM

**(common application used by all applicants for teacher education
programs at SUNY Cortland)**

1) Have you ever been convicted of a felony? Yes No
If yes, please explain. _____

1a) Have you ever been charged with a felony? Yes No
If yes, please explain _____

2) Have you ever been convicted of a misdemeanor? Yes No
If yes, please explain _____

2a) Have you ever been charged with a misdemeanor? Yes No
If yes, please explain _____

3) Have you ever been convicted of a violation, e.g., underage alcohol possession, marijuana possession, noise violation? Yes No
If yes, please explain _____

4) Are you a registered sex offender? _____
If yes, please explain. _____

5) Do you currently have a disciplinary record at SUNY Cortland? Yes No
Has a judicial judgment been rendered? _____
Are you currently involved in a judicial hearing? _____
If you answered yes to any of the above, please explain. _____

6) Have you ever been dismissed or suspended from any college or university for non-academic reasons? Yes No
If yes, please explain _____

7) Have you been found in violation of academic dishonesty policy at SUNY Cortland?
 Yes No
If yes, please explain _____

NOTE: If during your enrollment at SUNY Cortland you are convicted of a crime, you must notify your department at once. Failure to do so will result in your dismissal from the teacher education program.

Applicant initials

I hereby attest to the accuracy of the information provided herein and grant my permission for review of this information by the department teacher education coordinator and members of the TEC Subcommittee on Teacher Education Program Admission. I further authorize release of my disciplinary records from any institution I have attended.

Applicant's Name (print) _____

Applicant's Signature _____

Date _____

Name _____

Program for Which You Are Applying _____

B. ACADEMIC PREREQUISITES (Determined by Department)

Current Cumulative GPA _____ (2.5 minimum cumulative GPA required)

Program for Which You Are Applying:

Courses Taken:

Field Experience to Date: (Please list:) (Optional–requirement determined by department)

<u>Site</u>	<u>Type of Field Experience</u>	<u>Number of Hours</u>
-------------	---------------------------------	------------------------

College Honors/Awards:

College Service Activities, Clubs, Organizations:

Office Only:

Advisor verification _____

C. ESSAY

NCATE (National Council for Accreditation of Teacher Education) has defined “dispositions” as “values, beliefs, and attitudes toward education, students and communities that guide one’s professional practice.” Write a one-two page essay on why you want to become a teacher. What “dispositions” do you think it takes to become an effective teacher? Explain what contributions you believe you can make to the teaching profession.

APPLICATION DEADLINES

Summer	May 1
Fall	August 1
Spring	January 1

Please submit your application to the department coordinator by the deadline indicated. You may also be required to schedule an interview with the department coordinator (to be determined by department.)

Admission to the teacher education program is on a space available basis, and is determined in part by needs of the teaching profession and potential success of the individual applicant. A committee will review your application and will notify you of their decision.

Admission is without regard to race, sex, color, creed, sexual orientation, national origin, disability or marital status. SUNY Cortland observes the guidelines for Title IX of the Education Amendments of 1972.

PROCEDURES

1. Student files application with department teacher education coordinator or department chair and schedules an interview, if required by department.
2. Based upon application and interview, department teacher education coordinator or department chair approves or disapproves the application for admission to the teacher education program. In the event that the application is questionable, department teacher education coordinator or department chair refers case to the TEC Subcommittee on Teacher Education Program Admission for review. (Note: Failure to meet standards constitutes automatic denial and is not subject to appeal.)
3. Student is notified of decision in writing by committee within ten working days.
4. a) If admitted to the teacher education program, department notifies registrar of change of major. Registrar processes change, effective the following semester.
b) If not admitted to the teacher education program, student has ten working days to file a written appeal with supporting documentation to the TEC Appeals Committee. Decision will be made by the Committee and student notified in writing within ten working days. Further appeals levels are to the Unit Head, the Provost and the President.
5. Eligibility of transfer students is conducted separately.

Possible grounds for appeal include: factual error; evidence does not justify decision; new information available regarding the situation that would directly impact the decision.

*Revision #11
9/02*

ATTACHMENT C – BENCHMARK 2

**COMPLETION OF 100 HOURS OF FIELDWORK
PRIOR TO STUDENT TEACHING**

**A) 100 HOURS FIELDWORK LOG AND
STUDENT DATA SHEET**

B) 100 HOURS MODULES (PHYSICAL EDUCATION)

C) EDU 477 – (CHILDHOOD EDUCATION PRACTICUM)

(Note: These are samples from selected programs; all teacher education programs require assignments for the 100 hours of fieldwork)

Across range of student dev. Interaction w/ parents/caregivers High Need School Socioeconomic disadvantaged ESL Disability

Cooperating Teacher's signature _____ Date _____

Student's signature _____ Date _____

SUNY Cortland TEC approval 11/20/02

Instructor's signature _____ Date _____

Grand Total Hrs.

**100 Hours
Field Work during the Semester
Student Data Sheet**

Print

Name _____ ID# _____ Major _____

Local

Address _____

Local

Phone _____

E-Mail

Address _____

Permanent

Address _____

Permanent

Phone _____

Course _____ Instructor _____

Required # FW

Hours _____ Semester _____

If you commute to Cortland to attend class, indicate from where _____

Do you have access to a car? Yes No

If yes, are you willing to provide transportation to any other student(s) observing at the same school?

Yes No

If yes, please list

name(s): _____

Indicate when your first class begins and your last class ends for EACH DAY of the week:
(If you have any open time blocks of at least 3 hours, indicate those as well.)

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

TABLE OF CONTENTS

Overview/Assumption/Faculty Expectations
Breach of Professional Conduct Statement
Frequently Asked Questions (FAQ's)
Checklist of Responsibilities for the Ten-Day Field Experience
Module #1- **Planning Your Week** (four copies)
Module #2- **Observing Physical Education Classes** (six copies are included)
Module #3- **Plan and Lead Six (6) Warm-Ups in Physical Education Classes**
Module #4- **Plan and Teach Six (6) Short “Lesson Segments” in Physical Education Classes** (six lesson plan copies are included)
Module #5A&B- **Observing Non-Physical Education Classes**
Module #6- **Observe an ESL Student**
Module #7- **Exemplary Teacher Interview**
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Module #12- **Observe a Child-at-Risk**
Module #13 **Bulletin Board: Your “Gift” to the Host School**
Module #14- **Journal**
Module #15- **Host Teacher Evaluation of Field Experience Student** (two copies)

Relationship of the 15 Modules to the National Standards for Beginning Teachers

NCATE/NASPE Standards	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
#1 Content Knowledge		X	X	X											
#2 Growth & Development		X										X			
#3 Diverse Learners						X						X			
#4 Management&Motivation		X	X	X			X								
#5 Communication			X	X		X		X					X		
#6 Planning & Instruction			X	X	X										
#7 Learner Assessment			X	X											
#8 Reflection*		X	X	X	X	X	X	X	X	X				X	
#9 Collaboration			X	X		X					X				

*Standard 8 is also measured after completion of the field experience when the student hands in their field experience notebook and makes a short presentation to a review panel of Faculty prior to entry to the next Block of pedagogy courses.

**The EDU 256 Field Experience:
Observing and Assisting (O & A)
In Middle/Junior High and Senior High Schools**

Overview/and Faculty Expectations

Overview

The EDU256 Field Experience is an important milestone in your professional preparation program and is part of the required New York State Education Department (SED) regulations for preparing new teachers. Through this sixty-hour field experience you will meet 60% of the mandatory pre-student teaching field experiences now required of all teachers-in-training in the State of New York.

The EDU 256 Field Experience will be conducted **between** semesters and is an experience you will do alone, not in collaboration or with assistance from any other students.

The site of your field experience will be determined through the one credit hour course EDU 256 Seminar for Field Experience.

The EDU 256 Field Experience is not a credit bearing course, but rather a required experience designed as two separate 5-day field experiences: five days at the middle school (Junior High) level, and the other 5 days at a high school level.

Your field experience will be guided by the systematic completion of 15 tasks or “modules”. These modules will be explained in detail in EDU 256 Seminar for the Field Experience classes. It will be your responsibility to organize and complete all 15 modules and document your work via the EDU256 Field Experience Notebook.

Upon completion of your field experience you will be required to give a short presentation about your field experience to a group of reviewing faculty. At this time the reviewing faculty group will also review your notebook and ask you a number of questions about your field experience. **Successful completion of (1) your field experience, (2) your field experience notebook, and (3) your faculty presentation are all prerequisite to your entry into Block C: EDU 355 or EDU 356.**

Assumptions

This field experience:

is an important milestone and hurdle in your program of teacher preparation.

is intended to provide, through the 15 modules, a unique “structured” learning experience.

is NOT “student teaching”, it is a learning experience focusing on observing and assisting (O & A) followed by analysis and reflection.

is a challenging and serious endeavor and provides a way for you (the student) to demonstrate your growth and commitment to your professional preparation.

is the final step in Block B and all phases of the experience must be passed in order to move into the Block C phase of your teacher preparation training.

Expectations

First and foremost you will be an ambassador of SUNY Cortland and the Department of Physical Education. Because your responsibilities are many in regard to yourself and Cortland, it is imperative that your conduct and presentation are professionally **exemplary** throughout the field experience.

This experience will be challenging and we expect your best professional effort.

The intent of this field experience is to **completely fill every class period for 10 days**. Your primary responsibilities are to observe and assist your host teacher and complete each of the 15 modules.

Working effectively and collaboratively with a host teacher is an important aspect of the field experience. Again, you, your professional manner, and SUNY-Cortland will be under the microscope of scrutiny by others in the field. All of your actions and behaviors should reflect that of a “professional teacher-in-training”.

I understand that breaches of professional conduct during my field experience are taken very seriously and will be reviewed by a faculty committee who will scrutinize my field experience conduct/performance and deliberate on remediation or termination of my progress in the Physical Education major.

Date _____ Printed Name _____

Signature _____

To be signed and handed into the Coordinator of School Partnerships – J. Buffan

**FAQ's (Frequently Asked Questions)
About the EDU 256 Field Experience**

Q: Can I register for my "C" Block courses before my field experience is finished?

Yes, you may register for your "C" Block courses; however you must successfully complete your (1) field experience, (2) field experience notebook, and (3) faculty presentation **before the first day of "C" Block classes** (EDU 355 or EDU 356).

Q: What is the difference between Middle/Junior High School and Senior High School?

Different school districts may define "Middle/Junior High" and "Senior High School" differently. Generally speaking:

Middle School	=	grades 5-8
Junior High School	=	grades 7-9
Senior High School	=	grades 10-12 or grades 9-12

The State of New York requires 100 field experience hours in elementary, middle, and secondary levels before student teaching. The intent of the EDU 256 Field Experience is to provide 30 hours of structured field experience at both the middle/junior high and senior high level (60 hours total). As a result each week of your field experience will take place at two different levels.

CHECKLIST OF RESPONSIBILITIES FOR THE 10-DAY FIELD EXPERIENCE NOTEBOOK

This checklist should be inserted as the first page of your Field Experience Notebook.

Remember: This notebook provides documentation of all that you did while engaged in your field experience, so its organization and professional presentation is very important.

_____ This is a three-ring, hard cover notebook with your name posted on the outside and with each of the 15 sections tabbed and labeled so the reader can quickly find each of the modules listed below.

_____ This sheet is placed as Page 1 in your field experience notebook and is immediately seen upon opening.

_____ **Module #1: Planning Your Week-** Use the two Module #1 guideline sheets to show how you planned both your Middle School and your Senior High field experiences.

1A- Middle School weekly plan included? 1B- Senior High weekly plan included?

_____ **Module #2: Observing Physical Education Classes B** Use the six Module #2 observation sheets to document both the Middle School & Secondary level.

2A- Middle School observations included? 2B- Senior High weekly plan included?

_____ **Module #3: Plan & Lead Six (6) Warm-Ups in Physical Education Classes**

3A- Middle School warm-ups included (3)? 3B- Senior High weekly plan included (3)?

