



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

## **Professional Education Unit (PEU)**

### **Assessment Handbook**

**2019-2020**

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## **I. PEU Overview, Responsibilities, and Composition**

The Professional Education Unit (PEU) was established in 1999 as the unit with the responsibility for coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals on campus. It is responsible for maintaining high quality education professional programs. The PEU is currently CAEP accredited.

### **A. Vision**

The Professional Education Unit at Brockport will be recognized in the State of New York for the preparation of highly competent professionals in education who are committed to leading, teaching, and counseling in New York State and nationally. The unit will serve graduate and undergraduate candidates from a range of diverse backgrounds and disciplines. Future teachers, teachers and administrators, and counselors within the unit will be prepared to integrate professional content and pedagogical knowledge to create meaningful learning experiences for all youths.

### **B. Mission Statement**

The Professional Education Unit is dedicated to excellence in teaching, scholarship, creative endeavors, and service to the community. The Unit is committed to providing education programs at the undergraduate, graduate, and advanced graduate levels that prepare school professionals who are highly qualified to teach, counsel, lead, and administer. Predicated on the need to create environments in which all learners grow and develop as contributing members of society, the Mission of the Unit encompasses the [Mission of the College](#) in providing programs grounded in the liberal arts, emphasizing student learning and success as its highest priority.

The Unit believes that collaboration between the College and P-12 practitioners is fundamental and inherent to all programs offered by the Unit, including quality-based field experiences in diverse settings. Faculty, staff, and field-based personnel work together to link theory and practice to advance the highest standards of learning for all youths.

### **C. Responsibilities of the Professional Education Unit**

The Professional Education Unit has the following responsibilities:

1. Coordinate all professional education efforts on the Brockport Campus
2. Facilitate communication among all departments involved with teacher certification and related professional education programs (including communication of assessment information about applicant qualifications, candidate and graduate performance, and Unit operations).
3. Identify and address all professional education accreditation-related issues on campus
4. Seek to establish consistencies among all teacher education and related professional education programs (e.g., workload, standards, field experiences, policies and procedures, etc.)
5. Communicate the needs of teacher education and related professional education programs to the college administration.
6. Provide a single voice for communicating with NYSED and SUNY Administration about professional education issues affecting Brockport.

## D. Composition

### 1. Programs Offered

Initial Programs (programs that prepare candidates for their initial license to teach):

- Education & Human Development
  - Childhood Inclusive Education
  - Adolescence Inclusive with Grade 5-6 Extension
    - Math
    - Social Science (History)
    - English
    - French
    - Spanish
    - Physics
    - Biology
    - Earth Science
    - Chemistry
  - Physical Education (BS/BA)
- Health Science
  - Graduate: Health Education (Alternative MEd)

Advanced Teacher Preparation (programs are for initially certified teachers seeking a Master's degree and New York State Professional Certification):

- Education & Human Development
  - Childhood Literacy (MEd)
  - Bilingual Education (Spanish) (MEd)
  - Teaching English to Speakers of Other Languages (MEd)
  - Adolescence (MEd)
    - Math
    - Social Science (History)
    - English
    - Physics
    - Biology
    - Earth Science
    - Chemistry
- Kinesiology, Sport Studies, and Physical Education (KSSPE)
  - Teacher/Pedagogy Concentration (MEd)
  - Adapted Physical Education Concentration (MEd)
- Health Science
  - Graduate: Health Education (Alternative MEd)

Advanced Preparation

- School Counselor K-12 (MEd)
- School Counselor K-12 (CAS)
- School Building Leader and School District Leader (CAS)

## E. **Committees**

The Professional Education Unit at The College of Brockport is governed by the Professional Education Council (PEC) and linked to the professional community through the Unit Advisory Board. The Unit Effectiveness and Best Practices committee and Assessment committee are the two standing committees of the PEC.

### 1. **Professional Education Council (PEC)**

On behalf of the Professional Education Unit, the Professional Education Council (PEC) shall assist the Dean to develop and implement a shared vision for programs preparing initial and advanced teachers, school counselors, and school building and district leaders and to establish procedures for fostering continuous improvement of these programs that are consistent with the institution's mission of student success, the PEU's conceptual framework, best practices of the education profession, and CAEP accreditation requirements and standards. Standing and ad hoc committees of the Unit shall make recommendations to the PEC, which, in turn, shall assist the Dean to develop and execute policies.

Other functions of the PEC shall be as follows:

- coordinate the governance work of the Unit
- coordinate the work of standing committees
- disseminate information relative to accreditation to home departments
- disseminate information relative to state and national initiatives teacher certification to home departments
- review home department personnel criteria to assure consistency with accreditation requirements and the College's existing set of personnel processes
- identify areas of concern within the Unit and develop plans for remediation
- oversee the assessment and evaluation of all programs within the Unit, including assessment of applicant qualifications, candidate and graduate performance, and Unit operations
- communicate the accomplishments and needs of the Unit to the Vice President for Academic Affairs through the Head of the Unit
- establish and consult with an Advisory Board relative to the goals of the Unit and procedures for attaining those goals.

### 2. **Assessment Committee**

The Unit Assessment Committee is a standing committee of, and reports directly to, the Professional Education Council (PEC). The primary function of the Unit Assessment Committee is to coordinate the collection, aggregation, analysis, and use of data from a variety of sources related to the performance of the Professional Education Unit, including data about applicant qualifications, candidate and graduate performance, and Unit operations. The Committee's specific responsibilities and activities include (1) monitoring development, implementation, and refinement of the Unit assessment system, (2) analyzing and using aggregated performance data to improve programs and unit operations, and (3) communicating with others in the Unit. The chair of the Unit Assessment Committee will be appointed by the Associate Dean.

