

School of Education

Assessment Handbook

April 2009

**School of Education
NCATE Assessment Committee
Ver. 1.1**

**THE CITY COLLEGE
SCHOOL OF EDUCATION
ASSESSMENT HANDBOOK**

Table of Contents

I.	The Unit: Structure & Programs.....	3
	A. Organizational structure of The City College	
	B. Organizational structure of the Unit	
	a. Initial Undergraduate Programs	
	b. Initial Graduate Programs	
	c. Advance Graduate (Professional) Programs	
	d. Advance Certificate Programs	
II.	Unit’s Conceptual Framework.....	6
III.	The Unit’s Assessment & Evaluation System	7
IV.	Unit Assessments: Checkpoints or Transition Points and	10
	Key Assessments	
	A. Initial & Advanced Programs Matrix	
	B. Unit Assessments Chart	
V.	Alignment of Conceptual Framework with the following standards:...	14
	New York State, INTASC, NBPTS, and NCATE Standards	
VI.	Assessing NCATE and UNIT Competencies	18
VII.	Assessment of Unit Operations	22
VIII.	Fairness, Accuracy, Consistency, and Elimination of Bias	23
IX.	Data Collection, Analysis, and Evaluation Procedures	25
	A. How are data collected	
	B. Using Information technologies used to maintain the system	
	C. How often are the data summarized and analyzed	
	D. Whose responsibility is it to summarize and analyze the data?	
	E. Using data to improve instruction	

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I. COLLEGE AND UNIT ORGANIZATIONAL STRUCTURES AND PROGRAMS

The organizational structure of the College is described below:

A. Organization of The City College

The City College of New York is comprised of four Divisions and four Professional Schools. The Divisions are:

- Division of Humanities and the Arts
- Division of Science
- Division of Social Science
- Division of Worker Education (undergraduate program only)

The Professional Schools are:

- School of Architecture
- School of Education
- Grove School of Engineering
- Sophie Davis School of Biomedical Education (undergraduate program only)

B. Organization of the Unit

The School of Education (SoE) is the Unit. The Unit consists of the following three departments:

- Childhood Education Department
- Secondary Education Department
- Leadership and Special Education Department

The Unit is headed by a Dean who reports to the provost and the President of the College. The following programs are offered by the Unit:

Initial Undergraduate Programs

Bilingual Childhood Education 1-6 (BSED)
Childhood Education 1-6 (BSED)
Early Childhood Education B-2 (BS)
Biology Education 7-12 (BS)
Chemistry Education 7-12 (BS)
Earth Science Education 7-12 (BS)
Physics Education 7-12 (BS)
Art Education K-12 (BA)

English Education 7-12 (BA)
Mathematics Education 7-12 (BA)
Music Education K-12 (BA; BFA)
Social Studies Education 7-12 (BA)
Spanish Education 7-12 (BA)

Initial Graduate Programs

Bilingual Childhood Education 1-6 (MSED)
Bilingual Special Education 1-6 (MSED)
Childhood Education 1-6 (MSED)
Early Childhood Education B-2 (MSED)
Candidates w/Disabilities 1-6/5-9 (MSED)
Biology Education 7-12 (MA)
Science Education 5-9 (MSED)
Chemistry Education 7-12 (MA)
Earth Science Education 7-12 (MA)
Physics Education 7-12 (MA)
English Education 7-12 (MA)
Mathematics Education 7-12 (MA)
Mathematics Education 5-9 (MSED)
Social Studies Education 7-12 (MA)
TESOL K-12 (MS)
Educational Theatre K-12 (MSED)

Advanced Graduate (Professional) Programs

Bilingual Childhood Education 1-6 (MSED)
Bilingual Special Education 1-6 (MSED)
Childhood Education 1-6 (MSED)
Early Childhood Education B-2 (MSED)
Students w/Disabilities 1-6 & 5-9 (MSED)
Biology Education 7-12 (MA)
Science Education 5-9 (MSED)
Chemistry Education 7-12 (MA)
Earth Science Education 7-12 (MA)
Physics Education 7-12 (MA)
English Education 7-12 (MA)
Mathematics Education 7-12 (MA)
Mathematics Education 5-9 (MSED)
Social Studies Education 7-12 (MA)
TESOL K-12 (MS)
Literacy Education B-6 & 5-12
Educational Theatre K-12 (MSED)

Other School Professionals

School Building Leader (MSED)
School District Leader (N/A)

Advanced Certificate Programs

Biology Education 7-12 (N/A)
Chemistry Education 7-12 (N/A)
Earth Science Education 7-12 (N/A)
Physics Education 7-12 (N/A)
English Education 7-12 (N/A)
Mathematics Education 7-12 (N/A)
Social Studies 7-12 (N/A)
Childhood Education 1-6 (N/A)
Early Childhood B-2 (N/A)

II. UNIT'S CONCEPTUAL FRAMEWORK

In keeping with the historical mission of City College, the School of Education (the Unit) is committed to providing an outstanding and affordable education for all candidates who meet its academic standards and who show promise of enriching the educational lives of children in New York City schools. The Unit's mission is stated as, *The School of Education prepares knowledgeable, reflective, and caring educators who are qualified and committed to teaching and leading in diverse communities*. The five themes of the Unit's conceptual framework are described as:

A. Developing In-Depth Knowledge of the World

We seek to support our candidates to develop the content knowledge and skills that are needed to help all students learn. Our goal is to nurture candidates' abilities and dispositions to realize their potentials and become life-long learners.

B. Becoming Skillful, Reflective Practitioners.

We aim for our candidates to demonstrate pedagogical excellence by fostering a practice that includes: a deep knowledge of human learning and development, the ability to support learners who can actively inquire and construct understandings about the world, the ability to recognize and respond to all learners, skills in using technology appropriately, a broad range of instructional and assessment strategies that are effective with all learners, competence in applying theory and knowledge to practice in real-world situations.

C. Educating for and about Diversity

We embrace diversity as a resource that enables the faculty to build on the varied strengths of all learners. We continuously work to promote understanding by being responsive to the needs and perspectives of those from diverse socio-cultural backgrounds. We focus special attention on how issues of diversity can best be used to support student learning and positively impact schools in urban settings.

D. Nurturing Leadership for Learning

Our goal is to develop the capabilities of candidates to assume leadership roles in their classrooms, schools, and communities. We seek to nurture educators who are critical-thinkers, can articulate their understandings to others, and become active agents for improvement and change.