_____ **Module #4: Plan & Teach Six (6) Short “Lesson Segments” in Physical Education Classes**

4A- Middle School lessons included (3)? 4B- Senior High lessons included (3)?

_____ **Module #5: Observing Non-Physical Education Classes**

5A- Middle School observations included? 5B- Senior High observations included?

_____ **Module #6: Observe an ESL Student B (English As A Second Language)**

_____ **Module #7: Exemplary Teacher Interview**

_____ **Module #8: School Board Meeting-** Observation/Reflection

_____ **Module #9: Faculty Room-** Observation/Reflection

9A-Middle School observations included? 9B- Senior High observations included?

_____ **Module #10: Student Cafeteria -** Observation/Reflection

10A-Middle School observation included? 10B- Senior High observation included?

_____ **Module #11: Intramurals-** Observation/Reflection

11A-Middle School observation included? 11B- Senior High observation included?

_____ **Module #12: Observe a Child-at-Risk-** Observation/Reflection

_____ **Module #13: Bulletin Board : Your “Gift” to the Host School**

_____ **Module #14- Journal**

_____ **Module #15- Host Teacher Evaluation of Student**

Module #2- Observing Physical Education Classes

Module #2 can easily be considered **the most important part of your Field Experience**. After you have scheduled your week with the various modules, all remaining times should be filled observing and assisting your physical education host teacher. After each class that you assist and observe please check the essential elements observation form below. Please take special concern to note the model and style of instruction employed. Not all lessons use all essential elements, however the guide below is a great organizational tool for observation. Any additional notes you would like to add along the borders are important. All Module #2 observations are to be **neatly handwritten** and placed into your Field Experience Notebook under Module #2.

Date of Lesson _____ Time of Lesson _____ Grade Level _____

Activity _____ Teaching Style _____
 (Command, Practice, Station, Reciprocal, Inclusion, Discovery, Problem Solving)

Essential Elements of Instruction

<u>Anticipatory Set</u>	Name	Hook	Objective(s)	Expectation(s)	Teach Signal	
<u>Warm-up</u>	Aerobic	Flexibility		Specific		
<u>Explanation</u>	Visual Aids	Instructional Points	Demonstrations			
	___ Colorful	___ 3-5 Main points	___ more than once			___ student participation
	___ neat	___ acronym	___ show whole first			
	___ different angles					
	___ spelling		___ parts	___ common		
faults	___ contrast					
<u>Questioning</u>	Check for Understanding	Wait Time	Feedback	Sample The Group		
	___ asks questions	___ 3-5 second delay	___ question first	___ names		___ lower achievers
	___ physical response	___ varied ?'s	___ general	___ specific to expl.		___ high achievers
	___ student demonstration		___ validate			
<u>Practice</u>	Demonstration	Management	Student Participation	Feedback		
	___ in context	___ foresight	___ lines	___ names		
	___ more than once	___ equipment ready	___ on task			___ general
___ specific to	___ show whole first					
	___ parts			instructional points		
	___ student participation			___ validate		
	___ relevant playing rules					
	___ different angles					
	___ common faults					
<u>Closure</u>	Group View	Questions	Refocusing the Learner	Student		
Participation	___ students in sight	___ preplanned	___ restating expectations	___ students		
answer questions	___ backs to cues	___ various types	___ restating objectives	___ students		
demonstrate		___ wait time				
<u>Safety</u>	Warnings	Rules	Special Situations	In Each Segment		
<u>Assessment</u>	Authentic	Reliable	Valid			

Presentation of Lesson

___ Equipment and Supplies	prepared	transitions	clean-up
___ Teacher Placement	Visible	facing class	keep class's backs to distractions
___ Student Attention	Enforces signal	commands attention	Uses a teach signal
___ Directions	foresight	Clear and concise	student placement
___ Maximum Participation	students active	safety aware	specific to activity
___ Pace	on task	transitions orderly	speed of presentation

How did this lesson teach to the NYS Learning Standards?

1A - Skill

1B- Fitness/ Wellness

2. - Personal &
Social Responsibility and Safety

3. - Resource Management

Write two objectives for this lesson. Be sure to use the format of SITUATION, TASK, CRITERIA.

Bottom Line: Was the class more "physically educated" than when they began the class

Name _____ Date _____

STANDARDS

Domains: _____ Terminal Objectives (for this lesson) GRADE
Psychomotor: _____ 1. _____ Unit
Affective: _____ 2. _____ Length of class:
Cognitive: _____ 3. _____ # in class:
Safety Statement _____ 4. _____ Equipment
References:

Content (What)	Time	Organization & Transitions	Teaching Progressions & Teaching cues	Evaluation, Modification Suggestions (relate to objectives)

Module #3- Plan and Lead Six (6) Warm-Ups in Physical Education Classes (3 @ the Middle/Junior High and 3 more @ the Senior High School)

Rationale/Purpose

The purpose of this module is for you to lead a warm-up activity in three different classes at each level (Middle School/Junior High and Senior High School) for a total of 6 warm-up sessions.

Procedure

Prior to the first day of your field experience, touch base with your host teacher(s) and plan for the specific days, times, and classes that you will conduct the warm-up phase of the daily lesson. Prepare for the needs of your host teacher and class based on your preparatory conversation. Your host teacher will either want you to deliver his/her standard warm-up or give you the latitude to conduct your own warm-up. Either way, the following tasks apply:

Tasks

Practice and be ready to actively warm-up the students. Your dress, behaviors, and mannerisms should be that of a professional educator who is confident, motivated, and prepared to lead students. **You are to be an exemplary model.**

If you have a pre-set warm-up from your host teacher, observe it prior to conducting it, practice it, and be ready.

If your host teacher allows you to create and conduct your own warm-up, then begin preparing a warm-up based on the guidelines provided below. Practice your warm-up and be ready with the necessary cues for your students.

Use the six (6) general format sheets that follow to provide a written description of the warm-up outlining the exercises and their purpose. Include a reflection paragraph or two of your perception of the students' receptiveness, how you motivated them and their behavior in return. Were there any breakthroughs or breakdowns? In your opinion, were they ready for the main activity? Place all six in your Field Experience Notebook under Module #3.

Warm-Ups

The purpose of a warm-up is two-fold: 1) to raise the body's level of arousal to prepare the class for the activity at hand, 2) to set the tone/mood of the class, 3) to avoid personal injury.

Warm-up exercises include a general preparation of the body for upcoming movement as well as specific items (stretching, for instance) directed toward the day's activities. A traditional warm-up may begin with:

Aerobic activities (ie- light jumping, swinging side-to-side, jogging in place, jumping jacks, etc.)

Stretching (ie- legs, arms, back, neck - be sure to include specificity based on the activity)

3. Muscular Strength (ie- push-ups, crunches, sit-ups, etc)

End with some more light aerobic activity

Be aware that some teachers have a strict routinized daily warm-up, while others may elect to conduct a general warm-up where the main emphasis is to set a particular mood or atmosphere through a "warm-up activity".

Module #3-

Date _____ **Day** _____ **Time** _____ **Class/**
Grade(s) _____

Outline of Warm-up:

Reflection Questions:

**Module #4- Plan and Teach Six (6) Short “Lesson Segments” in Physical Education
Classes (3@ the Middle/Junior High and 3 @ Senior High School level)**

Use your "EDU 255 - Basics of Effective Instruction" lesson plan forms to plan six "lesson segments". Six blank lesson plan copies are included. After you complete each lesson segment, place each lesson plan in your Field Experience Notebook under Module #4.

Module #5A and #5B: Observing Non-Physical Education Classes

Rationale/Purpose

You will be spending time observing two non-physical education classes during your 10-day field experience. Non-physical education teaching requires training in a different set of techniques and methodologies. Observing teachers in-action from other disciplines can be an insightful learning experience.

You may want to link this experience with Module #12 – Observation of an At-Risk Student

Procedure

On Day One of your Middle/Junior High (5A) and your Senior High (5B) field experience week you need to identify and schedule time (about one hour) in a non-physical education classroom. Your host teacher may be able to help you identify a convenient classroom for this observation.

Use the following questions to guide your observation. Type your responses and reflections then enter them into your field experience notebook under Module #5.

Remember: You will need to do this module twice. Once for the Middle School/Junior High (5A) and once more for the Senior High School (5B)

Questions

What are the objectives of the lesson (cognitive and affective)?

Cognitive objectives:

Affective objectives:

What is the teacher's method of motivating the students for the lesson/activity?

What are the classroom management techniques the teacher utilizes?

What are the levels of questions the teacher asks: simple memory, comparison, analysis, synthesis and/or evaluation?

(a) What are the students' response patterns to the questions? (b) Do the same students always answer questions?

Please observe the behavior of one student for a specific period of time (e.g., 3 minutes) and report how the student is responding to the lesson/activity.

Describe the teacher's nonverbal forms of communication, including classroom arrangement, body language and the teacher's movements around the room.

How does the teacher provide for students who complete tasks quickly as well as work with students who need individual help?

How would you describe the teacher's general professional attitude towards the students?

Describe the computer-related learning experiences and other instructional aids which the teacher uses.

Computer-related learning experiences:

Instructional aids:

Briefly cite your observations of specific individual differences for the following types of adolescent characteristics:

Socio-emotional characteristics:

Level of cognitive abilities:

Module #6- Observe an ESL Student

Module #6 - Observe an ESL Student

Rationale

Physical educators are likely to meet a diverse population of students in their classes, including students who are ESL/LEP (speak English as a second language or are limited English proficient). This unit builds on the information gained from completing the Web-based ESL/LEP module www.cortland.edu/flteach/ESL by applying that information to the practical setting of secondary schools.

Purpose

Students will gain information and understanding of the obstacles ESL/LEP students have to overcome when in class, specifically Physical Education, through interview questions and shadowing of a student for several hours.

Procedures

4. With the help of your host teacher or a school administrator, identify a student who is ESL/LEP.
5. Arrange to observe the student in Physical Education and two other classes. (You may want to coordinate this observation with Modules # 5 & #10.)
6. Interview the student using the following questions. These are the same basic questions asked of the students in the Web-based module.
 - What is most difficult about being in a content class when your English is not very proficient?
 - Where is it best for you to sit/be in class so that you understand as much as possible?
 - During class, do you want to interact with the teacher and students or do you prefer to remain quiet?
 - Which skills are easier for you? Reading, writing, speaking or listening?
 - How do you indicate to the teacher when you do not understand something?
 - What can your teachers do to help you better understand what goes on in class?

Type a description of your shadowing experience and also summarize the results of your interview, then enter your work into the Field Experience Notebook under Module #6.

Remember: You will only need to do this module once during the 10-day field experience.

Module #7- Exemplary Teacher Interview

Rationale/Purpose:

Outstanding or "exemplary" teachers tend to hold passionate and unique views on the craft of teaching. The purpose of this module is to have you identify and interview an outstanding teacher. Reputation, experience, teaching awards, and recognition should be considered. Although your host teacher may qualify for this distinction, our preference is that you interview someone else- that teacher who students and colleagues both agree is "the best of the best" in your building or school district.

Procedures

1. With the help of your host teacher, select an outstanding teacher for the interview.
2. Invite the teacher for an interview at a location and time based on his/her convenience. Note that the teacher may want to preview the questions and answer them in a different order. An extra list of questions for the interviewee follows this page.
3. Maintain confidentiality! The teacher's name or school district is not to be revealed. Ask only for subject, grade level, and number of years teaching experience. Taking notes is essential during the interview. Audiotaping the interview is preferred, but not required if the teacher would be more comfortable without using a tape.
4. After you have conducted the interview you need to summarize the response of your teacher to each of the questions.
5. Type your summary and enter them into your field experience notebook under Module #7.

Remember: You will only need to do this module once during your 10-day field experience.

Interview Questions

Subject, grade level, and years of experience?

Why did you become a teacher?

What do you like most about teaching?