The Assessment Committee regularly reviews the unit assessment system to ensure:

- That the assessment system is developed and refined with input from the unit's professional community
- That the assessment system reflects the Unit's Conceptual Framework, relevant New York State standards, and relevant national standards (e.g., INTASC, NBPTS, CACREP, ELCC, and other specialized professional associations (SPAs).
- That the assessment system collects data about (1) applicant qualifications, (2) candidate and graduate performance, and (3) unit operations
- That the assessment system collects multiple measures from both internal and external sources, including applicants, candidates, recent graduates, faculty, and other members of the professional community.
- That the assessment system collects candidate performance data at key transition points in programs, beginning with admissions and continuing through employment after graduation
- That the assessment system includes procedures for regularly and systematically compiling, summarizing (aggregating), report, analyzing, and using performance data to improve programs and unit operations.
- That the assessment system includes an aggregate record of formal candidate complaints and documentation of their resolution.
- That the assessment system uses information technologies to store, aggregate, and report data
- And that the data collected, summarized, reported, analyzed and used in the assessment system are valid, reliable, fair, accurate, and protected from bias.

The Assessment Committee works collaboratively with unit faculty and administrators to schedule and implement the following procedures for analyzing and using aggregated performance data to improve programs and unit operations:

- The committee reviews key assessment candidate performance data to determine progress towards meeting PEU candidate performance goals. This includes establishing performance expectations, reviewing quality of assessment instrument, and evaluating methodology.
- Assessment committee distributes data reports through the department representatives. Department representatives are responsible for distributing Data Decision-making forms to chairs of departments.
- Assessment committee is responsible for review of data-driven decisions.
- Committee establishes processes for the review of Unit Operations data.

The Committee also conducts periodic studies of the candidate performance measures used in the assessment system to ensure that the measures are valid and reliable predictors of candidate success.

The Assessment Committee regularly engages in two kinds of communication:

- The Committee disseminates to members of the Professional Education Unit findings related to applicant qualifications, candidate and graduate performance, and unit operations,

including, for example, findings related to admissions criteria, program curriculum, assessment procedures, and use of performance data to improve programs.

- Committee is responsible for establishing processes that enable candidates and faculty to review assessment data to help them reflect on their performance and improve it.

### **3. Effectiveness and Best Practices**

The Unit Effectiveness and Best Practices (EBP) Committee is a standing committee of, and reports directly to, the Professional Education Council (PEC).

The primary function of the Unit EBP Committee is to assess and develop policies relevant to the programs across the Unit. Specifically, the Committee performs the following functions:

- Evaluates consistency across the PEU and broader educational community through the review of programs and policies, including the following areas:
  - Being grounded and guided by a constructivist approach to education
  - Linking theory and practice through extensive quality-based field experiences in diverse settings
  - Explicitly delineating required knowledge and skills (i.e. the Themes and Competencies defined in the PEU Conceptual Framework including effective integration of technology in instruction
  - Demonstrating a set of Professional Dispositions
  - Demonstrating candidates' positive impact on P-12 learners or the learning environment
- Identifies, monitors, and expands school partnerships that support clinical experiences and practice in diverse settings which incorporate best practices of the discipline.
- Recommends to the PEC, areas in which greater coherence across the PEU and the broader educational community are needed.

The Committee membership is comprised the Director of Field Experience and Certification, along with representatives from each of the six departments within the Unit. The chair of the Committee will be appointed by the Associate Dean.

### **4. Advisory Board**

The purpose of the Professional Education Unit Advisory Board is to ensure a relationship between the Departments in the Professional Education Unit and the persons in the education community they serve. The Advisory Board provides input to the Unit's on-going strategic planning process which will help to ensure that programs will be kept at the forefront of the profession.

The structure of the Council shall include the following provisions: The Professional Education Unit Advisory Board shall consist of representative members of professional education from school districts and other professional education institutions.

- The Professional Education Unit Advisory Board members shall meet twice during each academic year.
- The Professional Education Unit Advisory Board members will be nominated by the Professional Education Council and then appointed by the Head of the Unit.
- The Professional Education Unit Advisory Board will submit the minutes of each meeting to the Head of the Unit and the Professional Education Council.

The members of the PEU Advisory Board could include the following categories of individuals:

- Employers (who are experienced and have earned tenure in their positions): superintendent of schools, central office administrator, building principal, physical education director
- Practitioners (who have significant years of experience and have earned tenure in their positions): teachers, school counselors
- Alumni
- Professor from a doctoral institution
- Professor from another higher education institution
- Representative from NYSUT
- Current students: (graduate and undergraduate)
- Recording secretary

To provide input to the Professional Education Unit and its on-going strategic planning process, the functions of the Advisory Board shall include the following:

- Review and provide objective assessment and make recommendations about the future direction of curriculum, instruction, candidate and Unit assessment, and other aspects of Unit operations
- Help promote good relationships with the Professional Education Unit's external community, including positively promoting the Unit's Programs
- Provide an external perspective including practitioner, employer, and education faculty
- Provide an alumni perspective and a student perspective
- Keep the Professional Education Unit apprised of trends and needs in P-12 education.

## **F. Conceptual Framework**

The [Conceptual Framework](#) driving the professional education programs at The College at Brockport is derived from the mission of the unit, and it is guided by and grounded in social constructivism. It has three primary themes. The three primary themes are:

1. Theme 1: A Solid Base of Knowledge and Skills
  - Content Knowledge in a Discipline
  - Pedagogical Content Knowledge
  - Professional Knowledge and Skills
  - Reflective Skills
2. Theme 2: Professional Dispositions
  - Positive Outlook