E. Building Caring Communities

We seek to enable candidates to create democratic communities in their classrooms and schools and to model caring, committed, and ethical practice.

III. THE UNIT'S ASSESSMENT & EVALUATION SYSTEM (AES)

The Assessment and Evaluation System (AES) was developed by the Assessment Committee and adopted and implemented by the Unit in 2002. The Assessment Committee is comprised of faculty representatives from the three departments, the three department chairs, the Associate Dean, support service personnel, and technology representatives. The Committee holds bi-weekly meetings to (a) evaluate and improve the assessment process and (b) make recommendation for changes to appropriate stakeholders. In addition, several key stakeholders contribute to the evaluation and improvement of the assessment system including: faculty, Office of Field Experiences (OFE), Office of Student Services (OSS), student teaching supervisors, cooperating teachers, technology specialists, and candidates. The five checkpoints (or transition points) in the assessment system are described below.

Checkpoint (1): Admission into the School of Education:

Key Assessments: The key assessments that evaluate potential candidates readiness for entry into the Unit include: (a) the Admission Interview, (b) SEAT scores (Undergraduates [UG] & selected graduates), and (c) scores on the New York State Teacher Certification Exams (LAST).

Other Requirements: Additional measures include: (a) an interview, (b) an essay, (c) recommendation letters, and (d) transcript review(s).

Evaluating Checkpoint (1) Key Assessments: The individuals and offices responsible for assessments at Checkpoint 1 include: (a) Program Heads, (b) Office of Student Services (OSS), and (c) Learning and Technology Resource Center (LTRC).

Checkpoint (2): Admittance into Student Teaching

Key Assessments: The key assessments used at Checkpoint 2 are: (a) NYSTCE scores (i.e., CST), and (b) Lesson/Unit planning assignment. The assessments are used by programs to assess (a) their professional standards' content knowledge and (b) candidates' ability to plan a lesson or unit using their respective field's professional standards.

Other Requirements: Additional requirements used at this checkpoint include: (a) SEAT scores, (b) Letters of recommendation, (c) a reflective essay, (d) GPA (2.5 for UG, 3.0 for Grads), (e) a formal Interview, (f) 100 hours of field experiences, and (g) Preliminary Grad Check.

Evaluating Checkpoint (2) Key Assessments: The individuals and offices responsible for assessments at Checkpoint 2 are: (a) Program Heads, (b) Director of Field

Experience (OFE), (c) Office of Student Services (OSS), and (d) Learning and Technology Resource Center (LTRC).

Checkpoint 3: Exit from Student Teaching

Key Assessments: The key assessments used at this checkpoint include, (a) college supervisors final evaluation of student teachers and (b) cooperating teacher evaluation of student teachers' dispositions, (c) the student teaching grade, and (d) the student learning assignment.

Other Requirements: At this checkpoint, a final graduation check is conducted and applicants for graduation must meet all requirements. In addition, applicants must have successfully completed their student teaching with a passing grade. Candidates also submit portfolios that provide evidence of their acquisition of required knowledge and skills and which reflect dispositions described in the CF.

Evaluating Checkpoint (3) Assessments: The individuals and offices responsible for assessments at Checkpoint 3 include: (a) student teaching supervisors and cooperating teachers, (b) Office of Field Experience (OFE), (c) Program Heads, and (d) Learning and Technology Resource Center (LTRC).

Checkpoint 4: Exit from the School of Education

Key Assessments: The Post-Graduation Survey of all program completers is conducted prior to candidates exiting the program. The instrument consists of forty (40) questions, which assess candidates' perception of how well their program prepared them for actual classroom teaching.

Other Requirements: A graduation check determines completion of all course work and clearance from all other program requirements. The candidate is cleared to graduate after successfully completing all program and institutional requirements.

Evaluating Checkpoint (4) Assessments: The individuals and offices responsible for assessments at Checkpoint 4 include: (a) Program Heads, (b) Director of Field Experience (OFE), and (c) Certification Officer.

Checkpoint (5): Post-Graduation Follow-up

Key Assessments: The One-year Follow-up Survey consists of two instruments that target: (a) recent graduates from our programs and (b) principals of the schools where graduates are employed. The questions in both instruments were similar to those in the Post-Graduation Survey except for slight modifications to the language to make the surveys more contextually appropriate. However, the instruments were recently reduced to ten (10) questions each in an effort to improve the surveys' response rate.

Evaluating Checkpoint (5) Assessments: The individuals and offices responsible for assessments at Checkpoint 5 include: (a) Director of Office of Field Experience (OFE), (b) Associate Dean's Office, and (c) Learning & Technology Resource Center (LTRC).

**IV: (A) UNIT ASSESSMENTS: ASSESSMENT CHECKPOINTS or TRANSITION POINTS
[Initial and Advanced Programs]**

The accompanying chart describes the checkpoints or transition points in the assessment system. It indicates the assessments used to evaluate candidates' progress through the system and distinguishes variations among the assessments based on the levels of programs offered.

Programs	Checkpoint (1) Admission	Checkpoint (2) Entry to clinical practice	Checkpoint (3) Exit from clinical practice*	Checkpoint (4) Program completion	Checkpoint (5) After program completion
Initial Teacher Education Programs					
Undergraduate programs (Childhood, Early Childhood, Bilingual & Secondary: Art, Math, Music, Science, Spanish)	Assessing candidates' dispositions; SEAT.	NYSTCE Score (LAST); lesson/unit plan assignment.	Student teaching: college supervisor lesson observations and final evaluations; cooperating teacher final evaluations; Student learning assignment.	Post graduation survey.	One-year follow-up survey; employer survey.
Undergraduate programs (Sec. English & Social Studies)	Assessing candidates' dispositions; LAST; CST.	Lesson/unit plan assignment.	Student teaching: college supervisor lesson observations and final evaluations; cooperating teacher final evaluations; Student learning assignment.	Post graduation survey.	One-year follow-up survey; employer survey.
Graduate programs (Childhood, TESOL, Special Ed, & Secondary Ed: Math, Science, Art)	Assessing candidates' dispositions; LAST.	NYSTCE Score (CST); lesson/unit plan assignment.	Student teaching: college supervisor lesson observations and final evaluations; cooperating teacher final evaluations. Student learning assignment.	Post graduation survey.	One-year follow-up survey; employer survey.
Graduate programs (Sec. English & Social Studies)	Assessing candidates' dispositions; LAST; CST.	Lesson/unit plan assignment.	Student teaching: college supervisor lesson observations and final evaluations; cooperating teacher final evaluations; Student learning assignment.	Post graduation survey.	One-year follow-up survey; employer survey.
Graduate programs (Early Childhood Ed.)	Assessing candidates' dispositions; LAST.	NYSTCE Score (CST); key Spa assessment.	Student teaching: college supervisor lesson observations and final evaluations; cooperating teacher final evaluations; Student learning assignment.	Post graduation survey.	One-year follow-up survey; employer survey.
Teaching Fellows programs (Sec. Math, Sec. Science, Sec. Social Studies, Sec. English, TESOL, Bilingual Ed., Special Ed.)	Assessing candidates' dispositions; NYSTCE Scores (LAST & CST).	Lesson/unit plan assignment.	Supervised teaching: lesson observations.	Post graduation survey.	One-year follow-up survey; employer survey.