What do you like least about teaching?

What is an effective teacher?

Describe your teaching style.

How do you manage your classroom and maintain discipline?

Describe one or more of your most successful instructional strategies.

How should a teacher relate to his/her students?

Has education changed since you started teaching? If so, how?

What advice would you give a new teacher just starting his/her first year of teaching?

Module #8- School Board Meeting

Rationale/Purpose:

The school district Board of Education is an important governing body composed of citizens who are locally elected to the position for a two or three year period. The school board is more powerful than any school official and, in fact, hires all teachers, principals, and superintendents. School boards function in an oversight capacity and scrutinize all aspects of school district business such as budget formation, building/maintenance projects, curriculum/instruction, and hiring of all district employees. School board meetings can be very interesting forums and are an important way for citizens to air their views of anything pertaining to the school.

The intent of this module is to give you an opportunity to observe, analyze, and reflect upon the dynamics and human interaction inherent in a school board or other important school business meeting.

Remember: You will only need to do this module once during your 10-day field experience.

Procedures

Prior to the first day of your field experience you should call the school district office to find the date for the next scheduled school board meeting. Typically these meetings have a standard date (i.e. the second Tuesday of each month @ 7pm). It is ok if this meeting does not coincide exactly with the dates of your field experience.

Your role in this experience is to observe the school board meeting. After you have done this you need to answer the following questions designed to help you analyze and reflect upon the experience. Type your responses and reflections then enter them into your field experience notebook under Module #8.

Date/time/location of the meeting/# of people attending

Who was in charge of the meeting?

Was there a written agenda? If so, include a copy with this module.

What were the main topics of discussion or business?

Were differences of opinion expressed? How were these differences handled/respected?

How were decisions made? Democratically? Agreement/consensus? or one strong person/group?

Reflection: In what ways was this observation experience illuminating? (what did you learn?.....any surprising insights?)

If for some reason the host school district is holding no school board meetings during the two weeks of your field experience, you may substitute one of the following kinds of professional meetings: faculty meeting (your best alternative), Superintendent's or Principal's meeting, Shared Decision-Making Team meeting, curriculum meeting, academic meeting,....etc.

Module #9A&B- Faculty Room

Rationale/Purpose:

Faculty Rooms can be very interesting places with a culture all their own. The purpose of this module is to get you to observe and reflect upon the atmosphere and culture of the faculty room.

Procedures

On Day One of your middle/junior high school (9A) and your senior high school (9B) field experience week you need to identify and schedule time (about one hour) in the “Faculty Lounge” or “Teachers’ Room”. Since your host teacher probably has a scheduled break or lunch sometime during the day, your faculty room visit should be easy to schedule.

Your role in this experience is to observe for about one hour in the faculty room. After you have done this you need to answer the following questions designed to help you analyze and reflect upon the experience. Type your responses and reflections then enter them into your field experience notebook under Module #9.

Remember: You will need to do this module twice. Once for the Middle School (9A) and once more for the Senior High School experience (9B).

Location – Where is the faculty room located within the school?

Sketch/draw the physical layout of the faculty room. Attach it to the remaining questions.

Do the physical education faculty regularly go to the faculty room? If not, why not?

Is there interaction between teachers of different subjects?

In a general sense, what was the focus of the "faculty room talk"? (current events, student achievement, student behavior, personal topics, weekends, etc?)

What did you learn about the school’s faculty room from this short visit?

Module #10A&B- Student Cafeteria

Module #10A&B- Student Cafeteria

Rationale/Purpose:

The purpose of this module is to get you to observe and reflect on an important element of the school community- the cafeteria. As a student you no doubt ate in a school cafeteria hundreds of times, yet you were probably not aware of the differences in rules, supervision, nutritional choices, etc. between different schools. The school cafeteria is an important part of the school culture.

Procedures

On Day One of your middle/junior high school (10A) and your senior high school (10B) field experience week you need to identify and schedule time (about one hour) in the school cafeteria. This should not be a problem since you will need to eat lunch anyway.

Your role in this experience is to observe for about one hour in the cafeteria. After you have done this you need to answer the following questions designed to help you analyze and reflect upon the experience. Type your responses and reflections then enter them into your field experience notebook under Module #10.

Remember: You will need to do this model twice. Once for the middle/junior high school (10A) and once more for the senior high school experience (10B).

Sketch/draw the physical layout of the cafeteria. Attach it to the remaining questions.

Describe the school's general procedures of supervision. How many were supervising? Who were they? i.e teachers, aides, other faculty?

Describe the day's meal choices. Evaluate the nutritional quality using the food pyramid as a gauge.

Are vending machines a food option in or near the cafeteria? What type of food is vended? Its nutritional value?

Describe the student behavior during your one-hour observation.

Module #11A&B- Intramurals

Rationale/Purpose:

A comprehensive physical education program involves more than just classes during the day. Athletics, modified team sports, club teams, outdoor adventure clubs, and INTRAMURALS are all part of the overall physical education program. Most professional physical educators are involved in after-school activities on a regular basis. The intent of this module is to give you an opportunity to observe, assist, analyze, and reflect upon an intramural experience in both the middle school and secondary schools as well as experience the added time and stress of the long workday that is common in the field.

Procedures

On Day One of your middle school and your secondary school field experience week you need to identify and schedule an intramural experience where you can actively observe and assist whomever is in charge. The intramural experience can be before-, during-, or after-school and should last at least one hour. If the supervising faculty is not your host teacher then you need to introduce yourself to that person well in advance.

Your role in this experience is to observe and actively assist whoever is in charge. After you have done this you need to answer the following questions designed to help you analyze and reflect upon the experience.

Type your responses and reflections then enter them into your field experience notebook under Module #11.

Remember: You will need to do this module twice. Once for the Middle/Junior High School (11A) and once more for the Senior High experience (11B).

What is the philosophy of the intramural program?

Are there written policies and procedures for the intramural program?

What intramural program/activity did I observe?

Who was supervising?

When did it meet? Date, time, place?

How regularly does this program/activity meet?

What grade levels were involved?

of participants?

Describe your role as an active observer and assistant.

How does this activity relate to the total physical education program? Is it an “extension” of the physical education program?

If for some reason the host school has no intramural programs, then you may substitute another extra-curricular activity such as: drama club, glee club, chess club, science club, Future Business Leaders of America, etc.

Module #12- Observe a Child-at-Risk

Rationale/Purpose:

One of your responsibilities will be to observe a “Child-at-Risk”. The expectation is for you to **discreetly** observe the educational behaviors, mannerisms, and habits of a child that has experienced difficulty in managing his or her own behavior. This module can be linked with Module #5 Observation of a Non-Physical Education class and Module #10 Student Cafeteria. Work with your host teacher to identify and coordinate with a child’s schedule.

Procedures:

While setting up your weekly calendar make certain that the at-risk child you choose to observe is present during your Module #5 Observing a Non-Physical Education Class and Module #10 Student Cafeteria observations throughout the week. Remember this is to be done **discreetly**, the child should have no concrete idea that he/she is an observed subject. Most importantly any information you receive is strictly confidential and not to be discussed with anyone. When answering the questions below always give specific examples and details to support your answers and insights.

Type your responses and reflections then enter them into your field experience notebook under Module #12.

Remember: You will only need to do this module once during your 10-day field experience.

How often did you happen to observe this child?

How many different days did you observe the child?

Describe the particular behaviors of the child that he/she seems to have difficulty self-managing.

How did the student behave within the physical education setting?

Did you notice behavior differences in the non-physical education classes compared to physical education class?

Did you recognize any discipline strategies implemented by any of the teachers to assist the student in managing his/her behavior?

Was there any one class the student seemed capable of managing his/her own behavior?

During the lunch period how did the student interact with peers?

While you were teaching your mini-segments and leading warm-ups how did the student behave?

Did you notice any particular differences between him/her compared to peers?

Reflect on the teaching styles of all the teachers in authority while the student was in their classes, was there a pattern of behavior or was the child’s behavior random.

In student-centered activity how did the student behave?

In teacher-led activity how did the student behave?

Which learning style do you perceive this child to do best in? Tactile/kinesthetic, auditory, visual?

Did you notice any one particular situation that triggered the student’s misbehavior?

Overall, what have you learned about students and behavior through observing this “at risk child”?

Module #13- Bulletin Board: Your “Gift” to the Host School

Rationale/Purpose

The purpose of this module is to get experience at constructing bulletin boards that are supplements to units of instruction **and** "to give something back" to your host teacher and their program. This will be your way of saying "Thanks" to those who took the time to help guide you through the field experience. This experience will need to be scheduled early in your observation week because bulletin boards take time to plan and create. This is one of two other modules (#8 & #14) that you will complete outside the school day.

Procedure

Before your field experience begins you should have a good idea what units will be taught. This should allow you ample time to begin collecting bulletin board materials, such as construction paper, stapler, lettering, pictures, information from the internet, etc.

The BB needs to address at least one aspect of learning, not just a display of pictures on a topic, i.e.- ask questions, post a rubric, identify the parts of racket or ski, or...etc. The bulletin board reader should walk away more interested, curious, or informed. REMEMBER: The emphasis is instructional and supplemental to the ongoing or upcoming unit in the physical education class.

Be sure to **take a digital (preferred) or photographic picture of you standing in front of your bulletin board** and enter it with this sheet into your field experience notebook under Module #13.

Remember: You will only need to do this module once during your 10-day field experience.

Module #14- Journal

Teacher reflection is an important skill and a necessary quality that all teachers need to develop. Research has recently pointed to the importance of reflection as an important teaching skill. The purpose of this module is help you to begin developing your reflection skills by keeping a cumulative journal of your 10-day field experience. This journal should have entries for every day of the experience and should reveal your most important insights. This journal will reveal the depth of your thinking and cognitive involvement during the field experience.

Procedure

During each of the 10 days, you will be typing a daily journal entry with the assignment being cumulative.

For each day of your field experiences, please identify the day and date followed by a brief statement, consisting of no more than 12-15 sentences.

The journal **should not reflect trivial occurrences, but rather reveal deeper insights** and important understandings that surfaced for you as a result of your field experience.

Each journal entry should reveal the most important growth events that occurred each day.

Good journal entries may provide a record of your reactions, questions and successes, serve as a basis for your reflections on the interrelationships between the students, faculty, support staff and administrators, or serve as a basis for reflecting on the multi-faceted professional roles and responsibilities (i.e. instructional, coaching, non-instructional, administrative, etc.) of a physical education teacher.

SAMPLE JOURNAL ENTRY

Wednesday, May 29, 2002: "I learned many things today as a result of my first day of the field experience at the middle school level. I never realized that a physical educator wears many hats. Besides teaching and coaching, my host teacher serves as the chairperson of the district's physical education curriculum committee and is a member of the district's wellness committee. Mr. T., my host teacher, made me feel welcome today. I did not observe any off-task student behavior probably because of Mr. T's excellent organizational, human relation and communication skills. I had an opportunity to assist several students in the softball unit who were having difficulties with batting skills. I was delighted that a couple of the students showed improvement by the end of the class. Also, all of the students with whom I worked thanked me for my patience, efforts, feedback and encouragement. I am beginning to understand the interpersonal dynamics which exist in a school as a result of having lunch in the faculty cafeteria and talking with a group of students in the student cafeteria. Ms. S., another middle school teacher, directs the after-school Intramural (IM) program. At her request, I had an opportunity to umpire an IM softball game. An Intramural program is certainly an excellent way for students to continue their involvement with a physical activity/sport which is of interest to them."