- Intellectual Integrity
- Respect
- Self-Awareness
- Dedication

3. Theme 3: A Positive Impact on P-12 Learning

**G. Alignment with State and National Standards**

<b>Conceptual Framework: Theme One–A Solid Base of Knowledge and Skills, Content Knowledge in a Discipline</b>		
<b>Brockport Teacher Candidate Competency 1: Knowledge of subject matter</b>		
<b>INTASC Principle(s) NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<p><u>Standard #4: Content Knowledge.</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><u>Core Proposition 2:</u> Teachers know the subjects they teach and how to teach those subjects to students.</p>	<p><u>Content Core:</u> Assure that students are thoroughly grounded in the subjects they teach. 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.</p> <p>Ability to teach to the New York State Learning Standards</p>	<p><b>Elementary Standards:</b> Standard 2.a, 2.b, 2.c, 2.d, <b>ACTFL:</b> Standard 1 <b>NCSS:</b> Standard 1a, 1b, 1c <b>NCTE:</b> Standard 1.1, 1.2 <b>NCTM:</b> Standard 1, 1a; Standard 2, 2a, 2b, 2c, 2d, 2e, 2f <b>NSTA:</b> Standard 1a, 1b, 1c <b>SHAPE/Health Education:</b> Standard 1.a, 1.b, 1.c, 1.d <b>SHAPE/Physical Education:</b> Standard 1.a, 1.b, 1.c, 1.d, 1.e, 1.f <b>CACREP:</b> Standard G: 1.a, 1.b, 1.c, 1.d, 1.e <b>ELCC BL:</b> 7.1, 7.2 <b>ELCC DL:</b> 7.1, 7.2</p>

<b>Conceptual Framework: Theme One–A Solid Base of Knowledge and Skills, Pedagogical Content Knowledge</b>		
<b>Brockport Teacher Candidate Competency 2: Knowledge of human development and learning</b>		
<b>INTASC Principle(s) NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<p><u>Standard #1: Learner Development.</u> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally</p>	<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</p>	<p><b>Elementary Standards:</b> Standard 1.a, 1.b, 1.c <b>ACTFL:</b> Standard 3 <b>NCSS:</b> Standard 4a, 4b, 4c <b>NCTE:</b> Standard 3.1, 3.2 <b>NCTM:</b> Standard 4, 4a, 4b, 4c, 4d, 4e <b>NSTA:</b> Standard 2a, 2b, 2c <b>SHAPE/Health Education:</b> Standard 1.b, 2.c</p>

appropriate and challenging learning experiences.  <u>Core Proposition 1</u> : Teachers are committed to students and their learning.	to learn - and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco and other drugs and that fosters the health and learning of all students, and development of a sense of community and respect for one another.	SHAPE/Physical Education: Standard 1.e, 2.a, 2.b <b>CACREP</b> : Standard G: 2.g, 3.e <b>ELCC BL</b> : 2.1, 6.1 <b>ELCC DL</b> : 2.1, 6.1
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<b>Conceptual Framework: Theme One—A Solid Base of Knowledge and Skills, Pedagogical Content Knowledge</b>		
<b>Brockport Teacher Candidate Competency 3: Ability to adapt instruction for individual needs</b>		
<b>INTASC Principle(s) [L] [SEP] NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<u>Standard #2: Learning Differences.</u> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.  <u>Core Proposition 1</u> : Teachers are committed to students and their learning.	<u>Pedagogical Core:</u> The needs of students with disabilities, and the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum.  Study in the categories of disabilities; identification and remediation of disabilities; the special education process and State and Federal special education laws and regulations; effective practices for planning and designing co-teaching and collaboration with peers; individualizing instruction; and applying positive behavioral supports and interventions to address student and classroom management needs.	<b>Elementary Standards:</b> Standard 1.b, 3.d, 3.f, 4.a, 4.b, 4.c, 4.d, 4.3, 4.f, 4.g <b>ACTFL:</b> Standard 2, 3 <b>NCSS:</b> Standard 4a, 4b, 4c <b>NCTE:</b> Standard 4.3, 4.4 <b>NCTM:</b> Standard 4a, 4b, 4c, 4d <b>NSTA:</b> Standard 3a, 3b, 3d; Standard 5c SHAPE/Health Education: Standard 2.a, 2.b, 2.d, 3.d, 3.e, 5.d SHAPE/Physical Education: Standard 2.a, 2.b, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f <b>CACREP:</b> Standard G: 3.c, 3.d, 3.e, 3.f, 3.h <b>ELCC BL:</b> 2.1; 3.5; 5.1, 5.3, 5.4, 5.5 <b>ELCC DL:</b> 3.5; 5.1, 5.3, 5.4, 5.5

<b>Conceptual Framework: Theme One—A Solid Base of Knowledge and Skills, Pedagogical Content Knowledge</b>		
<b>Brockport Teacher Candidate Competency 4: Multiple Instructional Strategies</b>		
<b>INTASC Principle(s) [L] [SEP] NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<u>Standard #8: Instructional Strategies.</u> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections,	<u>Pedagogical Core:</u> Human developmental processes and variations...  Learning processes, motivation, communication and classroom	<b>Elementary Standards:</b> Standard 1.a, 3.a, 3.b, 3.c, 3.d <b>ACTFL:</b> Standard 3, 4 <b>NCSS:</b> Standard 2a, 2b, 2c, 3a, 3b, 3c <b>NCTE:</b> Standard 5.1, 5.2, 5.3, 5.4