Advanced (Professional) Teacher Education Programs for Licensed Teachers					
	Admission	Entry to clinical practice	Exit from clinical practice*	Program completion	After program completion
Advanced Graduate programs (Bilingual Special Ed., TESOL, Special Ed.)	Assessing candidates' dispositions.	Lesson/unit plan assignment; CST.	Supervised teaching or practicum: college supervisor lesson observations and final evaluations; Student learning assignment.	Post graduation survey.	One-year follow-up survey; employer survey.
	Admission	Early program field assessment	Late program field assessment	Program completion	After program completion
**Advanced Graduate programs (Art, Bilingual Childhood Ed, Childhood, Early Childhood, Literacy, Sec. English, Sec. Math, Sec. Social Studies, Sec. Science)	Assessing candidates' dispositions.	Lesson/unit plan assignment; CST.	Practice based field research assignment; student learning assignment.	Post graduation survey.	One-year follow-up survey; employer survey.
Advanced Programs for Other School Personnel					
	Admission	Entry to clinical practice	Exit from clinical practice	Program completion	After program completion
Educational Leadership	Assessing candidates' dispositions.	Lesson/unit plan assignment.	One year Internship evaluation.	Student learning assignment.	One-year follow-up survey; employer survey.

***Includes student teaching experiences and/or field experiences connected to methods or curriculum courses.**

****Licensed teachers complete their field assignments in the classrooms in which they work.**

**IV: (B) SCHOOL OF EDUCATION ASSESSMENT SYSTEM
UNIT ASSESSMENTS**

[CHECKPOINTS OR TRANSITION POINTS CHART]

CHECKPOINT (1) Admission to the School of Education

Unit Assessments

- A. SEAT (School of Education Admittance Test) - Undergraduates
- B. NYSTCE Test Score (LAST) - Graduates
- C. Assessment of dispositions (during interview process)

General Requirements

- A. Application and supporting materials
- B. A formal interview
- C. In-house essay

CHECKPOINT (2) Admission to Student Teaching/Practicum

Unit Assessments

- A. NYSTCE Test Score – CST
- B. Key SPA Assessment [Instructional planning assignment]

General Requirements

- A. Application & reflective essay
- B. Advisor review to determine successful completion of course requirements
- C. Formal interview
- D. NYSTCE Test Score – ATS-W

CHECKPOINT (3) Completion of Student Teaching

Unit Assessments

- A. Student Teaching Lesson Observations and Final Evaluations
- B. Practicum/Supervised Teaching/Internship Final Evaluations
- C. Cooperating Teacher Evaluation of candidates' dispositions
- D. Student Learning Assignment

**SCHOOL OF EDUCATION ASSESSMENT SYSTEM
UNIT ASSESSMENTS (CONT'D)**

General Requirements

- A. Passing student teaching

CHECKPOINT (4) Completion of School of Education Program

Unit Assessments

- A. Post Graduation Survey (Program Completers' survey)

General Requirements

- A. Final Graduation Audit
- B. NYSTCE Scores

CHECKPOINT (5) One Year Follow-up Survey

Unit Assessment

- A. One-year follow-up survey (of recent graduates)
- B. Employers' survey (of Principals/Asst. Principals)

V. Alignment of Conceptual Framework with New York State, INTASC, NBPTS and NCATE standards

The themes of the SoE’s Conceptual Framework are aligned with the New York State Standards, the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, the National Board for Professional Teaching Standards (NBPTS) standards, and the National Accreditation of Teacher Education Standards. The accompanying chart illustrates how the proficiencies of the conceptual framework are aligned to these standards.

[See Appendix B for Chart showing alignment]

Theme A: DEVELOPING IN-DEPTH KNOWLEDGE ABOUT THE WORLD				
We seek to support our candidates to develop the content knowledge and skills that are needed to help all students learn. Our goal is to nurture candidates’ abilities and dispositions to realize their potentials and become life-long learners.				
NY State Standard(s)	INTASC Standard(s)	NBPTS Standard(s)	NCATE Standard(s)	Candidate Proficiencies
Strengthen teacher preparation in the liberal arts and sciences and in the subject that will be taught: 52.21(b)(2)(ii)a 52.21(b)(2)(ii)b; 52.1(b)(3) 52.2 (c)(3), 52.21(b)(3), 52.21(b)(2)(i)(k) www.highered.nysed.gov/ocue/application	<p>Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development.</p> <p>Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners</p> <p>Principle 4: The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills</p> <p>Principle 5: 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>Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. http://www.ccsso.org/content/pdfs/corestrd.pdf</p>	<p>Proposition #2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students http://www.nbpts.org/about/coreprops.cfm#prop2</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions</p> <p>Standard 2: Assessment System and Unit Evaluation</p> <p>Standard 3: Field Experiences and Clinical Practice</p> <p>Standard 6: Unit Governance and Resources</p>	<p>AK1: Candidates know and understand subject matter concepts, knowledge, and skills.</p> <p>AK2: Candidates know and understand how children learn.</p> <p>AK3: Candidates know and understand the principles of discipline-based and interdisciplinary curriculum design.</p> <p>AK4: Candidates know and understand traditional and alternative assessment techniques and when, why and how to use them.</p> <p>AK5: Candidates know how to evaluate curriculum for its appropriateness.</p>

