SUNY Potsdam Teacher Education Advisory Council (TEAC)

Friday, April 25, 2-4 p.m., Satterlee 301

Attendance

Education Unit Representatives:
A. Betrus (ICT)
B. Duprey (C&I)
L. Hall (Literacy)
R. Hosley (Music)
A. Misra (Special Education)
R. Vadas (Social Studies)

Public School Partners:
A. FitzRandolph (Salmon River CSD),
F. Hall (Sacketts Harbor CSD)
D. Huntley (Massena CSD)
E. Kirnie (Norwood-Norfolk CSD)
T. Vernsey (Ogdensburg CSD)

Arts and Sciences Representatives:
W. Conley (Biology)
J. Foisy (Mathematics)
M.J. Heisey (History)
J. Mitchell (English/Communication)
J. Pecora (Theatre/Dance)
C. Philibert (Modern Languages)

Resource Members
M. Madden (Provost)
W. Amoriell (SOEPS Dean)
G. Pletcher (A&S Dean)
A. Solomon (Crane Dean)
S. Marqusee (Associate Dean A&S)
E. Raymond (SOEPS Associate Dean)
A. Guiney (Field Experiences)

Update on NCATE Re-accreditation and Program Reviews
Bill Amoriell

The NCATE Unit Accreditation Board voted on April 17, 2008 to continue accreditation for the SUNY Potsdam professional education unit. Eighteen of 19 programs that lead to initial teacher certification are nationally recognized, and the program that is not yet recognized will be soon. NCATE noted a concern with communication across departments and the schools of the College. The TEAC group will meet once a semester to enhance and facilitate communication.

What is our Data Telling Us?
Eileen Raymond

More comprehensive data will be available which will be useful in assessing how effective programs are. The annual assessment report will pull together all performance and operational data. The objective is to institutionalize assessment. Electronic copies of the Institutional Report are available upon request.

Assessment data showing how SUNY Potsdam compares with other schools around the state was provided. Four main areas of unit-wide assessment were outlined:

1) Content Knowledge--consideration needs to be given to developing/refining a second assessment of content knowledge;
2) Pedagogical and Professional Knowledge--assessment completed primarily during the student teaching semester;
3) Dispositions--assessment of candidate’s dispositions (attitudes and professional characteristics);
4) Impact of Student Learning—assessment of candidate’s impact on student learning.
Test patterns were also reviewed, which indicated strengths and weaknesses within disciplines. It is important to note that candidates in Childhood and Early Childhood Education need to be assessed on the full range of subject matter taught in elementary schools. Bruce Brydges (267-2866) is available to review data in more detail with Arts & Sciences faculty. It is hoped that everyone will be able to use this data to assess the learning of teacher education candidates and to determine areas for possible program change or revision. New York State Learning Standards were briefly discussed. Student teaching supervisors have received data from across all initial certification programs with reference to INTASC standards.

Dispositions were also discussed. Taking responsibility for their own actions is an area in which teacher-education candidates tend to score less well than other areas. Faculty who teach education students in non-education courses might consider incorporating dispositions assessment, as found in the Conceptual Framework into their courses.

Student teachers develop a Teacher Work Sample to use in designing their unit and assessment plans. Students plan what they will teach and how they will do a summative assessment of the learning that occurred as a result of the unit. Teacher education candidates performed less well in the areas of assessment and subsequent analysis of student learning. As a general note, it was reported that, when adequate support and feedback are provided to students, they tend to satisfactorily meet the standards set for them. A great deal of progress has been made with assessment, but work still remains. The assessment system will be refined with the intent of providing data that can be used in making programs even stronger.

**Teacher Supply and Demand: What shortages areas are schools experiencing?**
Doug Huntley and Bill Amoriell

Schools are experiencing shortages in the areas of special education, foreign language, technology (shop), and English as a Second Language (ESL). It is also very difficult to find library media specialists, school psychologists, and occupational therapists, as well as school administrators. Shortage areas are sometimes dependent on the size of the school. A larger school may look to fill one particular certification area, while a smaller school may need individuals with multiple certifications. Schools often hire certified teachers with an interest in library media and support them in getting their library media certification. The same is true for ESL; schools often hire a strong literacy or elementary teacher and send them back to become ESL certified. Faculty should keep in mind that they need to be sensitive to shortage areas in schools and do what they can to encourage students to consider certification in those areas. Students should also be encouraged to consider early childhood education.

As a result of a request from superintendents at a meeting last October, 2007, the Curriculum and Instruction Department has completed a revision of its Childhood program so that it will actually lead to dual certification at both the childhood and early childhood levels. We hope to have this program approved by the State Education Department in the fall.

**Mathematics and Science Curriculum Grant Update**
Steve Marqusee and Eileen Raymond

As a result of a funding request to support the Math and Science Center, a congressionally directed teacher training initiative will begin this summer and continue
through Summer 2009. This will provide an opportunity for faculty and professionals educators from area schools to review the coursework included within the overall concentration and specializations found in the Early Childhood and Childhood programs. A task force is being formed that will include science and math education faculty, Arts & Sciences faculty, and four public school teachers. The group will meet for three or four days this summer to look at Early Childhood and Childhood content curriculum and decide what changes, if any, should be made. Arts and Sciences faculty would redesign some of the coursework and meet again in the spring to share their report.

Funds are available to support this program with stipends for summer and release time. The focus of the program is restricted to math and science.

Support for curriculum review in English, History and Fine Arts was discussed and it is hoped that data will be gathered and reviewed in considering possible changes in those areas as well.

**Concluding Remarks and Future Plans**

Because of the accreditation process that we have been engaged in over the past several years, programs have undergone revision and appear stronger today as a direct result of changes made by faculty to meet various accreditation standards. Faculty members were reminded to contact Bruce Brydges; he is here to work with Arts & Sciences faculty as well. Teacher preparation is a collaborative effort across the three schools and feedback from public schools is also encouraged. A dialogue on P-16 school partnerships needs to begin and plans are to develop a group to further discuss this.

The next TEAC meeting is scheduled for October 1, 2008. People are encouraged to email items for the agenda.

Meeting adjourned 4:00 p.m.