<p>and to build skills to apply knowledge in meaningful ways.</p> <p><u>Core Proposition 2:</u> Teachers know the subjects they teach and how to teach those subjects to students.</p>	<p>management...</p> <p>Language acquisition and literacy development...Curriculum development, 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>	<p><b>NCTM:</b> Standard 3, 3a, 3b, 3c, 3d, 3e, 3f, 3g  <b>NSTA:</b> Standard 2a, 2b, 2c; Standard 3a, 3b, 4a, 4b, 4c  <b>SHAPE/Health Education:</b> Standard 3.a, 3.b, 3.c, 3.d, 3.e, 4.c  <b>SHAPE/Physical Education:</b> Standard 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 4.a, 4.b, 4.c, 4.d, 4.e  <b>CACREP:</b> Standard G: 3.c, 3.d, 3.e, 3.h, 3.i, 3.j, 3.k  <b>ELCC BL:</b> 2.2, 2.4  <b>ELCC DL:</b> 2.2, 2.4</p>
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<b>Conceptual Framework: Theme Three–A Positive Impact on P-12 Learning, Focus on Student Learning</b> <b>Brockport Teacher Candidate Competency 5: Classroom motivation and management skills</b>		
<b>INTASC Principle(s)</b> <small>SEP</small> <b>NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<p><u>Standard #5: Application of Content.</u>  The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p><u>Core Proposition 3:</u> Teachers are responsible for managing and monitoring student learning.</p>	<p><u>Pedagogical Core:</u>  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> <p>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>	<p><b>Elementary Standards:</b> Standard 1, 3.e, 3.f, 4.d, 4.e, 4.f, 4.g  <b>ACTFL:</b> Standard 3  <b>NCSS:</b> Standard 2a, 2b, 2c, 2d, 2e; Standard 3d, 3e  <b>NCTE:</b> Standard 2.1, 4.4  <b>NCTM:</b> Standard 3, 3c, 3d, 3e  <b>NSTA:</b> Standard 3a, 3b, 3d, 4a, 4b, 4c  <b>SHAPE/Health Education:</b> Standard 3.d  <b>SHAPE/Physical Education:</b> Standard 4.d  <b>CACREP:</b> Standard G: 3.f, 3.h, 3.i, 3.j, 3.k, 3.l  <b>ELCC BL:</b> 2.1, 2.2, 2.3, 2.4  <b>ELCC DL:</b> 2.1, 2.2, 2.3, 2.4</p>

<b>Conceptual Framework: Theme Three–A Positive Impact on P-12 Learning, Focus on Student Learning</b> <b>Brockport Teacher Candidate Competency 6: Communication Skills</b>		
<b>INTASC Principle(s)</b> <small>SEP</small> <b>NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<p><u>Standard #3: Learning Environments.</u>  The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active</p>	<p><u>Pedagogical Core:</u>  Learning processes, motivation, communication and classroom management</p> <p>Uses of technology, including instructional and assistive</p>	<p><b>Elementary Standards:</b> Standard 1.c, 3.a, 3.b, 5.a  <b>ACTFL:</b> Standard 3  <b>NCSS:</b> Standard 2e; Standard 4a, 4b, 4c</p>

<p>engagement in learning and self-motivation.</p> <p><u>Core Proposition 3:</u> Teachers are responsible for managing and monitoring student learning.</p>	<p>technology, in teaching and learning - and skill in using technology and teaching students to use technology to acquire information, communicate and enhance learning</p>	<p><b>NCTE:</b> Standard 3.1, 3.3, 4.1, 4.3, 4.4</p> <p><b>NCTM:</b> Standard 3d, 3e, 4c, 4d, 4e</p> <p><b>NSTA:</b> Standard 2b, 2c, 6a, 6b</p> <p>SHAPE/Health Education: Standard 3.d, 5.e</p> <p>SHAPE/Physical Education: Standard 4.a, 4.b, 4.c</p> <p><b>CACREP:</b> Standard G: 2.a, 2.b, 2.c, 3.f, 3.l</p> <p><b>ELCC BL:</b> 3.2, 4.1, 4.2, 4.3, 4.4</p> <p><b>ELCC DL:</b> 3.2, 4.1, 4.2, 4.3, 4.4</p>
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**Conceptual Framework: Theme Three–A Solid Base of Knowledge and Skills, Professional Knowledge and Skills**

**Brockport Teacher Candidate Competency 7: Instructional Planning Skills**

<b>INTASC Principle(s) NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<p><u>Standard #7: Planning for Instruction.</u> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p><u>Core Proposition 1:</u> Teachers are committed to students and their learning.</p> <p><u>Core Proposition 2:</u> Teachers know the subjects they teach and how to teach those subjects to students.</p> <p><u>Core Proposition 4:</u> Teachers think systematically about their practice and learn from experience.</p>	<p><u>Pedagogical Core:</u> Curriculum development, 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> <p>History, philosophy, role of education, rights and responsibilities of teachers, importance of relationships with community and home</p>	<p><b>Elementary Standards:</b> Standard 2.a, 2.b, 2.c, 2.d, 3.a, 3.b, 3.c, 3.d, 4.a, 4.b, 4.c, 4.d, 4.e, 4.f, 4.g</p> <p><b>ACTFL:</b> Standard 1, 2, 4</p> <p><b>NCSS:</b> Standard 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e</p> <p><b>NCTE:</b> Standard 3.1, 3.2, 3.4, 3.5, 3.6, 3.8, 4.1, 4.2, 4.3, 4.4</p> <p><b>NCTM:</b> Standard 4b, 4e, 5a, 5b, 5c</p> <p><b>NSTA:</b> Standard 2a, 2b, 2c, 3a, 3b, 3c, 3d</p> <p>SHAPE/Health Education: Standard 3.a, 3.b, 3.c, 3.d, 3.e, 4.a, 4.b, 4.c</p> <p>SHAPE/Physical Education: Standard 3.a, 3.b, 3.c, 3.d, 3.e</p> <p><b>CACREP:</b> Standard G: 3.b, 3.c, 3.d, 3.e, 3.g, 3.h, 3.i, 3.j, 3.k</p> <p><b>ELCC BL:</b> 1.3, 2.1, 2.2, 2.3</p> <p><b>ELCC DL:</b> 1.3, 2.1, 2.2, 2.3</p>