Theme B: BECOMING SKILLFUL, REFLECTIVE PRACTITIONERS				
We aim for our candidates to demonstrate pedagogical excellence by fostering a practice that includes: a deep knowledge of human learning and development, the ability to support learners who can actively inquire and construct understandings about the world, the ability to recognize and respond to all learners, skills in using technology appropriately, a broad range of instructional and assessment strategies that are effective with all learners, competence in applying theory and knowledge to practice in real-world situations.				
NY State Standard(s)	INTASC Standard(s)	NBPTS Standard(s)	NCATE Standard(s)	Candidate Proficiencies
General Education Core and pedagogical core 52.21(b)(3) 52.2 (c)(5) 52.1(b)(3) www.highered.nysed.gov/ocue/application	<p>Principle 1, 2, 3, 4, 5, 7</p> <p>Principle 6: 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>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.</p> <p>Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. http://www.ccsso.org/content/pdfs/corestrd.pdf</p>	<p>Proposition #1: Teachers are Committed to Students and Their Learning http://www.nbpts.org/about/corepro ps.cfm#prop1</p> <p>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning http://www.nbpts.org/about/corepro ps.cfm#prop3</p> <p>Proposition 4: Teachers Think Systematically About Their Practice and Learn from Experience http://www.nbpts.org/about/corepro ps.cfm#prop4</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions</p> <p>Standard 2: Assessment System and Unit Evaluation</p> <p>Standard 3: Field Experiences and Clinical Practice</p> <p>Standard 4: Diversity</p> <p>Standard 5: Faculty Qualifications, Performance, and Development</p>	<p>BK1: Candidates have knowledge of human learning and development.</p> <p>BK2: Candidates have knowledge of constructivism and inquiry learning.</p> <p>BK3: Candidates have knowledge of pedagogical (including behavioral) approaches to working with students with special needs.</p> <p>BK4: Candidates have knowledge of pedagogical (including behavioral) approaches to working with students with special needs.</p> <p>BK5: Candidates have the knowledge and ability to put into practice both multiple teaching strategies and approaches to assessment that build on the knowledge and strengths that students bring to school and allow for differentiated instruction for diverse learners.</p> <p>BK6: Candidates understand how students' social, emotional, physical, and cognitive development influences learning.</p> <p>BK7: Candidates know how reflection can inform professional practice.</p> <p>BK8: Candidates know a variety of assessment tools and strategies.</p>

Theme C: EDUCATING FOR AND ABOUT DIVERSITY				
<p>We embrace diversity as a resource that enables the faculty to build on the varied strengths of all learners. We continuously work to promote understanding by being responsive to the needs and perspectives of those from diverse socio-cultural backgrounds. We focus special attention on how issues of diversity can best be used to support student learning and positively impact schools in urban settings</p>				
NY State Standard(s)	INTASC Standard(s)	NBPTS Standard(s)	NCATE Standard(s)	Candidate Proficiencies
<p>Recruitment/retention of historically underrepresented persons; field experiences; pedagogical knowledge, understanding and skills 52.1(b)(3) 52.2 (d)(1) 52.21(b)(2)(i) 52.21(b)(2)(ii)(c)(2) 52.21(b)(2)(ii)(c)(i) 52.21(b)(3) www.highered.nysed.gov/ocue/application</p>	<p>Principle 1, 2, 3, 4, 5, 6, 7, 8, 9, Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. http://www.ccsso.org/content/pdfs/corestrd.pdf</p>	<p>Proposition #1: Teachers are Committed to Students and Their Learning http://www.nbpts.org/about/coreprops.cfm#prop1 Proposition #2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students http://www.nbpts.org/about/coreprops.cfm#prop2, Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning http://www.nbpts.org/about/coreprops.cfm#prop3, Proposition #4: Teachers Think Systematically About Their Practice and Learn from Experience http://www.nbpts.org/about/coreprops.cfm#prop4, Proposition #5: Teachers are Members of Learning Communities http://www.nbpts.org/about/coreprops.cfm#prop5</p>	<p>Standard 3: Field Experiences and Clinical Practice Standard 4: Diversity</p>	<p>CK1: Candidates understand the concept, theories, and principles of diversity. CK2: Candidates can identify or develop curricula that builds on diverse students' experiences, interests, and abilities. CK3: Candidates understand the importance of using appropriate assessment tools to assess diverse learners.</p>
Theme D: NURTURING LEADERSHIP FOR LEARNING				
<p>Our goal is to develop the capabilities of candidates to assume leadership roles in their classrooms, schools, and communities. We seek to nurture educators who are critical-thinkers, can articulate their understandings to others, and become active agents for improvement and change.</p>				
NY State Standard(s)	INTASC Standard(s)	NBPTS Standard(s)	NCATE Standard(s)	Candidate Proficiencies
<p>General education core, Content core and Pedagogical core 52.21(b)(3) 52.1(b)(3) www.highered.nysed.gov/ocue/application</p>	<p>Principle 9, 10 http://www.ccsso.org/content/pdfs/corestrd.pdf</p>	<p>Proposition 1 http://www.nbpts.org/about/coreprops.cfm#prop1, Proposition 5 http://www.nbpts.org/about/coreprops.cfm#prop5</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experiences and Clinical Practice Standard 4: Diversity</p>	<p>DK1: Candidates know how to forge relationships with parents and families to better understand students and to support their learning. DK2: Candidates are aware of community and professional resources that are important for their professional development.</p>

Theme E: BUILDING CARING COMMUNITIES				
We seek to enable candidates to create democratic communities in their classrooms and schools and to model caring, committed, and ethical practice.				
NY State Standard(s)	INTASC Standard(s)	NBPTS Standard(s)	NCATE Standard(s)	Candidate Proficiencies
General education core, Content core and Pedagogical core 52.21(b)(3) 52.1(b)(3) www.highered.nysed.gov/ocue/application	Principle 1, 2, 3, 5, 6, 10 http://www.ccsso.org/content/pdfs/corestrd.pdf	Proposition #1: Teachers are Committed to Students and Their Learning http://www.nbpts.org/about/coreprops.cfm#prop1 Proposition #3: Teachers are Responsible for Managing and Monitoring Student Learning http://www.nbpts.org/about/coreprops.cfm#prop3 , Proposition #4: Teachers Think Systematically About Their Practice and Learn from Experience http://www.nbpts.org/about/coreprops.cfm#prop4 , Proposition #5: Teachers are Members of Learning Communities http://www.nbpts.org/about/coreprops.cfm#prop5	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 2: Assessment System and Unit Evaluation Standard 3: Field Experiences and Clinical Practice Standard 4: Diversity	EK1: Candidates know the importance of social development and group responsibility. EK2: Candidates know the factors in the students' environment outside of school that influence their life and learning. EK3: Candidates know how to use effective verbal and non-verbal communication strategies to guide student learning and behavior. EK4: Candidates know how to maintain an orderly and purposeful learning environment. EK5: Candidates know how to resolve interpersonal conflict in the classroom.