Module #15- Host Teacher Evaluation of Field Experience Student

Policies and Procedures for EDU 477- Elementary School Practicum

Basic Information about Practicum

- The Department of Education at SUNY Cortland believes that observation and practice in the field is central to our program. Our approach to field experiences is developmental. Early assignments emphasize guided observations. As progress is maintained through the program, the emphasis will shift to a more active role. A grade of either Satisfactory or Unsatisfactory will be assigned.
- The New York State Education Department requires a minimum of one hundred hours of guided field experiences prior to student teaching (depending on individual programs). Candidates' will complete a minimum of **50** hours of this requirement through the Practicum Field Experience.
- EDU 477 is designated as a one unit course and must be taken with Classroom Discipline for Personnel and Social Responsibility (EDU 478)
- EDU 477 is designed to be completed the semester prior to student teaching
- The field office will make all placements. Candidates are never guaranteed a specific placement, but may request a geographic area or center.
- Spaces are limited in local areas, so candidates must secure their own transportation to and from their host school.

Things required before Practicum

- Candidates will meet with their advisor to determine the most appropriate semester to complete Practicum
- Candidates are required to schedule courses in such a way to leave a minimum of six hours a week during the Practicum semester for the actual Practicum experience. This time allotment does not include travel time.
- Candidates are to find out the exact time, date, and location of the Practicum Orientation/Informational Meeting
- Candidates are to attend the Practicum Orientation! Informational Meeting to obtain important and relevant information and receive the Field experience Practicum information sheet
Candidates are to return the Field Experience Practicum Information Sheet within one week of receipt((failure to meet any deadline may result in a placement problem)
- Candidates are to monitor his/her eligibility status throughout the semester prior to Practicum teaching
- Candidates are register for Practicum by
 - a. Listing the appropriate course numbers and credit hours on the BANNER WEB or on a registration form
 - b. Paying tuition and all registration fees on time
 - c. Paying any late fees that, if left unpaid, could cause the candidate to deregistered from Practicum
 - d. Checking with the College's Health Services Office to ensure that all necessary vaccinations have been received(?needed)

Things required during Practicum

- Candidates are expected to attend Practicum meetings that are required during the Practicum semester to discuss issues from the field or have relevant information for student teaching candidacy and/or requirements.
- Candidates will attend the Practicum Meeting held the first week of classes in the Practicum semester to obtain important and relevant information and receive their placement information.
- Candidates are expected to spend either two half days or one full day each week in their host school. Candidates are expected to act and behave in a professional and responsible manner throughout their Practicum experience.
- Candidates are expected to complete all assignments assigned in Practicum as well as all other assignments that may be tied to other methodology classes taken during their field experience.

Most teachers organize instruction around weeks and UNITS. A unit is essentially a chunk of content and associated skills that fit together in a logical way. Normally more than one lesson is required to accomplish a unit of instruction. The content for instructional units might come from chapters in books or from major sections of curriculum guides. Examples of units could include topics such as: The French Revolution; Algebra; The Endocrine System; Germany; or Edgar A. Poe's Poetry. Unit planning is, in many ways, more critical than daily planning. A unit plan links together a variety of goals, content, and activities a teacher has in mind. It determines the overall flow of a series of lessons for a period of several days, weeks, or perhaps even months.

UNIT RUBRIC

DIMENSION 1: UNITY

Target

The unit clearly ties the lesson plans together, reflecting appropriate standards and objectives: explaining what students should know, understand, and be able to do. An obvious and appropriate unifying element links all lessons included in the unit of study. All lessons included in the unit of study lead to mastery.

Acceptable

The unit ties the lesson plans together, reflecting appropriate standards and objectives: explaining what students should know, understand, and be able to do. An obvious and appropriate unifying element links most lessons included in the unit of study. Most lessons included in the unit of study lead to mastery.

Unacceptable

The unit fails to tie the lesson plans together, reflecting appropriate standards and objectives or explaining what students should know, understand, and be able to do. An obvious unifying element is not present or fails to adequately unify the lessons included. Few lessons included in the unit of study lead to mastery.

DIMENSION 2: SEQUENCE AND FLOW

Target

All lessons included in the unit of study are sequenced logically to ensure the highest level of understanding. The unit flows smoothly with clear learning connections between and among all lessons. Overall, the flow and sequence enhance the learning for students.

Acceptable

Most lessons included in the unit of study are sequenced logically to ensure a high level of understanding. The unit flows smoothly with clear learning connections between and among most lessons. Overall, the flow is Acceptable.

Unacceptable

Lessons included in the unit of study are not sequenced logically. The unit fails to flow smoothly with clear learning connections between and among the lessons. Overall, the flow and sequence fail to support or enhance the learning for students.

DIMENSION 3: DEPTH OF CONTENT

Target

The unit provides a thorough and complete exploration of the content through the inclusion of necessary and appropriate lessons. The set of lessons included in the unit of study represent the most important, significant, and meaningful teaching/learning activities to ensure mastery. No gaps in Instruction exist.

Acceptable

The unit provides a thorough exploration of the content through the inclusion of necessary and appropriate lessons. The set of lessons included in the unit of study represent important, significant, and meaningful teaching/learning activities that support mastery. Few gaps in instruction exist.

Unacceptable

The unit fails to provide a thorough exploration of the content through the inclusion of necessary and appropriate lessons. The set of lessons included in the unit of study does not represent the important, significant, and meaningful teaching/learning activities that support mastery. Major gaps in instruction exist.

DIMENSION 4: LESSON ORIGINALITY

Target

Overall, the unit generates enthusiasm and energy related to mastery of standards and objectives. The unit is very sound and complete as is evidenced by the depth of the interactions with the content. A wide variety of teaching/learning activities designed to enhance learning, meet the needs of diverse students, and generate student interest are included. A creative use of resources and activities is evidenced through an original, clever approach to teaching and learning.

Acceptable

Overall, the unit generates enthusiasm and energy related to mastery of standards & objectives. The unit is sound and complete as is evidenced by the depth of the interactions with the content. The teaching/learning activities only vary to some extent. Some creative use of resources and activities is evidenced.

Unacceptable

Overall, the unit lacks enthusiasm and energy. The unit lacks completeness as is evidenced by the lack of depth of interactions with the content and the failure to include a variety of teaching/learning activities. Unit plan shows no creative approach to the content or use of resources.

LESSON PLAN RUBRIC

DIMENSION 1: OBJECTIVES

Target

Objectives are clearly explained: what students should know, understand, or is able to do. They are easy to understand and measurable, generate interest in the learning, define the scope and sequence of the learning, and are appropriate for the age and ability of students.

Acceptable

Objectives are clearly explained: what students should know, understand, or is able to do. Two of the following four criteria are true: They are (1) easy to understand and measurable, (2) generate interest in the learning, (3) define the scope and sequence of the learning, and (4) are appropriate for the age and ability of students.

Unacceptable

Objectives are poorly written.

DIMENSION 2: PROCEDURES

Target

The teaching strategy effectively leads to achieving the objectives and standards. A variety of learning activities are included. All learning activities are meaningful and actively engage students in the learning. Learning activities reflect consideration for diverse student needs. Appropriate resources are identified.

Acceptable

The teaching strategy effectively leads to achieving the objectives and standards. At least two types of learning activities are included. Most learning activities are meaningful and actively engage students in the learning. Learning activities reflect some consideration for diverse student needs. Appropriate resources are identified.

Unacceptable

Some learning activities actively engage students in the learning. Activities do not lead to achieving any objective or standard. Resources may or may not be identified.

DIMENSION 3: ASSESSMENT

Target

Assessment effectively measures standards and objectives. Assessment clearly reflects teaching/learning in which students are engaged. Assessment engages students in authentic, real-world tasks that are meaningful. Assessment tasks include clear directions for students and the scoring system to be used. Assessment includes questions for self-reflection.

Acceptable

Assessment measures objectives and standards and, to some extent, reflects teaching/learning in which students are engaged. Assessment includes directions for students and the scoring system to be used.

Unacceptable

Assessment tasks do not measure standards and objectives. Assessment does not reflect the teaching/learning in which students are engaged.

DIMENSION 4: LESSON ORIGINALITY

Target

Overall, the lesson plan flows smoothly and generates enthusiasm and energy related to mastery of the standards and objectives. Lesson plan has a completeness as is evidenced by the depth of the interactions with the content. Lesson plan shows resourcefulness and creativity in planning by the creative use of resources and activities and an original, clever approach to the teaching/learning the content.

Acceptable

Overall, the lesson plan flows smoothly and generates enthusiasm and energy related to the mastery of the standards and objectives. Lesson plan has a completeness as is evidenced by the depth of the interactions with the content. Some creative use of resources and activities is evident.

Unacceptable

Overall, the lesson plan lacks flow. Gaps in instruction exist. Lesson plan lacks any completeness as is evidenced by the lack of depth of interactions with its content. Lesson plan shows no creative approach to the content or use of resources.

ACTIVITY RUBRIC

DIMENSION 1: PROCEDURES

Target

The teaching strategy(ies) effectively leads to achieving objectives and standards. The activities are meaningful and actively engage students in the learning process.

Acceptable

The teaching strategy(ies) leads to achieving some portion of the objective or standard identified. The activity engages students but only to some degree.

Unacceptable

The teaching strategy(ies) does not lead to achieving the objective or standard. The description of the activity is vague, incomplete, or assumes too much knowledge.

DIMENSION 2: RESOURCES

Target

One or more different appropriate resources are identified and included for use.

Acceptable

A sample resource is identified but not provided.

Unacceptable

No resources included.

DIMENSION 3: ORIGINALITY

Target

Activity shows resourcefulness and creativity in the creative use of resources and an original, clever approach to the teaching/learning of the content.

Acceptable

Activity provides a new way to accomplish familiar tasks.

Unacceptable

Activity provided is solid but familiar yet no new variation or originality is shown.

SUNY CORTLAND
State University of New York
College at Cortland

MIDTERM / FINAL EVALUATION FOR EDU 477 (PRACTICUM)

Name of Practicum Student _____

Name of Teacher _____ School _____ Semester _____

Directions for Completing this Evaluation

Please circle the appropriate numeral to indicate your rating of your practicum student for both a midterm as well as a final evaluation. Please make a copy of the midterm evaluation and give it to your practicum student so he/she may put it in his/her file. Please give the original evaluation to your practicum student so he/she may put it in his/her file. Please remember these are students that are in the rudimentary stages and ratings should reflect this. You are encouraged to add additional comments regarding the potential that the practicum student has for the teaching profession as well as areas of difficulty.

Please use the following scale guidelines in your assessment:

3 (Target) Student exhibits a firm understanding of the importance of stated area or exhibits great competency in stated area

2 (Acceptable) Student exhibits a satisfactory understanding of importance of stated area or exhibits satisfactory competency in stated area

1 (Unacceptable) Student is very inconsistent while showing no understanding of the importance of stated area or exhibits little competency in stated area

		Midterm			Final		
1.	Carries out instructions or suggestions quickly with no debate or excuse	3	2	1	3	2	1
2.	Demonstrates a sound and consistent attendance record	3	2	1	3	2	1
3.	Demonstrates a willingness to work	3	2	1	3	2	1
4.	Demonstrates an ability and motivation to evaluate own teaching	3	2	1	3	2	1
5.	Demonstrates intelligence in solving problems	3	2	1	3	2	1
6.	Demonstrates punctuality	3	2	1	3	2	1
7.	Demonstrates responsibility (notifies school/teacher/instructor immediately if absence is needed)	3	2	1	3	2	1
8.	Displays adaptability and flexibility	3	2	1	3	2	1
9.	Displays common sense	3	2	1	3	2	1
10.	Displays creativity	3	2	1	3	2	1
11.	Displays enthusiasm	3	2	1	3	2	1
12.	Displays initiative	3	2	1	3	2	1
13.	Encourages an enthusiastic for learning in children	3	2	1	3	2	1
14.	Encourages positive self image in children	3	2	1	3	2	1
15.	Establishes/Maintains a positive, adult, and supportive relationship with practicum teacher, school staff, and other school staff	3	2	1	3	2	1
16.	Establishes/Maintains a positive, adult relationship with all students	3	2	1	3	2	1
17.	Is cooperative	3	2	1	3	2	1
18.	Is eager to assume all teaching responsibilities as required	3	2	1	3	2	1
19.	Is eager to learn	3	2	1	3	2	1
20.	Is polite	3	2	1	3	2	1
21.	Is receptive to constructive suggestions	3	2	1	3	2	1
22.	Is a self starter	3	2	1	3	2	1
23.	Is well organized	3	2	1	3	2	1
24.	Is well prepared	3	2	1	3	2	1
25.	Is willing to take on challenges	3	2	1	3	2	1
26.	Maintains a professional appearance	3	2	1	3	2	1
27.	Participates routinely and takes appropriate action without being told	3	2	1	3	2	1
28.	Remains calm in all situations	3	2	1	3	2	1

(addressing standards ACEI 3a; 5a; 5b)

Comments

Midterm.