**Conceptual Framework: Theme One–A Positive Impact on P-12 Learning**

**Brockport Teacher Candidate Competency 8: Assessment of Student Learning**

<b>INTASC Principle(s) NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<p><u>Standard #6: Assessment.</u> The teacher understands and uses multiple methods of assessment to</p>	<p><u>Pedagogical Core:</u> Formal and informal methods of assessing student learning and the</p>	<p><b>Elementary Standards:</b> Standard 3.a, 3.b</p> <p><b>ACTFL:</b> Standard 5</p>

engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.  <u>Core Proposition 3:</u> Teachers are responsible for managing and monitoring student learning.	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	<b>NCSS:</b> Standard 3a, 3b, 3c, 3d, 3e <b>NCTE:</b> Standard 3.2, 4.2, 5.2, 5.3 <b>NCTM:</b> Standard 7, 7b, 7c <b>NSTA:</b> Standard 2c, 3c, 5a, 5b, 5c <b>SHAPE/Health</b> Education: Standard 4.a, 4.b, 4.c <b>SHAPE/Physical</b> Education: Standard 5.a, 5.b, 5.c <b>CACREP:</b> Standard G: 1.e, 3.b, 3.e, 3.n, 3.o <b>ELCC BL:</b> 1.2, 1.4, 2.1, 2.2, 3.2, 3.4; 6.3, <b>ELCC DL:</b> 1.2, 1.4; 2.1, 2.2; 3.2, 3.4; 6.3
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<b>Conceptual Framework: Theme Three–A Solid Base of Knowledge and Skills, Pedagogical Content Knowledge</b>		
<b>Brockport Teacher Candidate Competency 9: Professional Commitment and Responsibility</b>		
<b>INTASC Principle(s) SEP: NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<u>Standard #9: Professional Learning and Ethical Practice.</u> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.  <u>Core Proposition 4:</u> Teachers think systematically about their practice and learn from experience.	<u>Pedagogical Core:</u> Means to update knowledge and skills in the subject(s) taught and in pedagogy  Curriculum development, instructional planning and research based instructional strategies	<b>Elementary Standards:</b> Standard 5.a., 5.b, 5.c <b>ACTFL:</b> Standard 6 <b>NCSS:</b> Standard 5a, 5b, 5c <b>NCTE:</b> Standard 2.3, 2.5 <b>NCTM:</b> Standard 6, 6a, 6b, 6c <b>NSTA:</b> Standard 6a, 6b <b>SHAPE/Health</b> Education: Standard 5.a, 5.c, 5.d, 5.f <b>SHAPE/Physical</b> Education: Standard 6.a, 6.b, 6.c <b>CACREP:</b> Standard G: 2.a, 2.b, 2.c, 2.d, 2.e, 2.l, 2.m, 2.n <b>ELCC BL:</b> 5.1, 5.2, 5.3, 5.4, 5.5; 6.2 <b>ELCC DL:</b> 5.1, 5.2, 5.3, 5.4, 5.5; 6.2

<b>Conceptual Framework: Theme Three–A Solid Base of Knowledge and Skills, Pedagogical Content Knowledge</b>		
<b>Brockport Teacher Candidate Competency 10: Partnerships</b>		
<b>INTASC Principle(s) SEP: NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<u>Standard #10: Leadership and Collaboration.</u> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student	<u>Pedagogical Core:</u> Provide candidates with experiences in a variety of communities and across the range of student developmental levels of	<b>Elementary Standards:</b> Standard 1.c, 5.a, 5.b, 5.c <b>ACTFL:</b> Standard 6 <b>NCSS:</b> Standard 5c <b>NCTE:</b> Standard 2.3, 2.5

<p>learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession</p> <p><u>Core Proposition 5:</u> Teachers are members of learning communities.</p>	<p>the certificate, an opportunity for practicing skills for interacting with parents and caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities</p>	<p><b>NCTM:</b> Standard 5, 5a, 5b, 5c  <b>NSTA:</b> Standard 6a, 6b  <b>SHAPE/Health Education:</b> Standard 5.a  <b>SHAPE/Physical Education:</b> Standard 6a, 6b, 6c  <b>CACREP:</b> Standard G: 1.d, 2.b, 2.e, 3.1  <b>ELCC BL:</b> 4.1, 4.2, 4.3, 4.4; 6.1; 7.2, 7.3  <b>ELCC DL:</b> 4.1, 4.2, 4.3, 4.4; 6.1; 7.2, 7.3</p>
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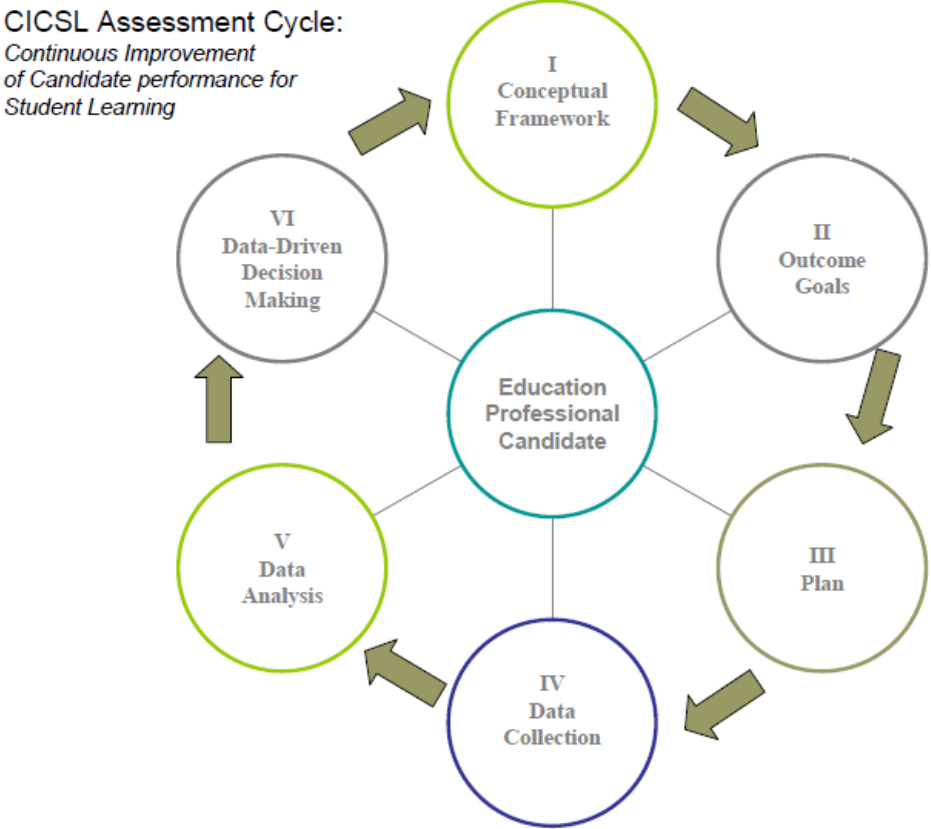
Candidates successfully completing the School Leadership program at Brockport demonstrate the professional knowledge and skills that meet the NYS requirements and standards of the education profession and disciplines including the NYS 2011 Teaching Standards and the Educational Leadership Constituent Council (ELCC) standards

In the Counselor Education program, the competencies expected of candidates and the courses, field experiences, and assessments of candidate performance are all aligned with the standards of the New York State Education Department and the standards of CACREP; and in the Educational Administration program, the competencies expected of candidates and the courses, field experiences, and assessments of candidate performance are all aligned with the standards of the New York State Education Department and the standards of ELCC.