VI. ASSESSING NCATE AND UNIT COMPETENCIES

The Unit's assessment and evaluation system (AES) systematically collects information on candidate proficiencies delineated in the Unit's Conceptual Framework (CF), New York State standards, and professional standards. The commonalities found among the CF and national and state standards allow for alignment among these standards under the headings: (a) Content knowledge, (b) Pedagogical content knowledge, (c) Professional and Pedagogical knowledge and skills, (d) Professional dispositions, and (e) Student Learning.

The key assessments were aligned to these standards to collect data on candidate performance. The Student Teaching Lesson Observation forms and the college supervisor Student Teaching Final Evaluation forms were aligned by the Office of Field Experiences and program heads to the CF and program standards; while the Cooperating Teacher Evaluation of student teachers were redesigned and aligned to the dispositions stated in the CF. The Post Graduation Survey is aligned to both the Unit's CF and selected NCATE Standards. The One-year Follow-up Survey and the Employer survey, which assess our most recent graduates' competencies in the actual classroom, are aligned to the Post Graduation survey.

Candidate Proficiencies Delineated in the Unit's Conceptual Framework

Candidate proficiencies delineated in the Unit Conceptual Framework are assessed under the headings of (a) Content knowledge, (b) Pedagogical content knowledge, (c) Professional and Pedagogical knowledge and skills, (d) Professional dispositions, and (e) Student learning. Data collection procedures for these assessments are described below:

A. Assessing Content Knowledge

Candidates are expected to demonstrate mastery of content knowledge proficiencies in their area of certification. The key assessments used to assess content knowledge proficiencies include: (a) College Supervisor Lesson Observation and Final Evaluation forms, (b) Post Graduation Survey, (c) One Year Follow-up Survey of graduates, and (d) Content Specialty Tests

- (a) The College Supervisor Lesson Observation and Final Evaluation forms evaluate content knowledge aligned to the CF program outcomes for the subcomponent 'Developing in-depth knowledge of the world.' Data on this subcomponent describe candidates' performance on the content knowledge as defined by the CF and indicate candidates' mastery of the relevant content knowledge.
- (b) The Post Graduation Survey has forty (40) questions designed to assess candidates' perception of their preparedness for teaching, including their preparedness in the relevant content knowledge.
- (c) The One Year Follow-up Survey parallels the Post Graduation Survey and assesses how the graduates evaluate their performance one year after program completion and after experiencing actual classroom teaching.

- (d) Content Specialty Tests (CST): The Unit systematically collects data on candidate performance on the Content Specialty Test (CST) of the New York Teacher Certification Exams (NYSTCE) for every program which requires the test. These exams serve as one means of ensuring that teachers were well prepared with the appropriate and relevant knowledge, skills, and competencies to function effectively in the classroom.

Several other assessment tools assess candidates' content knowledge. Most of these tools are used at the course level and data collected on candidate performance are used to assess individual candidate's performance in the courses. Assessment tools such as research papers, presentations, journals, term papers, unit plans, exams, school-based projects, portfolios, and course grades seek to determine candidates' competencies in the acquisition of relevant content knowledge.

B. Assessing Pedagogical Content Knowledge

Candidate proficiencies in this domain are important to the Unit and several assessment measures assess candidate performance on the relevant CF pedagogical content program outcomes listed under the theme of 'Becoming skillful, reflective practitioners.' Key assessments for these proficiencies include: (a) the College Supervisor Lesson Observation and Final Evaluation reports, (b) the Cooperating Teacher Evaluation report (c) the Post Graduation Survey, (d) the One year Follow-up Survey, and (e) selected course assignments.

- (a) The pedagogical content subcomponent of the College Supervisor Lesson Observation and Final Evaluation Reports align with the CF program outcomes for 'Becoming a skillful, reflective practitioner.' College supervisors then assess student teachers' pedagogical competencies on the program outcomes delineated in the CF. The data help determine the candidates' performance in student teaching.
- (b) The Post Graduation Survey: The Post Graduation Survey assesses candidates' perception of their preparedness in pedagogical content knowledge. The pedagogical content knowledge subcomponent comprises the largest percentage of questions on the survey.
- (c) The One Year Follow-up Survey is similar to the Post Graduation Survey and assesses how the graduates evaluate their performance one year after completing their program and after experiencing actual classroom teaching. Specific questions related to pedagogical content knowledge assess the graduates' confidence in their ability to teach.
- (d) New York Teacher Certification Exams (NYSTCE): The NYSTCE test most relevant to pedagogical content knowledge is the "Assessment of Teaching Skills-Written (ATS-W)." The ATS-W exams assess candidates' pedagogical content knowledge of student development and learning and these candidates' ability to design and assess instruction. The Unit collects performance data on this test as candidate's progress through their programs.

- (e) Selected Course Assignments: An appropriate course in each program was identified (at both the undergraduate and graduate level) where candidate competencies in pedagogical content knowledge are assessed. The selected course prepares candidates in lesson or unit planning, instructional strategies and methods of assessment.

C. Assessing Professional & Pedagogical Knowledge and Skills

Candidates' proficiencies on Professional and Pedagogical knowledge and skills are derived from three themes of the CF, namely (a) the theme on Diversity, (b) the theme on Leadership, and (c) the theme on Caring Community. The diversity theme, "Educating for and about diversity" reinforces an appreciation for and ability to utilize diversity as a resource for learning; the theme on leadership "Nurturing Leadership for Learning" focuses on nurturing and developing candidates' potentialities for leadership roles in various capacities in their schools, communities and professional avenues; and the theme on caring community, "Developing a Caring Community" develops in candidates skills for promoting a community of learners in the classroom and supports their commitment to teach effectively in an urban school setting. The program outcomes for these themes of the CF are all embodied in the NCATE standard of Professional & Pedagogical knowledge and skills.

The key assessments used by the Unit to collect candidate performance data on professional and pedagogical knowledge and skills include: a) College Supervisor Lesson Observation and Final Evaluation forms, b) Post Graduation Survey, c) and One Year Follow-up Survey and Employer Survey for graduates and their principals.