Signature of practicum teacher _____

Signature of practicum student _____

Final:

Signature of practicum teacher _____ Date _____

Signature of practicum student _____

ATTACHMENT C – BENCHMARK 3

ELIGIBILITY TO STUDENT TEACH

**LESSON/UNIT PLANS/RUBRICS (ADOLESCENCE
SCIENCE EDUCATION)**

SCORING RUBIC

Lesson Plan #1—Criteria for Evaluation	Score (20)
Scientific Method	
Clarity of Lesson—Concise Progression—Attention to Detail	(2)
Spelling, Grammar, Punctuation	(1)
Title of Lesson; Class Period; Date	(0.5)
Learning/Performance Objectives written in Measurable Terms	(2)
Designation of Standard, Key Idea, and Performance Indicator	(1)
Bulleted Materials List in Columns (where appropriate)	(1)
Detailed Write-up for Demo/Anticipatory Set	(2)
Time Budgeted Procedure—Table Format	(2)
Typewritten Notes to Support your Objectives	(2)
Student Handout to Support Lesson (at least one)	(1)
Visual Aids	
At least 3 overhead transparencies (just hard copies)	(1.5)
At least 1 diagram/chart/table/graphic for chalkboard	(1)
At least 1 three-dimensional visual aid/model	(1)
Assessment Tool/Review (At least 10 multiple choice questions) in Regents examination format.	(1)
Reinforcement/Homework Activity	(1)
TOTAL (20)	

Lesson Plan #2 – Criteria for Evaluation	Score (20)
Scientific Method	
Clarity of Lesson—Concise Progression—Attention to Detail	(2)
Spelling, Grammar, Punctuation	(1)
Title of Lesson; Class Period Date	(0.5)
Learning/Performance Objectives written in Measurable Terms	
Designation of Standard, Key Idea, and Performance Indicator	(1)
Bulleted Materials List in Columns (where appropriate)	(1)
Detailed Write-up for Demo/Anticipatory Set	(2)
Time Budgeted Procedure-Table Format	(2)
Typewritten Notes to support your Objectives	(2)
Student Handout to Support Lesson (at least one)	(1)
Visual Aids	
At least 3 overhead transparencies (just hard copies)	(1)
At least 1 diagram/chart/table/graphic for chalkboard	(1)
At least 1 three-dimensional visual aid/model	(1)
Assessment Tool/Review (At least 10 multiple choice questions) in Regents examination format.	(1)
Reinforcement/Homework Activity	(1)
TOTAL (20)	

SCORING RUBIC

Criteria for Evaluation	Score
<i>Comprehensive Plan far a Field Trip</i>	(25)
Overall Appearance of All Documents	(2)
Overall Spelling, Grammar, Punctuation	(1)
Overall Attention to Details	(2)
Clarity of Explanations to Administrators, Faculty, Parents, Students	(2)
Letters or District Request Forms to:	
• Department Chair	(1)
• Building Principal	(1)
• Transportation Office	(1)
• Health Office	(1)
• Grade Level Faculty	(1)
• Parents/Guardians	(1)
• Personnel at Field Trip Site	(1)
Information about Entrance Fees (if applicable)	(1)
Travel directions to the site	(1)
Information about Eating Arrangements (if applicable)	(1)
Arrangement for Substitute Coverage for classes/duties	(1)
Information about Chaperones	(1)
Contact Number(s) for Each Student (in case of emergency)	(1)
Permission Form to be Signed by Parent or Guardian	(1)
Roster of Students Attending Field Trip	(1)
Accommodations for Make-up Work for other Classes Missed	(1)
Assignments Related to the Field Trip	(1)
Assignments in Lieu of Field Trip	(1)
TOTAL	(25)

Science Timeline Scoring Rubric

Criteria for Evaluation	Total Score (40)
Materials Used:	
Durability	(2)
Ease of classroom display/use	(2)
Appearance:	
> Overall appearance—general appeal--neatness	(3)
> Visually Organized	(3)
* Centuries distinguished from each other	(3)
*Scientific events distinguished from non-scientific events	(3)
> Legible text (neat, if handwritten)	(3)
Format:	
> At least five scientific events per century	(3)
> At least fifteen non-scientific events per century	(3)
> At least five visuals per century	(3)
> At least one meter per century	(3)
Effort:	
> Carefully planned	(3)
>Attention to detail	(3)
Accuracy (spelling)	(3)
	TOTAL (40)

Name: _____

ATTACHMENT C – BENCHMARK 4
DURING THE STUDENT TEACHING EXPERIENCE
STUDENT TEACHER MIDTERM-FINAL
EVALUATION FORM

(Common form used by all teacher education programs)

**STATE UNIVERSITY OF NEW YORK
COLLEGE AT CORTLAND
CORTLAND, NEW YORK**

DEPARTMENT OF _____

STUDENT TEACHING MID-QUARTER/FINAL EVALUATION REPORT

Quarter:
(circle one) 1 2 3 4

Evaluation Type:
(circle one) Mid-Quarter Final Other (Date: _____)

Evaluator:
(circle one) College Supervisor Cooperating Teacher Student

Please PRINT the information requested below.

Student Teacher _____ Date _____

College Supervisor _____ Cooperating Teacher _____

School District _____ School (Building) _____

Grade Level(s) _____ Subject Area(s) _____

Directions for Completing the Evaluation:

This evaluation form incorporates the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. These standards reflect the essential knowledge, skills, and attitudes necessary for the teaching profession. A list of the INTASC standards may be found in the Appendix of the *Student Teaching Handbook*. Key indicators, which address the student teacher's level of competence, have been identified for each standard listed in the evaluation form. Please review the key indicators before determining whether the student teacher's performance is considered *Target* (T), *Acceptable* (A), or *Unacceptable* (U). Then circle the appropriate category (T, A, or U) below each standard to indicate your rating of the student teacher's level of competence in each area. There is space at the end of the form to write suggested improvements for the student teacher relevant to each of the ten standards.

IMPORTANT NOTICE: The student teacher may be removed at any time during the student-teaching experience if the College Department determines that the student teacher's progress is not satisfactory and that minimal competence cannot be achieved or, in the judgment of the College, the student teacher's presence in the classroom is a detriment to the students in the cooperating school. In each case, the student teacher will receive a grade of "U" (unsatisfactory) for the student-teaching experience and be required to successfully complete a remediation program prior to repeating the unsatisfactory student-teaching experience. Please refer to the form addressing the Conference and Final Grade Recommendation for additional information.

	Standard 1 – Subject Matter	Standard 2 – Student Learning
Target (T)	1) Uses discipline specific on-going assessment to improve teaching of subject matter. 2) Evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery. 3) Demonstrates an understanding of the central concepts of his or her discipline.	1) Evaluates student performance to design instruction appropriate for cognitive, social/emotional and physical development. 2) Creates relevance for students by connecting with prior experiences. 3) Provides opportunities for students to become self-directed learners. 4) Encourages critical thinking through group/individual interaction and written work.
Acceptable (A)	1) Demonstrates progress toward using discipline specific on-going assessment to improve teaching of subject matter. 2) Identifies resources and materials for curriculum and instructional delivery. Beginning to evaluate appropriateness of materials and resources. 3) Demonstrates an understanding of the central concepts of his or her discipline.	Attempts to (shows progress): 1) Evaluate student performance to design instruction appropriate for cognitive, social/emotional and physical development. 2) Create relevance for students by connecting with prior experiences. 3) Provide opportunities for students to become self-directed learners. 4) Encourage critical thinking through group/individual interaction and written work.
Unacceptable (U)	1) Limited or no understanding of the tools of inquiry that improves teaching of subject matter. 2) Does not show an awareness of appropriate resources and materials for curriculum and instructional delivery. 3) Demonstrates limited understanding of the central concepts of his or her discipline.	Does not demonstrate the skills to: 1) Evaluate student performance to design instruction appropriate for cognitive, social/emotional and physical development. 2) Create relevance for students by connecting with prior experiences. 3) Provide opportunities for students to become self-directed learners. 4) Encourage critical thinking through group/individual interaction and written work.
Circle One:	T A U	T A U

	Standard 3 – Diverse Learners	Standard 4 – Instructional Strategies
Target (T)	<ol style="list-style-type: none"> 1) Designs instruction appropriate to students’ stages of development, learning styles, strengths and needs. 2) Selects approaches that provide opportunities for different performance modes (multiple intelligences). 3) Identifies appropriate services or resources to meet the needs of exceptional learners. 4) Adjusts instruction to accommodate the learning differences or needs of students. 5) Uses knowledge of different cultural contexts to create a learning community that respects individual differences (socioeconomic, ethnic, cultural, religious). 6) Creates a classroom climate that supports students with unique learning abilities. 	<ol style="list-style-type: none"> 1) Selects and uses multiple teaching and learning strategies (variety of presentations & explanations) to encourage students in critical thinking and problem solving. 2) Encourages students to assume responsibility for identifying and using learning resources. 3) Assures different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.
Acceptable (A)	<p>Attempts to (shows progress):</p> <ol style="list-style-type: none"> 1) Design instruction appropriate to students’ stages of development, learning styles, strengths and needs. 2) Select approaches that provide opportunities for different performance modes (multiple intelligences). 3) Identify appropriate services or resources to meet the needs of exceptional learners. 4) Adjust instruction to accommodate the learning differences or needs of students. 5) Use knowledge of different cultural contexts to create a learning community that respects individual differences (socioeconomic, ethnic, cultural, religious). 6) Create a classroom climate that supports students with unique learning abilities. 	<p>Attempts to (shows progress):</p> <ol style="list-style-type: none"> 1) Select and use multiple teaching and learning strategies (variety of presentations & explanations) to encourage students in critical thinking and problem solving. 2) Encourage students to assume responsibility for identifying and using learning resources. 3) Assure different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.
Unacceptable (U)	<p>Does not demonstrate skills to:</p> <ol style="list-style-type: none"> 1) Designs instruction appropriate to students’ stages of development, learning styles, strengths and needs. 2) Selects approaches that provide opportunities for different performance modes (multiple intelligences). 3) Identifies appropriate services or resources to meet the needs of exceptional learners. 4) Adjusts instruction to accommodate the learning differences or needs of students. 5) Uses knowledge of different cultural contexts to create a learning community that respects individual differences (socioeconomic, ethnic, cultural, religious). 6) Creates a classroom climate that supports students with unique learning abilities. 	<p>Does not demonstrate skills to:</p> <ol style="list-style-type: none"> 1) Select and use multiple teaching and learning strategies (variety of presentations & explanations) to encourage students in critical thinking and problem solving. 2) Encourage students to assume responsibility for identifying and using learning resources. 3) Assure different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.
Circle One:	T A U	T A U