**II. Assessment**

**A. Continuous Improvement of Candidate Performance for Student Learning**

The Continuous Improvement of Candidate and Student Learning (CICSL) is the assessment system of the Professional Education Unit depicted in the figure below. The preparation of the Education Professional Candidate to be a competent and effective education professional is central to the system. The Professional Education Unit-Conceptual Framework (PEU-CF) provides the foundation for CICSL.



**B. Unit Assessment Review**

The unit conducts three annual assessment days to review unit wide data. Data are gathered by the Coordinator for Specialized Academic Assessment, and then analyzed by the Assessment Committee. The Assessment Committee’s analyses are brought to the unit wide assessment days so the rest of the PEU can participate in making data driven decisions. Data driven decisions are then brought back to the assessment committee to review and disseminate to appropriate stakeholders.

## C. Key Assessment Areas

Key assessments for candidate performance and Unit operations enable the PEU to collect and analyze data to evaluate and improve the performance of candidates, the Unit, and its programs.

Five candidate performance matrices outline key candidate performance assessments by certification preparation program at four checkpoints in each candidate's program.

### CICSL Data Checkpoints

1. Program Admission/First Semester
2. Prior to Culminating Experience
3. Program Completion
4. Post-Graduation

### Key Performance Areas

1. Content Knowledge
2. Pedagogical Knowledge
3. Professional Knowledge and Skills
4. Reflective Skills
5. Professional Dispositions
6. Impact on K-12 Learning

Developmental sequence:

Matrix 1: Initial Teacher Education Preparation leading to NYS Initial Teacher Certification

Matrix 2: Second Initial Teacher Education Preparation leading to a second NYS Initial Teacher Certification

Matrix 3: Advanced Teacher Education Preparation leading to NYS Professional Teacher Certification

Matrix 4: School Counselor Education Preparation leading to NYS School Counselor Certification

Matrix 5: School Leadership Education Preparation leading to NYS Education Administration Certification



## **D. Data Dissemination & Decision Making**

PEU faculty and staff have an open meeting three times in each academic year to review data and recommend data driven decisions. PEU assessment review days are held in May, August and January.

See appendix for Data Driven Decision Making for Program Improvement Process & Flowchart, and Professional Education Unit Data-Driven Decision Making Tracking Forms used to document data driven decision making.

## **E. Assessment of Unit Operations**

Unit operations are activities undertaken by the unit pertaining to governance, planning, budget, personnel, facilities, services and procedures such as advising, admission, and resources that support the unit's mission in preparing candidates. Assessment of unit operations and programs is done through data collection and review in four main areas using a broad collection of data and information.

1. Governance and Administration
2. Resources
3. Program Delivery
4. Candidate Satisfaction & Support

## **F. Use of Information Technologies**

The professional education unit began using Tk20 to collect candidate performance data in 2011. Tk20 is a comprehensive outcomes –based software tool used campus-wide at The College of Brockport. Tk20 facilitates the institution’s continuous improvement of student success mission and supports the Professional Education Unit’s (PEU) CICSIL assessment system.

Key assessments are evaluated in Tk20 each semester, and then data reports are generated and shared with the PEU at three annual data days. Faculty completes the key assessments in Tk20 each semester before grades are due.

For more information or help with Tk20 please visit:

[https://www.brockport.edu/academics/professional\\_education/tk20.html](https://www.brockport.edu/academics/professional_education/tk20.html)

## **G. Quality of Assessments**

The Professional Education Unit at the College at Brockport uses the following strategies to ensure fairness, accuracy, consistency, and the elimination of bias throughout its assessment system:

- The unit ensures that the assessments are aligned with the unit’s conceptual framework, and that the appropriate program standards are reflected in syllabi/ key assessments, and faculty implementation.

- Both initial and advanced teacher candidates are informed of all requirements in the teacher education program during orientations, advising sessions, and special meetings designed to explain procedures for program matriculation. Information about the conceptual framework, dispositions, and program requirements is available on the College's website and discussed with the candidates by their advisors and course instructors.
- Rubrics for the key program assessments are shared with the candidates before they are used. Thus, candidates know what they will be assessed on, what is expected of them, and the level of proficiency associated with each scoring decision.
- Once each year, the results of each key assessment are compared to other internal or external assessments that measure comparable knowledge, skills and/or dispositions to determine that key assessments are consistent in the results they provide. This review is documented by the unit in meeting minutes and includes, but is not limited to, the review of course grades, the review of data from student teaching, and results of licensure exams.
- Data are triangulated wherever possible to enhance the reliability of findings.