- (a) The College Supervisor Lesson Observation and Final Evaluation Report on professional and pedagogical knowledge and skills focuses on the program outcomes listed in the CF themes of diversity, leadership and caring community. College supervisors' evaluation of candidate performance on these three subcomponents indicates their mastery of the competencies relevant to professional and pedagogical knowledge and skills.
- (b) The Post Graduation Survey: This survey also assesses teacher candidates' perception of their preparedness in the area of professional and pedagogical knowledge and skills. Data are collected on candidate perceptions of their confidence or dissatisfaction with their preparation in this subcomponent.
- (c) The One Year Follow-up Survey and Employers' Survey are similar to the Post Graduation Survey and assess how the graduates, and their principals, evaluate the teachers' performance and confidence one-year after completing their program and after experiencing actual classroom teaching.

D. Assessing Professional Dispositions

The Unit program outcomes for candidates' professional dispositions are assessed at two checkpoints in the AES. The key assessments are:

Admission Interview: Candidates' dispositions are first assessed at the point of admission into a program in the Unit. Some dispositional traits assessed at this point are program specific, however, all interview assessments include the two questions relative to a) fairness, and b) the belief that all students can learn. Data are used to monitor candidates' development and progress through their programs.

Student Teaching and Practicum: Student teaching is another checkpoint where professional dispositions are assessed. The Cooperating Teacher evaluation form is comprised of questions that assess the professional dispositional delineated in the CF.

E. Assessing Student Learning

Programs in the Unit have developed assignments to develop candidates' skills and competencies in assessing for student learning. Each program has identified a course and developed rubrics to appropriately evaluate candidate performance the assignment. Candidates' competency to assess student learning is evaluated by various assessments in the AES as described below.

Selected Courses: Each program that has developed a student learning assignment collects information on candidate performance on this assignment and uses it to inform the program and candidates on how to improve their performance. The data is aggregated in TaskStream, an online folio assessment system monitored by the Learning and Technology Resource Center.

The College Supervisor Lesson Observation Report, the Final Evaluation Form, and the Cooperating Teacher Evaluation of the Student Teacher each has questions to assess student learning. The observations and evaluations by the college supervisors and the site-based personnel indicate how candidates reflect on their practice and use this information to improve subsequent lessons.

The Post Graduation Survey: The survey assesses teacher candidates' perception of their preparedness to assess for student learning. Data are collected on candidate perceptions of their preparedness to assess for student learning.

The One Year Follow-up Survey assesses how the graduates evaluate their performance on assessing student learning after completing their program and after experiencing actual classroom teaching.

VII. ASSESSMENT OF UNIT OPERATIONS

Unit operations concerning governance are activities undertaken by the Unit to support its mission to better prepare teachers and other school professionals. To ensure these activities are successfully contributing to its mission, the Unit systematically assesses program outcomes and makes adjustments and improvements in its operations to improve its effectiveness. The assessments used in this evaluation process include: (a) candidates' evaluation of field experiences, (b) candidates' evaluation of college supervisors and cooperating teachers, (c) candidates' evaluation of their courses and instructors, (d) program completers' evaluation of program effectiveness (post graduation survey), (e) faculty peer evaluations, and (f) evaluations of the use of technology in the Unit.

(a) Candidate Evaluation of Field Experiences: All candidates in the initial undergraduate and initial graduate education programs must complete 100 hours of fieldwork prior to student teaching. At the completion of each fieldwork experience, candidates complete a 'Fieldwork Summary Form' that identifies the set of experiences completed for the course fieldwork. The OFE compiles and summarizes this information to improve Unit operations.

(b) Candidate Evaluation of College Supervisor and Candidate Evaluation of Cooperating Teacher: In Spring 2008, the Unit initiated two survey instruments to assess the college supervisor and the cooperating teacher. At the completion of student teaching, student teachers evaluate the college supervisor's performance by responding to questions on the 'Student teacher comments regarding the college supervisor' survey, and the cooperating teacher's performance on the 'Student teacher comments regarding the cooperating teacher' survey. Both instruments consist of fourteen questions on a Likert-type scale and four (4) open-ended questions. These surveys provide the Unit with valuable data on the performance of college supervisors and cooperating teachers and useful information to improve Unit operations.

(c) Candidate Evaluation of Course and Instructors: Each semester, candidates complete the 'Teaching and Learning Surveys' that evaluate the courses and the instructional process. This survey was developed in the Unit to replace the more generic course evaluation survey used by other schools in the college. The survey was designed and piloted first in the Childhood Education Department, then modified by the Assessment Committee to comply with recommendations made by the Secondary Education Department and the Leadership & Special Education Department. The survey consists of two main components: a section of ten (10) to fifteen (15) questions rating the course and instructor on a Likert-type scale, and a section of five (5) open ended questions for candidates to expand on their responses and to provide rationales for their responses. The survey accommodates the three departments' needs by including a common core set of ten (10) questions in each department instrument, then allowing each department to include a few additional questions specific to that department [the Childhood Department survey has ten (10) questions; the Secondary Department survey twelve (12) questions; and Leadership Department survey has fifteen (15) questions]. Departments and programs use this feedback from course evaluations for course and program improvement.

(d) Program Completers' Survey: Each semester, program completers complete the Post Graduation Survey that evaluates their perception of their respective program of study. The survey consists of 40 questions aligned to the proficiencies of the CF, NY State Learning Standards, and professional standards. To maximize candidate response to the survey, graduate program completers complete the survey during their final research course, while the student teachers respond to the survey in their last student teaching seminar. The Post Graduation Survey data provide information on candidate satisfaction, or dissatisfaction, with program coursework and experiences and are used for program and Unit improvement.

(e) Faculty Use of Technology: A survey of faculty use of technology in the Unit is conducted periodically. In Spring 2008, the Unit Committee on Technology & Instructional Resources designed and conducted a survey of faculty in the three departments of the Unit. The survey consists of a comprehensive set of questions to evaluate faculty use of technology and the technology faculty needs to facilitate teaching and to model the integration of technology in the instructional process. The Unit uses the data to secure technology resources for the Unit and improve faculty access to and use of technology.

(f) One Year Follow-up Survey: In Fall 2007 the Unit began surveying recent graduates from its programs. The 'One Year Follow-up Survey of Graduates' is the instrument used to evaluate our graduates' effectiveness and competence as classroom teachers, while the 'Employer's Survey' solicits the opinion of the principals of these teachers in regard to their effectiveness as beginning teachers. The questions in these instruments are analogous to the questions in the Post Graduation Survey administered to program completers, except for slight modifications to the language used to make the survey contextually relevant. The surveys were recently decreased to ten (10) questions each in an effort to improve the efficiency and response rate of the surveys.