	Standard 6 – Communication	Standard 7 – Planning Instruction
Target (T)	<ol style="list-style-type: none"> 1) Models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connection, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received). 2) Provides support for learner expression in speaking, writing, and other media. 3) Demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation). 4) Uses a variety of media communication tools to enrich learning opportunities. 	<ol style="list-style-type: none"> 1) Plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration. 2) Develops plans that are appropriate for curriculum goals and are based on effective instruction. 3) Adjusts plans to respond to unanticipated sources of input and/or student needs. 4) Develops short and long-range plans.
Acceptable (A)	<p>Attempts to (shows progress):</p> <ol style="list-style-type: none"> 1) Model effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connection, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received). 2) Provide support for learner expression in speaking, writing, and other media. 3) Demonstrate that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation). 4) Use a variety of media communication tools to enrich learning opportunities. 	<p>Attempts to (shows progress):</p> <ol style="list-style-type: none"> 1) Plan lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration. 2) Develop plans that are appropriate for curriculum goals and are based on effective instruction. 3) Adjust plans to respond to unanticipated sources of input and/or student needs. 4) Develop short and long-range plans.
Unacceptable (U)	<p>Does not demonstrate skills to:</p> <ol style="list-style-type: none"> 1) Model effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connection, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received). 2) Provide support for learner expression in speaking, writing, and other media. 3) Demonstrate that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation). 4) Use a variety of media communication tools to enrich learning opportunities. 	<p>Does not demonstrate skills to:</p> <ol style="list-style-type: none"> 1) Plan lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration. 2) Develop plans that are appropriate for curriculum goals and are based on effective instruction. 3) Adjust plans to respond to unanticipated sources of input and/or student needs. 4) Develops short and long-range plans.
Circle One:	T A U	T A U

Standard 8 – Assessment	
Target (T)	<ol style="list-style-type: none"> 1) Selects, constructs, and uses assessment strategies appropriate to the learning outcomes. 2) Sees a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests). 3) Uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning. 4) Evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work. 5) Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly. 6) Solicits information about students’ experiences, learning behavior, needs, and progress from parents, other colleagues, and students.
Acceptable (A)	<p>Attempts to (shows progress):</p> <ol style="list-style-type: none"> 1) Select, construct, and use assessment strategies appropriate to the learning outcomes. 2) See a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests). 3) Use assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning. 4) Evaluate the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work. 5) Maintain useful records of student work and performance and communicate student progress knowledgeably and responsibly. 6) Solicit information about students’ experiences, learning behavior, needs, and progress from parents, other colleagues, and students.
Unacceptable (U)	<p>Does not demonstrate skills to:</p> <ol style="list-style-type: none"> 1) Select, construct, and use assessment strategies appropriate to the learning outcomes. 2) See a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests). 3) Use assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning. 4) Evaluate the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work. 5) Maintain useful records of student work and performance and communicate student progress knowledgeably and responsibly. 6) Solicit information about students’ experiences, learning behavior, needs, and progress from parents, other colleagues, and students.
Circle One:	<div style="display: flex; justify-content: space-around; width: 100%;"> T A U </div>

	Standard 9 – Reflection and Professional Development	Standard 10 – Collaboration, Ethics, and Relationships
Target (T)	<ol style="list-style-type: none"> 1) Uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice. 2) Uses professional literature, colleagues and other resources to support self-development as a learner and as a teacher. 3) Consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback. 	<ol style="list-style-type: none"> 1) Participates in collegial activities designed to make the entire school a productive learning environment. 2) Links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students’ learning and well being. 3) Seeks to establish cooperative partnerships with parents/guardians to support student learning. 4) Advocates for students.
Acceptable (A)	<p>Attempts to (shows progress):</p> <ol style="list-style-type: none"> 1) Use classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice. 2) Use professional literature, colleagues and other resources to support self-development as a learner and as a teacher. 3) Consult with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback. 	<p>Attempts to (shows progress):</p> <ol style="list-style-type: none"> 1) Participate in collegial activities designed to make the entire school a productive learning environment. 2) Link with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students’ learning and well being. 3) Seek to establish cooperative partnerships with parents/guardians to support student learning. 4) Advocate for students.
Unacceptable (U)	<p>Does not demonstrate skills to:</p> <ol style="list-style-type: none"> 1) Use classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice. 2) Use professional literature, colleagues and other resources to support self-development as a learner and as a teacher. 3) Consult with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback. 	<p>Does not demonstrate skills to:</p> <ol style="list-style-type: none"> 1) Participate in collegial activities designed to make the entire school a productive learning environment. 2) Link with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students’ learning and well being. 3) Seek to establish cooperative partnerships with parents/guardians to support student learning. 4) Advocate for students.
Circle One:	T A U	T A U

ATTACHMENT C – BENCHMARK 5

COMPLETION OF PROGRAM

PROFESSIONAL PORTFOLIO (LITERACY)

**(Literacy sample; all teacher education programs
require an exit portfolio)**

Scoring Rubric for Literacy Professional Portfolio

Candidate's Name: _____
Date of Presentation: _____
Reviewer's Name and Position: _____

Overall Evaluation
Passing Score: 15
Candidate's Score: _____

Directions to the Reviewer:

The course instructor will complete the first two areas. For all other categories, circle either T for Target; A for Acceptable or U for Unacceptable. Write comments indicating candidate's strengths or needs. It is important that for any area you believe to be unacceptable, you provide specific suggestions as to what the candidate must do to reach the acceptable or target level.

Overall Appearance (all portfolios must meet the following criteria)

- The portfolio is clearly organized either by page number, tabs, and/or colored dividers.
- The portfolio is reader friendly with artifacts and entry slips or guides presented in a neat and conventionally correct form.
- All required elements are included:
 - Table of Contents
 - Copy of Certificate of Qualification or Provisional Certification
 - Informal transcript from Cortland (photocopies will be permissible)
 - Synthesis paper that addresses the candidate's beliefs and understandings in relation to the theory and knowledge base standards; draws upon appropriate research and scholarship in the field and appropriately uses APA style
 - Portfolio Guides for each artifact (The portfolio guides provide a satisfactory rationale for artifacts in the portfolio)
 - Guides may occur as one long piece at the beginning of a major category (Guided Reflections) or they may be shorter pieces attached to each artifact (entry slips). In either case, they provide a brief description of each artifact as well as an appropriate explanation as to why a particular artifact meets the criteria as described in the IRA Standards)
 - Multiple artifacts of evidence to support each category describe in this rubric

Circle one: **Y** **N** **If no, indicate what must be added:**

Category 1: Theory and Knowledge Base

The Master’s candidate must demonstrate comprehensive knowledge grounded in theory and research in each of the following areas:

- The acquisition and development of literacy
- Individual differences in literacy learners and learning including but not limited to cultural, linguistic, and ethnic diversity
- Reading and writing processes
- Difficulties in literacy acquisition and development
- Principles and practices of literacy instruction
- Principles and practices of literacy assessment

Target (5)	Acceptable (3)	Unacceptable (1)
<ul style="list-style-type: none"> • Synthesis paper demonstrates a comprehensive understanding of the theory and knowledge in all areas listed, draws upon broad research and scholarship in the field, is clear, well organized, mechanically correct, and uses APA style correctly. <p>AND IF INCLUDED IN THIS CATEGORY</p> <ul style="list-style-type: none"> • Other designated artifacts and entry slips/guided reflections demonstrate comprehensive knowledge of the theory and research and all areas listed above are addressed. 	<ul style="list-style-type: none"> • Synthesis paper demonstrates a fairly complete understanding of the theory and knowledge in all areas listed (although it may demonstrate greater depth of understanding in some areas than others), draws upon appropriate research and scholarship in the field, is written in a manner that is easily read and understood with few mechanical problems, and uses APA style correctly. <p>AND IF INCLUDED IN THIS CATEGORY</p> <ul style="list-style-type: none"> • Other designated artifacts and entry slips/guided reflections demonstrate comprehensive knowledge of the theory and research and all areas listed above are addressed (although may demonstrate greater depth of understanding in some areas than others). 	<ul style="list-style-type: none"> • Synthesis paper demonstrates a limited or incorrect understanding of the theory and knowledge in one or more areas, may be difficult to read due to lack of organization and the presence of mechanical problems, and may use APA style incorrectly. <p>AND IF INCLUDED IN THIS CATEGORY</p> <ul style="list-style-type: none"> • Other designated artifacts and entry slips/guided reflections demonstrate limited or incorrect understanding of the knowledge and theory in one or more areas listed.

Comments/Suggested Additions:

Category 2: Instruction

The Master's candidate must demonstrate proficiency in providing instruction including, but not limited to:

- Teaching all aspects of literacy development
- Creating appropriate instructional environments
- Aiding students who are having difficulty in developing or acquiring literacy through the regular classroom program as well as in compensatory or special education programs. (This instruction may occur in individual, small group, or whole class settings.)

Target (5)	Acceptable (3)	Unacceptable (1)
<ul style="list-style-type: none">• Artifacts and entry slips/guided reflections demonstrate comprehensive proficiency in providing instruction in all areas listed above. The candidate's artifacts provide evidence that he/she has implemented and reflected upon a broad variety of instructional approaches and tools indicating in-depth knowledge and a strong ability to provide for the instructional needs of all learners K-12.	<ul style="list-style-type: none">• Artifacts and entry slips/guided reflections demonstrate proficiency in providing instruction in all areas listed above although some may be represented in more depth than others. The candidate's artifacts provide evidence that he/she has implemented and reflected upon a variety of instructional approaches and tools indicating basic knowledge and some ability to provide for the instructional needs of all learners K-12.	<ul style="list-style-type: none">• Artifacts and entry slips/guided reflections demonstrate limited proficiency in providing instruction in all areas listed above. The candidate's artifacts provide weak evidence that he/she has implemented and reflected upon a variety of instructional approaches and tools indicating limited knowledge and limited ability to provide for the instructional needs of all learners K-12

Comments/Suggested Additions:

Category 3: Assessment of Literacy Development

The Master's candidate must demonstrate knowledge of and proficiency in the area of literacy assessment for all learners including but not limited to:

- Norm-referenced and criterion-referenced tests
- Formal and informal inventories
- Portfolio based assessment
- Student self-evaluations and work/performance samples
- Observations, anecdotal records, journals
- Other formal and informal indicators of student progress that may used to inform instruction and student learning

Target (5)	Acceptable (3)	Unacceptable (1)
<ul style="list-style-type: none"> • Artifacts and entry slips/guided reflections demonstrate comprehensive proficiency in assessment in all areas listed above. The candidate's artifacts provide evidence that he/she has implemented and reflected upon a broad variety of assessment methods and tools indicating in-depth knowledge and a strong ability to assess and design appropriate and effective instruction for all learners K-12. 	<ul style="list-style-type: none"> • Artifacts and entry slips/guided reflections demonstrate proficiency in assessment in all areas listed above although some may be represented in more depth than others may. The candidate's artifacts provide evidence that he/she has implemented and reflected upon a variety of assessment methods and tools indicating basic knowledge and some ability to assess and design appropriate and effective instruction for all learners K-12. 	<ul style="list-style-type: none"> • Artifacts and entry slips/guided reflections demonstrate limited proficiency in assessment in one or more areas listed above. The candidate's artifacts provide weak evidence that he/she has implemented and reflected upon a variety of assessment methods and tools indicating limited knowledge and a limited ability to assess and design appropriate and effective instruction for all learners K-12

Comments/Suggested Additions:

Category 4: Organizing and Enhancing Literacy Programs

The Master’s candidate must demonstrate knowledge and proficiency in the following areas:

- Collaborating and communicating effectively with faculty, staff, administration, parents/caregivers, and students in order to develop, organize, implement, and enhance literacy programs
- Developing and organizing literacy programs in regular classroom, compensatory program and special education program settings
- Providing guidance, instruction, and support for paraprofessionals

Target (5)	Acceptable (3)	Unacceptable (1)
<ul style="list-style-type: none"> • Artifacts and entry slips/guided reflections demonstrate comprehensive proficiency in all areas listed above. The candidate’s artifacts provide evidence that he/she has knowledge of and/or has implemented and reflected upon program development and enhancement such that he/she can readily assume the administrative responsibilities of a reading specialist in any K-12 setting. 	<ul style="list-style-type: none"> • Artifacts and entry slips/guided reflections demonstrate proficiency in all areas listed above although some may be represented in more depth than others may. The candidate’s artifacts provide evidence that he/she has knowledge of and/or has implemented and reflected upon program development and enhancement such that he/she can with some initial experience and feedback assume the administrative responsibilities of a reading specialist in any K-12 setting. 	<ul style="list-style-type: none"> • Artifacts and entry slips/guided reflections demonstrate limited proficiency in one or more all areas listed above. The candidate’s artifacts provide weak evidence that he/she has knowledge of and/or has implemented and reflected upon program development and enhancement such that he/she has limited ability to assume the administrative responsibilities of a reading specialist in any K-12 setting.