### III. Appendices

#### A. Professional Education Unit Data-Driven Decision Making Tracking Form

**Professional Education Unit Data-Driven Decision Making Tracking Form**

**DATA DRIVEN DECISION** (*Describe the decision that was made based upon review of data*):

**DATE OF DECISION:** Month:      Year:

**PERFORMANCE OUTCOME MEASURE:**

**EVIDENCE FOR DECISION:** **Number of Data sources:**

Data Source 1:
Data Collection Timeframe:
Total number of candidates:
Expected findings (report in terms of Exemplary, Proficient, Developing, Unacceptable if possible)
Actual findings (report in terms of Exemplary, Proficient, Developing, Unacceptable if possible):
Comments:

**STARTING DATE OF CHANGE:**                      Month:      Year:

**ACTION PLAN:**

**GOAL (expected results):**

**KEY CANDIDATE PERFORMANCE MEASURE (should be same as identified on page 1):**

**STRATEGIES TO ACHIEVE GOAL:**

**POST ASSESSMENT (follow-up) OF DATA\_DRIVEN DECISION:**

*When:*

*How:*

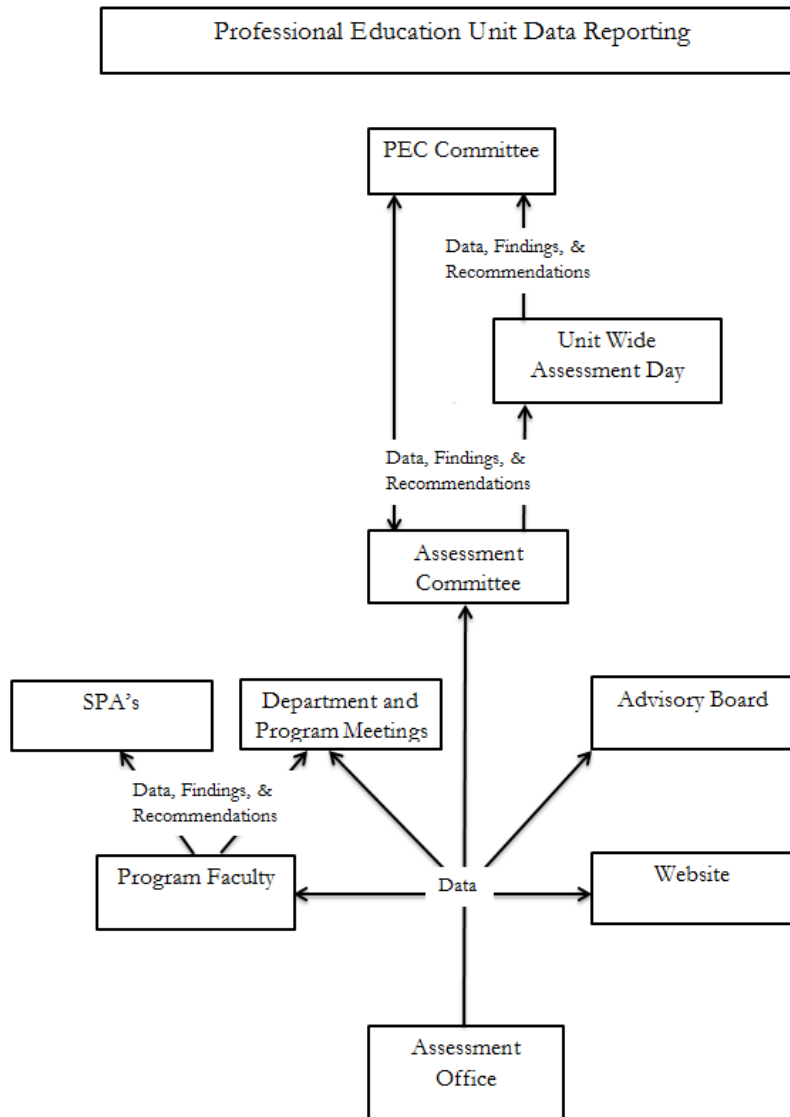
*By:*

**RESULTS (Describe evidence of impact of change on performance):**

**Candidate Performance:**    \_\_\_ Improved \_\_\_ Stayed the same    \_\_\_ Declined

**DESCRIBE NEXT STEPS:**

B. Data Driven Decision Making for Program Improvement Process & Flowchart



C. Specialized Professional Association Key Assessments

<b>Education Leadership Constituent Council (ELCC) – School Building Leadership Level</b>		
<b>Number &amp; Name of Assessment</b>	<b>Type of Assessment</b>	<b>When Assessment is Administered</b>
1. Content Specialty Test – School Building Leader Examination	New York State Teacher Certification Exam	After completion of the program and prior to New York State certification
2. Portfolio	Portfolio	EDA 888 – Internship
3. Observation and Conference Project	Course-Based Assessment	EDA 678
4. Internship Supervisor Evaluation	Course-Based Assessment	EDA 888
5. School Improvement Plan	Course-Based Assessment	EDA 830
6. School Plan of Action	Course-Based Assessment	EDA 653

<b>Education Leadership Constituent Council (ELCC) – School District Leadership Level</b>		
<b>Number &amp; Name of Assessment</b>	<b>Type of Assessment</b>	<b>When Assessment is Administered</b>
1. Content Specialty Test – School District Leader Examination	New York State Teacher Certification Exam	After completion of the program and prior to New York State certification
2. Leadership and Field Experience Portfolio	Portfolio	EDA 888
3. Observation and Conference Project	Course-Based Assessment	EDA 678
4. Internship Supervisor Evaluation	Course-Based Assessment	EDA 888
5. School Improvement Plan	Course-Based Assessment	EDA 830

6. School Plan of Action	Course-Based Assessment	EDA 653
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<b>Association for Childhood Education International (ACEI)</b>		
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<b>Number &amp; Name of Assessment</b>	<b>Type of Assessment</b>	<b>When Assessment is Administered</b>
1. Liberal Arts & Science Test and Content Specialty Test – Multi-Subject	New York State Teacher Certification Exams	After completion of the program and prior to New York State certification
2. Assessment of Teaching Skills – Written	New York State Teacher Certification Exam	After completion of the program and prior to New York State certification
3. Overall Grade Point Average and Grades (Cognate Courses)	GPA for all courses: liberal arts major, general education, cognates, and education Course grades for cognate courses Program and Unit Assessment	Admission to the program for Overall GPA Every semester for Overall GPA and Grades in Cognate Courses
4. Lesson Plan Collection	Course-Based Assessment	EDI 417, EDI 423, EDI 424, EDI 425
5. Childhood Student Teaching Evaluation	Field-Based Assessment	EDI 455
6. Focal Child Report	Course-Based Assessment	EDI 417
7. Professional Education Unit (PEU) Global Assessment of Candidate Performance (GACP)	Field-Based Assessment	EDI 455
8. PEU Assessment of Professional Dispositions and Reflective Skills	Field-Based Assessment	Program admission, prior to student teaching, and program completion