VIII. ENSURING THAT ASSESSMENT ARE FAIR, ACCURATE, CONSISTENT, AND FREE OF BIAS

The Unit systematically evaluates its assessments to ensure fairness, accuracy, and consistency and to avoid bias in the assessment process. In developing and implementing the AES, the Unit took precautionary measures to design assessment instruments that are accurate and valid, and to conduct assessment procedures that are reliable.

Fairness in assessment procedures: To ensure fairness:

- Unit faculties align their course objectives to the CF and develop course outlines that indicate how the knowledge, skills and dispositions developed in the course relate to the CF and professional standards.
- Candidates are provided with written documentation of the assessments used in the courses and the criteria for evaluating performance. Course assignments are aligned to rubrics, which are visible and available when candidates access

their course assignments in Taskstream, or when course materials are distributed to candidates at the beginning of a semester.

- In class projects, activities, and assignments, candidates are provided with opportunities to learn and practice the knowledge and skills they acquire.
- Faculty members use feedback from candidates to evaluate and modify their assessments to improve the accuracy and clarity of the instruments.

Accuracy in Assessment Procedures: To ensure accuracy in assessments:

- Assessments used at checkpoints are periodically evaluated to ensure their credibility. For example, candidate performance on the LAST, the New York State Certification Exam, correlates (.72) with candidate performance on the School of Education Admission's Test (SEAT).
- In field experience and clinical practice assessments have been aligned with the CF and are modified based on feedback from fieldwork supervisors, cooperating teachers and administrators.
- The security procedures undertaken when conducting the Teaching & Learning Survey (evaluation of course and instruction) administered at the end of each semester contribute to the accuracy and reliability in respondents' evaluations. Clear guidelines are provided to ensure that the survey is conducted under the control of candidates and not in the presence of the course instructor.
- The Exit Survey (Post Graduation Survey) administered to program completers adds to the credibility of our assessment tools. The survey provides information on candidates' perceptions of their preparation in the various programs and their proficiency in using technology.

Consistency in Assessment Procedures: The Unit's assessments demonstrate consistency by corresponding with other assessments.

- To enhance the credibility of the assessments candidate performance is externally corroborated by performance on state certification examinations.
- The increased improvement in Unit performance on state certification examinations attests to the preparation of the candidates and reflects on the credibility of the assessments used in the courses.

Freedom from Bias in Assessment Procedures: As a means to minimize bias in its assessment procedures:

- The Unit encourages the involvement of all stakeholders in the development of its assessment system. From the inception, faculty, supervisors, cooperating teachers, school administrators, and others have been involved in developing and improving the assessment system.
- In addition, care is taken to avoid bias-sensitive language in assessments.

IX. DATA COLLECTION, ANALYSIS AND EVALUATION PROCEDURES:

The Unit's Assessment System collects, aggregates, summarizes, and analyzes data on candidate performance, program effectiveness, and Unit operations. Various offices and individuals in the Unit have established procedures to systematically collect, analyze, and evaluate data each semester. Assessment tools used to collect data on candidate performance include a) state certification exam data, b) SEAT data, c) student teaching data, d) course performance data, and e) cooperating teacher evaluations. Data to evaluate program effectiveness include: a) teaching and learning survey data, b) state certification exam data, and c) student teaching/practicum grades and data collected to evaluate Unit operations include the: a) diversity survey, b) peer evaluations, and c) technology survey.

(A) How are the data collected?

1. Candidate Performance Data:

(a) The School of Education Admission's Test (SEAT): All undergraduate prospective candidates are required to take the SEAT. Testing is coordinated and administered jointly by the Office of Student Services (OSS) and the Learning & Technology Resource Center (LTRC). The OSS schedules and registers prospective candidates for the test. The LTRC administers and grades the test, then forwards the results to the OSS. The OSS is responsible for communicating the results of the SEAT to faculty advisors, prospective candidates, and the Office of Field Experiences (OFE).

(b) New York State Teacher Certification Examinations (NYSTCE) scores: Candidates are required to submit their scores on the New York State Teacher Certification Examinations (NYSTCE) to the Office of Student Services (OSS) and the Graduate Admission Office (GAO). They are required to submit results for the Liberal Arts and Science Test, the relevant Content Specialty Test (CST), and the Assessment of Teaching Skills-Written (ATS-W). Copies of the scores are placed in candidates' personal files.

(c) Student Teaching Lesson Observations and Evaluations: College supervisors complete four student teaching lesson observation reports and two student teaching final evaluations for each student teacher and enter the data into TaskStream, an online folio assessment system used by the Unit to collect and aggregate assessment data. Candidates can access and retrieve student teaching reports in TaskStream anywhere he/she has access to the Internet.

(d) The Cooperating Teacher Evaluation: The Cooperating teacher evaluates the student teacher's performance and submits a grade to the College supervisor which is considered in the latter's evaluation of the student teaching performance. In addition, the cooperating teacher completes the Cooperating Teacher Evaluation form which evaluates the performance and dispositions of the student teacher.

(e) Course Assignment – Lesson or Unit Planning: Each program has identified a specified course where candidates' Lesson & Unit Planning competence is assessed. The assignment is assessed based on a rubric designed to evaluate candidate performance on a three-point scale, usually labeled as, Target, Acceptable, and Unacceptable. Candidates must achieve a score at the Target or Acceptable level to demonstrate acceptable

performance on this assessment. Candidates submit this assignment on Taskstream, the online folio assessment system, where the data are aggregated at the course and program level.

(f) Course Assignment – Student Learning Assessment: Each program has also identified a specific assignment in a course, or during student teaching, where candidates' ability to create effective learning environments to promote student learning is assessed. The assignment is evaluated on a rubric designed to assess candidate performance on a three-point scale, namely, Target, Acceptable, and Unacceptable. Achieving a score at the Target or Acceptable level demonstrates acceptable performance on this assignment.

2. Program Effectiveness Data: The Teaching and Learning survey is completed by all candidates towards the end of each semester. The survey evaluates the course and the instructional process. The Learning and Technology Resource Center and the chair's offices coordinate the preparation and administration of the survey. The survey is administered by a candidate volunteer and in the absence of the instructor. Completed surveys are collected by the candidate volunteer, placed in an envelope and sealed, then delivered to the Learning & Technology Resource Center for scoring and analysis.

3. Unit Operations Data: Data from the Post Graduation Survey is used to evaluate both program quality and Unit operations. This survey is administered to candidates who are program completers (about to complete their program) at the end of each semester. The Associate Dean's office coordinates and administers the survey to all graduate research courses. All student teachers complete the online version of the survey in the two computer labs during the final student teaching workshop. Data from the online survey are aggregated by the City College Office of Institutional Research and the results are forwarded to the Associate Dean's office.