Comments/Suggested Additions:

Category 5: Professional Development

The Masters candidate must demonstrate a commitment to the literacy profession by providing evidence of on-going study and inquiry in literacy areas and a willingness to share their knowledge and learn from others. Included artifacts may provide evidence in the following:

- Attendance or participation in professional conferences
- Roles on decision-making teams in district or professional organizations
- Memberships in professional organizations related to literacy instruction
- Publishing literacy related material
- Providing literacy related professional development

Target (5)	Acceptable (3)	Unacceptable (1)
<ul style="list-style-type: none"> • Artifacts and entry slips/guided reflections demonstrate strong and on-going commitment to the professional development of the self others. 	<ul style="list-style-type: none"> • Artifacts and entry slips/guided reflections demonstrate some on-going commitment to the professional development of the self and others. 	<ul style="list-style-type: none"> • Artifacts and entry slips/guided reflections demonstrate limited commitment to the professional development of the self and others.

Comments/Suggested Additions:

Required revisions to meet criteria for a passing score (List on back if more space is needed):

- .
- .
- .
- .

ATTACHMENT D

2001-2002 UNIT ASSESSMENT DATA

5.1														
Teacher Education Unit Assessment Plan - Data Collection														
(NCATE Standard 2)														
Institution Name: State University of New York														
College at Cortland														
Academic Year: 2001-2002														
Public Institution														
President: Dr. Judson Taylor														
Unit Head: Dr. Christopher Malone														
Total Institutional Enrollment: 7707														
Section A - Resource Data (NCATE Standard 6)														
Unit Data - Fiscal Resources							Institutional Data - Fiscal Resources							
Accreditation Budget							Institutional Budget							
1999		18,559					1999	31,110,100						
2000		70,628					2000	32,554,365						
2001		37,000					2001	33,375,500						
2002		65,556 (projected)					2002	TBA						
Unit Data - Faculty and Staff							Institutional Data - Faculty and Staff							
Faculty Headcount							Faculty Headcount							
(NCATE Standard 5; NYSED 52.21(b)(2)(l)(e) and (h); CF V)														
	Full-time	Part-time						Full-time	Part-time					
1999							1999	263	244					
2000							2000	264	199					
2001	137	172					2001	281	234					
2002	TBA	TBA					2002	TBA	TBA					
Faculty Demographic Data - Unit (Gender & Ethnicity)							Faculty Demographic Data - Institution (Gender & Ethnicity)							
(NCATE Standard 4; NYSED 52.21 (b)(2)(l)(c) ; CF VI)														
								Full-time	Part-time			Members of Minority Group		
1999							1999	M- 165	M- 120			32 Total		
								F- 98	F- 124					
2000							2000	M-157	M- 107			Full-time	Part-time	

								F-107	F- 114		37	10
2001	28 males			42 females		2001	M- 151	M-106			36	11
	2 - African-American			1 African-American			F- 96	F- 126				
	1 Filipino					2002	TBA					
	1 Asian											
2002	TBA											
Department Budgets with Teacher Education Programs						Department Budgets						
1999	7,552,540					1999						
2000	7,502,872					2000						
2001	8,184,133					2001						
2002	TBA					2002	TBA					
Graduate Assistants - Unit						Graduate Assistants - Institution						
Year	Number	Stipend				Year	Number	Stipend				
1999	20	14@ 2640	6 @ 7640			1999						
2000	20	14@ 2640	6 @ 7640			2000						
2001	17	14@ 2640	3 @ 7640			2001						
2002	TBA					2002	TBA					
Equipment - Unit						Equipment - Institution						
(NCATE Standard 6; NYSED 52.21 (b)(2)(l)(j); CF VII)												
Library Budget						Library Budget						
1999	22,247	(6% of total budget)				1999	400,308					
2000	31,885	(7% of total budget)				2000	445,332					
2001	22,932	(4% of total budget)				2001	519,386					
2002	TBA					2002	TBA					
Travel Budget						Travel Budget						
1999	\$500 - Tenured	\$800 - Untenured				1999	\$500 - Tenured	\$800 - Untenured				
2000	\$500 - Tenured	\$800 - Untenured				2000	\$500 - Tenured	\$800 - Untenured				
2001	\$500 - Tenured	\$800 - Untenured				2001	\$500 - Tenured	\$800 - Untenured				
2002	\$500 - Tenured	\$800 - Untenured				2002	\$500 - Tenured	\$800 - Untenured				
Computer Availability (individual & labs)						Computer Availability (individual & labs)						

1999	one computer/faculty member				1999	one computer/faculty member			
2000	one computer/faculty member				2000	one computer/faculty member			
2001	294 Student availability				2001	462 Student availability			
2002	one computer/faculty member				2002	one computer/faculty member			
Space Availability					Space Availability				
1999					1999				
2000					2000				
2001	125,536 sq ft				2001				
2002	TBA				2002	TBA			
Section B - Productivity Data - Unit					Section B - Productivity Data - Institution				
Enrollment					Enrollment				
	Undergraduate		Graduate ("W"=Wait List)			Undergraduate		Graduate	
1999	2158 W - 491		741		1999	5660		1287	
2000	2063 W - 759		706		2000	5648		1530	
2001	1946 W - 1281		1015		2001	5850		1855	
2002	TBA		TBA		2002	TBA		TBA	
Faculty Teaching Load - Unit (NYSED 52.21 (b)(2)(l)(h))					Faculty Teaching Load - Institution				
Courses and Sections Taught					Courses and Sections Taught				
1999	65% - FT Faculty				1999				
2000	55% - FT Faculty				2000				
2001					2001				
2002	TBA				2002	TBA			
Average No. of Advisees					Average No. of Advisees				
1999					1999				
2000					2000				
2001	22				2001				
2002	TBA				2002	TBA			

Section C - Candidate Performance Data - Unit					Section C - Candidate Performance Data - Instit.				
Programs Leading to Initial Certificate (NCATE Standard 1; NYSED 52.21 (b)(2)(l)(k); CF II)					Non-Teacher Education Programs				
Enrollment					Enrollment				
	Undergraduate		MAT/MST	("W" = Wait List)		Undergraduate		Graduate	
1999	2158	W - 491	50		1999	4811		1256	
2000	2063	W - 759	64		2000	4283		1502	
2001	1946	W - 1281	129		2001	3903		1605	
2002	TBA				2002	TBA			
Student Demographic Data-Unit (Gender & Ethnicity) (NCATE Standard 4; NYSED 52.21 (b)(2)(l)(c); CF VI)					Student Demographic Data-Institution (Gender & Ethnicity)				
						Number of applications received each year			
1999	1,760	M-61%	F-39%	Minority - 2.4%	1999	13,464	M-46%	F-54%	Minority - 3.2%
2000	5692	M-55%	F-45%	Minority - 4.1%	2000	14,018	M-45%	F-55%	Minority - 4.2%
2001	4240	M-40%	F-60%	Minority - 3.5%	2001	14,693	M-37%	F-63%	Minority - 4.2%
2002	TBA				2002	TBA			
Admission to the Program (GPA, SAT's, other criteria)					Admission to the College (GPA, SAT's, other criteria)				
	Undergraduate		Transfers	MAT/MST		Undergraduate		Transfers	
2000	2351				2000	5643			
2001	3446				2001	5630			
2002	TBA		TBA	TBA	2002	TBA		TBA	
Mid-Program--100 hours of Field Experience (NCATE Standard 3; NYSED 52.21 (b)(2)(ii)(2); CF IB and III)									
2002	TBA								
2003	TBA								
2004	TBA								
Mid-Program - Eligibility to Student Teach (GPA, program requirements) (NCATE Standard 3; NYSED 52.21 (b)(2)(ii)(c)(1); CF VIII)									
	Undergraduate		MAT/MST			Undergraduate		MAT/MST	
	Eligible	Ineligible	Eligible	Ineligible		Eligible	Ineligible	Eligible	Ineligible

Programs Leading to Professional Certificate												
Admission to the Program (GPA, other criteria)--Enrollment												
1999	166											
2000	198											
2001	268											
2002	TBA											
Program Completion				Thesis/Culminating Project								
(NYSED 52.2 (c)(8)												
1999	443											
2000	418											
2001	475											
2002	TBA											
Summative												
Degrees Granted		(CF VIII)										
1999	370											
2000	334											
2001	341											
2002	TBA											
Graduate Follow-up												
Alumni Surveys												
1999												
2000												
2001												
2002	TBA											
Employer Surveys												
2002	TBA											
2003	TBA											
2004	TBA											
2005	TBA											
Candidate Performance Data - Derived												
				1999					2000		2001	

% of Candidates in Teacher Education Programs	44%				41%			47%	
% of Teacher Education Program Completers								35%	
% of Teacher Education Candidates Graduating	50%				52%			53%	
Section D - Faculty Performance - Unit					Section D - Faculty Performance- Institution				
(NCATE Standard 5; NYSED 52.21 (b)(2)(h); CF IV)									
Teaching Workload					Teaching Workload				
1999	24,590 cr. hr.				1999	167,448 cr. hr.			
2000	40,295 cr.hr.				2000	213,830 cr. hr.			
2001	59,321 cr. hr.				2001	180,007 cr. hr.			
2002	TBA				2002	TBA			
Scholarly Productivity					Scholarly Productivity				
	#books	#articles	#conferences	#wkshps		#books	#articles	#conferences	
1999	19	46	114	38	1999				
2000	22	131	209	10	2000				
2001	14	50	91	15	2001				
2002	TBA	TBA	TBA	TBA	2002	TBA	TBA	TBA	
	#awards	#grants				#awards	#grants		
1999		42			1999				
2000		26			2000				
2001		27			2001				
2002	TBA	TBA			2002	TBA	TBA		
Professional Service (Committee Work, Community Service, etc.)					Professional Service (Committee Work, Community Service, etc.)				
1999	223				1999				
2000	98				2000				
2001	177				2001				
2002	TBA				2002	TBA			
Institutional Service					Institutional Service				
1999	235				1999				
2000	150				2000				

ATTACHMENT E

**SUNY CORTLAND INITIATIVES –
RECRUITMENT AND RETENTION OF MINORITY
FACULTY AND STUDENTS**

SUNY CORTLAND INITIATIVES-
RECRUITMENT AND RETENTION OF
MINORITY FACULTY AND STUDENTS
July 1, 2002

Recruitment of Minority Faculty and Students

The geographic location of SUNY Cortland poses challenges for achieving diversity among faculty and student populations. To meet these challenges, several initiatives have been undertaken:

Recruitment of Minority Faculty: In 1999-2000, President Taylor appointed an Affirmative Action Task Force Committee to research campus recruitment needs and to develop a strategic plan for recruitment of minority faculty and staff. The Committee explored the issues of: 1) filling vacancies and creating new positions; 2) the recruitment process; 3) institutional commitment; 4) providing opportunities for minority faculty and staff; 5) promoting retention of minority faculty and staff; 6) making recommendations based on current literature. In Spring 2000, the Committee made the following recommendations. The Institution should:

- Take a proactive role institutionally in filling positions and creating positions that help develop a more diverse work force on campus, by researching venues to advertise for positions, soliciting recommendations from national programs for potential minority candidates, and making special invitations to qualified women and minorities to apply for vacant positions.
- Encourage individual departments to ensure that searches actively focus on women and minorities. Candidates should be encouraged to meet with colleagues across the disciplines, and campus materials should reflect the institution's commitment to such recruitment. A brochure should be designed to highlight the opportunities at Cortland and in the surrounding communities for women and minorities.
- The Affirmative Action Committee could serve as a support for departments as they research, interview and hire candidates. The Committee can also assist in acclimating and welcoming new minority and women hires. A separate committee should be established by the President's Office to assess the College's efforts to diversify faculty and staff
- The Committee recommends the creation and adoption of new positions that make use of programs such as Job-Sharing; Mentoring; Partner-Employment-Search and Support; Adjusted-Tenure Clock Program; A Mom's Hours Work Program; and an Academic-With-Kids Program.
- The College should actively work to improve retention rates of women and minorities by implementing efforts that reflect a genuine commitment to hiring and promoting these individuals. Support for new hires upon arrival and assistance with the acclimation process should be a part of this retention plan.
- The Committee recommends that the institution provide financial support for innovative programs such as "Centralized Funding," "Bridge Funding," "Early

Transition;” “Faculty Exchange” Programs, as well as “Affirmative Action Appointments, to attract and retain diverse faculty and staff candidates.