<b>American Council on the Teaching of Foreign Languages (ACTFL)</b>		
<b>Number &amp; Name of Assessment</b>	<b>Type of Assessment</b>	<b>When Assessment is Administered</b>
1. Content Specialty Test – French, Spanish	New York State Teacher Certification Exams	After completion of the program and prior to New York State certification
2. Media Dossier in the Target Language (Diario de periódico y programa de radio/Dossier de presse)	Course-Based Assessment	SPN 352, FRN 355
3. Lesson Implementation and Unit Plan	Course-Based Assessment	EDI 469
4. Foreign Language Student Teaching Assessment	Field-Based Assessment	EDI 475
5. Global Assessment of Candidate Performance: Impact on P-12 Learning	Field-Based Assessment	EDI 475
6. Oral Proficiency Interview (OPI)	Oral Expression Telephone Interview Expert Rating	During semester of culminating experience
7. Philosophy Statement	Course-Based Assessment	FCE 463
8. Professionalism and Linguistic & Cultural Competency Learning of Foreign Language Teacher Candidates	Field-Based Assessment	EDI 475

**Council for Exceptional Children (CEC)**

<b>Number &amp; Name of Assessment</b>	<b>Type of Assessment</b>	<b>When Assessment is Administered</b>
1. Content Specialty Test – Students With Disabilities	New York State Teacher Certification Exam	After completion of the program and prior to New York State certification
2. Grade Point Average (Grades in Special Education and Inclusion Courses)	Grade Point Average	Every semester
3. Inclusive Unit and Lesson Planning Assessment	Course-Based Assessment	EDI 414, EDI 514
4. Student Teaching Evaluation in Special Education	Field-Based Assessment	EDI 455, EDI 475, EDI 575
5. Impact on Student Learning Assignment	Field-Based Assessment	EDI 455, EDI 475, EDI 575
6. Standardized Assessment Project	Course-Based Assessment	EDI 419, EDI 519
7. Inclusive Philosophy Statement	Course-Based Assessment	EDI 413, EDI 513
8. IEP assignment	Field-Based Assessment	EDI 419, EDI 519



<b>National Council for Social Studies (NCSS)</b>		
<b>Number &amp; Name of Assessment</b>	<b>Type of Assessment</b>	<b>When Assessment is Administered</b>
1. Liberal Arts & Science Test and Content Specialty Test – Social Studies	New York State Teacher Certification Exam	After completion of the program and prior to New York State certification
2. Grades (Major Courses)	Grades	GPA prior to admission and prior to student teaching
3. Ability to Plan Instruction: Innovative Unit	Course-Based Assessment	EDI 448, EDI 548
4. Social Studies Education, Student Teaching Evaluation	Field-Based Assessment	EDI 475, EDI 575
5. Teacher Work Samples	Field-Based Assessment	EDI 475, EDI 575
6. Informed Action Project	Field-Based Assessment	EDI 468, EDI 568
7. Lesson Plan Sequence	Course-Based Assessment and Field-Based Assessment	EDI 468, EDI 568
8. Content Knowledge Portfolio	Course-Based Assessment	EDI 448, EDI 548

**National Council of Teachers of English (NCTE)**

<b>Number &amp; Name of Assessment</b>	<b>Type of Assessment</b>	<b>When Assessment is Administered</b>
1. Content Specialty Test – English	New York State Teacher Certification Exam	After completion of the program and prior to New York State certification
2. Grades in English courses	Grades	At completion of required courses for the English Major and must include a course in ENG 300, ENG 484, and a choice from ENG 450, ENG 479, or ENG 481
3. Unit Plan for Teaching English	Course-Based Assessment	EDI 465, 565
4. Performance Based Student Teaching Assessment for English	Field-Based Assessment	EDI 475, 575
5. Middle School Case Study	Course-Based Assessment	EDI 445, 545
6. ELA Lesson Plan Portfolio	Course-Based Assessment	EDI 465, 565
7. Professional Development Experience	Course-Based Assessment	EDI 445, 465, 475, 545, 565, 575

**National Council of Teachers of Mathematics (NCTM)**

<b>Number &amp; Name of Assessment</b>	<b>Type of Assessment</b>	<b>When Assessment is Administered</b>
1. Content Specialty Test – Math	New York State Teacher Certification Exam	After completion of the program and prior to New York State certification
2. Grade Point Average	Grades (Major Courses)	Every semester.
3. Unit Plan Assignment	Course-Based Assessment	EDI 446, 546
4. Professional Education Unit Unit assessment of student teaching: content and pedagogical Assessment #4: Student teaching (required)	Field-Based Assessment	EDI 475
5. Candidate Effect on Student Learning	Field-Based Assessment	EDI 466, 566
6. Math Content Knowledge Test	Course-Based Assessment	EDI 466, 566

<b>National Science Teachers Association (NSTA)</b>		
<b>Number &amp; Name of Assessment</b>	<b>Type of Assessment</b>	<b>When Assessment is Administered</b>
1. Content Specialty Test – Science	New York State Teacher Certification Exam	After completion of the program and prior to New York State certification
2. Course Grades	Grades (Major Courses)	Every semester.
3. Unit Plan Assignment	Course-Based Assessment	EDI 467, EDI 567
4. Student Teaching Assessment	Field-Based Assessment	EDI 475, EDI 575
7. Adolescence Science – Teacher Work Sample	Field-Based Assessment	EDI 475, EDI 575
6. Safety Module	Course-Based Assessment	EDI 467, EDI 567
7. Professional Development Assignment	Course-Based Assessment	EDI 447, EDI 547