4. Evaluation of College Supervisors: The evaluation of college supervisors began in spring 2008. Student teachers evaluate their college supervisor's performance by responding to a short survey, 'Student teachers comments on college supervisors.' These comments are used by the OFE to improve service to student teachers.

(B). Using information technologies to maintain the unit's assessment system

(1) TaskStream:

The Unit currently uses TaskStream, an online folio assessment system, to collect, aggregate, and analyze data on candidate performance. The Unit adopted the use of TaskStream in Spring 2006, and it is currently used across all programs within the Unit. Each program identifies courses where assignments are selected to collect data to measure the program's professional standards and the Unit's conceptual framework. Each candidate in these courses has an account in the folio assessment system where the selected assignments are submitted. Instructors grade the assignments based on rubrics posted next to the assignments. The data on these assignments are aggregated and reports are made in various formats. Data on candidate performance in selected course assignments, college supervisors' lesson observations and final evaluations, cooperating teachers' evaluations, and discussion forum information are all housed in this folio assessment system.

(2) Candidate Monitoring Database (CMD):

The Candidate Monitoring Database (CMD) was created for the Unit and provides ready access to current information on candidates to monitor their progress throughout the program. The database provides information and reports about: (a) demographic information, (b) state certification exam information, (c) courses completed for Student Teaching and Fieldwork, (d) advisors notes and comments, (e) information on majors, (f) current academic status of candidates, (g) pre-college information, etc. Administrative officers, faculty, and advisors are given access to the database to monitor candidate progress throughout the program.

(C) How often are the data summarized and analyzed?

Data summarized and analyzed each semester:

1. Cooperating teacher evaluation
2. Summary of field experiences
3. Evaluation of college supervisor (summary)
4. Evaluation of cooperating teacher (summary)
5. Student teaching lesson observations
6. Student teaching evaluations
7. Teaching & Learning Survey (course evaluations)

Data summarized and analyzed annually:

1. Admissions interview data
2. State certification exam data
3. Student teaching observation
4. Student teaching evaluation
5. Lesson & Unit Plan Assessment
6. Student Learning Assessment
7. One-year follow-up survey (graduates)
8. Employer survey (Principals)

(D) Whose responsibility is it to summarize and analyze the data?

(1) Office of the Associate Dean: The Associate Dean's Office has the primary responsibility for coordinating the analysis of all data for the Unit. While various offices, individuals, and groups may share the responsibility for summarizing and analyzing the data, final approval is borne by this office. The Associate Dean's Office reviews and authorizes data to be distributed to key stakeholders and also coordinates the administration and collection of some data such as the online version of the Post Graduation Survey.

(2) Chair of Assessment Committee: Currently, the Chair of the Assessment Committee is also the Director of the Learning and Technology Resource Center. This individual plays a key role in collecting, summarizing, and analyzing data generated from various assessment tools to evaluate candidate performance, program quality, and Unit operations. Responsibilities include:

a) Coordinate data inputted into TaskStream: The Assessment Committee Chair has overall responsibility for coordinating and monitoring the submission and grading of course assignments in TaskStream. Two other individuals also share this monitoring oversight responsibility, the Director of the Multi-media Center (coordinates secondary programs using TaskStream) and a faculty member in the Special Education program (coordinates courses for the Special Education program). The Assessment Committee Chair also oversees the inputting of student teaching lesson observations and final evaluation data into TaskStream, and is responsible for summarizing and analyzing all data inputted into TaskStream including the Lesson and Unit Planning Assessment and the Student Learning Assessment.

b) Summarize and analyze certification test data: When candidates submit score reports for certification tests to the Office of Student Services or the Graduate Admission Office, these reports are placed in candidates' personal files and are used by faculty advisors and the Director of OSS and GAO to monitor candidate progress.

c) Analyze the Teaching and Learning Survey: Candidate responses to the Teaching and Learning Survey (course evaluation data) are submitted to the Director of LTRC to be scored, summarized and analyzed. The data analysis process for this survey currently takes approximately six (6) to eight (8) weeks, but efforts are being made to improve the efficiency of the process to ensure feedback in a more timely fashion.

(3) Director, Office of Field Experiences: The Director of Field Experiences has the primary responsibility for summarizing and analyzing data generated by the surveys his office administers. This includes data generated from a) college supervisors' final evaluations, b) cooperating teachers' evaluations, c) summary of field experiences, d) student teachers' comments about the college supervisor, and e) student teachers' comments about the cooperating teacher. This office is effectively using this data to (i) inform both the incoming student teacher cohort group of the previous group's comments of experiences that were helpful, and (ii) to inform college supervisors of the Unit's expectations of the support they provide to the student teachers. As a result, the feedback

has served as a motivator to the student teachers, the college supervisors, and cooperating teachers to improve their performance.

(4) Director, Institutional Research: The Director of Institutional Research, at City College, is responsible for preparing templates for online surveys - the Post Graduation Survey and the One Year Follow-up Survey – and collecting and analyzing the data. An analysis of the post graduation data is completed by this office each semester and forwarded to the Associate Dean’s Office.

(5) Department Chairs: The chairs for the respective departments conduct a summary of faculty peer evaluations. This analysis is submitted to the Associate Dean’s Office upon request.

(6) Program Heads and faculty: Program heads and faculty in a program analyze data obtained at the interview process to determine whether or not applicants should be admitted into their program.

(E) Using the data to improve instruction:

Program heads convene sessions for their respective programs to assess and evaluate candidate performance data. Full-time faculties are involved in these discussions at program meetings. These assessment data inform programs of candidate performance on assessments and are used, when necessary, to (a) modify the course content or the instructional process, (b) modify the assessment tool and/or the accompanying rubric, (c) make adjustments to the advisement process, or (d) make adjustments to program offerings. Adjunct faculties are involved in this review process in different ways depending on their program. Some programs convene separate meetings with the adjunct faculty, while others have follow-up communication with these instructors.

Data obtained at the course level are used by individual instructors to reflect on their practice and make adjustments to the course or instruction to improve candidate performance. In addition, candidates’ evaluation of the course and the instructional process (the Teaching and Learning Survey) provide useful feedback on the effectiveness of the instruction.

Program heads will prepare annual reports of changes made at the program level, to ensure the Unit is cognizant of these changes, and submit them to the Office of the Associate Dean.