(See Attachment A.)

Responses to these recommendations follow:

All departments in the College with active faculty searches now follow the same guidelines for identification of prospective candidates.

- All position announcements reflect the College’s strong commitment to diversity, and the same message is published on the College’s Affirmative Action website, located at: www.cortland.edu/hr/aaction.htm.
- The “Affirmative Action Plan for State University of New York College at Cortland” handbook is distributed annually to departments and offices.
- The Office of Human Resources distributes an extensive “welcoming/orientation to the area” package to each new faculty and staff hire.
- New faculty hires have faculty mentors within the School of Arts and Sciences or the School of Professional Studies who are available to meet with them regularly and to offer advice and support throughout the first year of work at Cortland.
- The Cortland Child Care Center facility is located on campus and is available for children of students, faculty and staff.

Faculty Categorized by Ethnic Minority Group and Gender, Fall 2001

	Total	of Women (%)	# Eth.Min. (%)
Total F/T Faculty	247	96 (38.9%)	30 (12%)

Data from SUNY Cortland Middle Slates Self-Study. April 2002.

Teacher Education Faculty Hired by Ethnic Minority Group, Fall 2002

	Total	#Women (%)	#Men (%)	# Eth.Min.(%)
Total New F/T Faculty Hires	15	12 (75%)	3 (20%)	5 (33%)

Recruitment of Minority Students: Part of SUNY Cortland’s College Mission Statement, “Making a Difference: Educating for the Common Good,” reads: “...we focus on helping students become good citizens with a strong social conscience and an appreciation of the environment and diverse intellectual and cultural heritages... .State University of New York College at Cortland is dedicated to the affirmation and promotion of diversity in its broadest sense.” (College Catalog, 200 1-2002, p. 7—(See Attachment B.1..) To address the issue of recruitment and retention of minority students, in Fall 1999, President Taylor appointed a Task Force Group on Recruitment and Retention of Ethnic Minority Students. Research of campus activities and recruitment policies was reviewed, and ethnic minority students were interviewed by the Committee.

At the end of their review in 2000, the Task Force Group on Recruitment and Retention of Ethnic Minority Students made the following recommendations:

- The Admissions Office should recruit in schools with highest minority populations.
- The Admissions Counselors should pay attention to the entire range of family incomes when recruiting ethnic minority students.
- The Coordinator for Minority Admissions should be provided with additional funding support to enhance the recruitment process.
- The College should intensify ethnic minority recruitment efforts in Upstate New York metropolitan areas within 150 miles of SUNY Cortland.
- The College should cultivate arrangements, such as the adoption of urban minority schools in Upstate New York as part of a long-range minority recruitment plan.
- The College should develop a special publication to market or highlight ethnic minority programs and accomplishments.
- The Financial Aid Office should identify scholarships to support the recruitment of ethnic minority students. The Financial Aid Office should designate a specific person with the appropriate commitment, sensitivity and communication skills to coordinate Financial Aid for ethnic minority students. The Financial Aid Office should organize a group of peer counselors and faculty assistants who would assist ethnic minority parents in filling out financial aid applications.
- The EOP Summer Institute should become a mandatory part of EOP admissions.
- The College should establish an exit interview (in person or by phone) to be conducted with every ethnic minority student who leaves the College to learn the reasons for their departure.
- The College should establish on-going assessment of what is being accomplished related to campus climate and issues pertinent to diversity. **(See Attachment, B.2.)**

In response to the recommendations of the two task forces, the following initiatives were taken to increase minority student enrollment during the 2001-2002 academic year:

Admissions Office

- One of the College-wide commitments to the recommendations of the President's Task Force on Recruitment and Retention of Minority Students is to increase minority enrollment by 10% annually through 2003. Since 1997, freshmen minority applications have increased from 469 to 1198 applications for Fall 2001, representing an increase of 155%. Acceptances during that time period rose from 223 to 451, or 102%. Paid deposits during that period rose from 32 to 112, or 250%. Fall 2000 minority freshmen enrollment rose to 99, representing an increase of 51%. In 2001-2002, the Admissions Office increased recruitment of prospective freshmen and transfers in areas of high minority population by 13% (112 minority freshmen enrolled.)

Total ethnic minority student population at SUNY Cortland as of Fall 2001 was 358, or 6.1% of the total student population, up from 281, or 5.8% in 1997.

Total SUNY Cortland Student Population

Year	Female Students	Male Students	Total Students	Eth.Min. Students	%Eth.Min. Students	%Fem. Students
1997	2805	2332	5137	281	5.8	54.6
1998	2984	2268	5252	282	5.4	56.8
1999	3202	2407	5609	278	5.0	57.1
2000	3281	2367	5648	309	5.5	58.1
2001	3462	2425	5887	358	6.1	58.8

Data from SUNY Cortland Middle States Self-Study, April 2002

Admissions Office Strategies for Recruitment of Minority Students

- Busloads of prospective students from the NYC area were brought to campus Open Houses, and Admissions Counselors increased the number of visitations to NYC schools.
- Recruitment was also increased in the Big Five areas.
- The Admissions Office purchased Student Search names from Junior minority SAT takers who identified their ethnic status as “other than white.” Geographic regions of student names requested included those from upstate and downstate New York as well as New Jersey and Massachusetts.
- A special cover letter highlighting multicultural opportunities and Cortland’s commitment to diversity was sent with additional recruitment literature (scholarship brochure, C.U.R.E. brochure, etc.).
- The Admissions Office also identified a special minority honors group for test takers with composite scores exceeding 1,000. These students were sent Honors Program brochures in addition to the initial recruitment pieces.
- High schools from around New York State with minority populations exceeding 15% of the population were targeted for recruitment travel. Several individual school visits in NYC and throughout Upstate New York (Westchester Erie Counties) were made by Admissions Counselors.
 - The Admissions Office is also developing a brochure highlighting opportunities offered on the Cortland campus for ethnic minority students.
 - The Admissions Office sought the input of ethnic alumni in recruiting ethnic students.

EOP Office

- The EOP Office made the EOP Summer Institute mandatory for incoming EOP freshmen.
- The EOP Office regularly publishes a brochure for prospective students, which highlights Cortland programming.
- All EOP students have knowledgeable advisors who are available on a daily basis.
- The Academic Support and Achievement Program (ASAP) is available daily to all students in need of improvement of reading, writing, mathematics, time management and study skills.
- Supplemental Instruction sessions are offered in academically high risk areas, including mathematics, the sciences and psychology.

Financial Aid

- Student scholarship information is available at the following website:

www.cortland.edu/finaid/scholarshiplist.html Included in the listing is information regarding the C.U.R.E. (Cortland's Urban Recruitment of Educators) Scholarships for incoming ethnic minority freshmen who are interested in careers in teaching.

- Additional funding was allotted to double the number of C.U.R.E. Scholarships available for the 2001-2002 academic year (a total of 21 C.U.R.E. new and continuing scholarships were awarded;) an additional 10 scholarships will be awarded for the 2002-2003 academic year.
- The Financial Aid Office participates regularly in Financial Aid Nights at schools and has an open door policy for those families needing assistance in completing financial aid forms.
- A Financial Aid Officer has been designated to work with EOP students.

Additional Task Force Recommendations and Follow-up

Further responses to the President's Affirmative Action Task Force Committee and the President's Task Forces on Minority Student Recruitment include the following actions that were taken in the 2001-2002 academic year:

- The President made the commitment to "Increase the ethnic minority student and faculty populations and provide opportunities leading to an improved understanding of diversity" as Goal #5 of the SUNY Cortland 2000 Long-Range Planning Goals. **(See Attachment B.3.)**
- The Multicultural Resource Team was established to provide support to the campus community in addressing instances of unfair treatment and/or harassment.
- A monetary commitment of \$40,700 through Spring 2002 was granted for the following initiatives:
 - + to support the work of the Multicultural Resource Team
 - + to develop an Affirmative Action award for units that excel in the area of diversity
 - + to offer diversity and conflict training to the campus community
 - + to develop multicultural interest groups for students
 - + to increase support to the Multicultural Affairs Council
 - + to develop a support network to assist in retaining minority faculty and staff
 - + to employ additional search strategies for units that do not succeed in hiring minority candidates
 - + to develop additional programs that are committed to Affirmative Action issues

Ethnic Minority Organizations on Campus

- Information on ethnic minority organizations on campus is available at the following website: www.cortland.edu/studentlife.html
- Information is also made available at Admissions Open Houses, Summer Freshmen and Transfer Orientations and campus organization fairs held during the academic year.
- Announcements of ethnic and other student organizational meetings are widely published via e-mail.
- The Multicultural and Gender Studies Council supports the Challenge for Success Awards Program, held annually to recognize students of color.
- The Kente Cloth Commencement Ceremony is held annually to recognize the achievements of students of color. The event is held prior to the College-wide commencement exercises.

Collaborative Initiatives

Several SUNY Cortland efforts to collaborate with schools with large minority populations have been initiated in the 2001-2002 academic year. These initiatives represent some recruitment efforts as well as opportunities for SUNY Cortland preservice teachers to interact with diverse student populations:

- Twenty-First Century Learning Centers: The College is exploring partnerships to allow SUNY Cortland preservice teachers to participate in after school academic programs at four elementary schools and four middle schools in Syracuse. Implementation to take place in Fall 2002.
 - The Childhood Education partnership with Blodgett Elementary School, Syracuse; continues to be successful.
 - Collaboration took place this year with Syracuse City Schools on an NSF grant proposal, in part, to encourage interested high school students to become science and mathematics teachers via enrollment in SUNY Cortland teacher education programs after high school graduation. Although the grant proposal was not funded, SUNY Cortland and Syracuse City Schools remain committed to seeking ways to implement this initiative.
 - SUNY Cortland is in the process of finalizing an articulation agreement with Purchase College, to bring graduated Purchase College Literature majors to SUNY Cortland for admission into the Adolescence Education-English (7-12) M.A.T. program. Student teaching will be completed in the New York City area. We anticipate that this articulation will serve as a model for similar programs in science education, mathematics education and childhood education and will serve as a means of attracting minority graduate students from the downstate area.
 - Two year/four year teacher education program articulation agreements are currently being discussed with Broome Community College, Tompkins-Cortland Community College, Coming Community College and Onondaga Community College.
- Arts and Sciences Secondary Education Council: The Arts and Sciences Secondary Education Council, composed of coordinators of the Adolescence Education programs (Biology, Chemistry, Earth Science, Physics, English, French, Mathematics, Spanish and Social Studies), made collaborative presentations at both Fall 2001 Admissions Open Houses. Between one hundred and one hundred fifty parents and prospective students interested in secondary teaching

Conclusion: SUNY Cortland has made important progress this year in addressing the issues surrounding diversity, not only in our teacher certification programs, but campus-wide. We are pleased with these accomplishments and will continue to move forward in providing quality preparation for our teacher education candidates in all areas, including diversity.