

Board of Examiners Report for Continuous Improvement Visit

SUMMARY FOR PROFESSIONAL EDUCATION UNIT

Institution:

State University of New York College at Old Westbury

Team Recommendations:

Standards	Initial	Advanced
1. Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Standard Met
2. Assessment System and Unit Evaluation	Standard Met	Standard Met
3. Field Experiences and Clinical Practice	Standard Met	Standard Met
4. Diversity	Standard Met	Standard Met
5. Faculty Qualifications, Performance, and Development	Standard Met	Standard Met
6. Unit Governance and Resources	Standard Met	Standard Met

Not Applicable (Programs not offered at this level)

I. INTRODUCTION

I.1 Brief overview of the institution and the unit.

The College at Old Westbury is part of the State University of New York (SUNY), which is the nation's largest and most comprehensive state university system. It was founded in 1965 as one of 13 comprehensive colleges in the system. The original college was the system's experimental campus, envisioned as an intimate learning community, organized around a common core of experimental and interdisciplinary studies. The College has a long history of innovative teaching, interdisciplinary programs, small classroom instruction, and close interaction between faculty and students. It consists of three schools: Arts and Sciences, Business, and Education, with a total of 132 full-time faculty members. The college offers over 40 undergraduate degree programs and graduate programs in Business, Mental Health Counseling, and Teacher Education. Located on a wooded 604-acre campus on Long Island, 20 miles from New York City, the college draws its students mostly from Long Island and New York City. The U.S. News and World Report ranks Old Westbury as the most diverse Liberal Arts College in the north. The student population in 2010 consisted of 32 percent African American, 19 percent Latino, 9 percent Asian, 37 percent Caucasian students.

Old Westbury's current mission is to be "... a dynamic and diverse public liberal arts college that fosters academic excellence through close interaction among students, faculty and staff. The College weaves the values of integrity, community engagement, and global citizenship into the fabric of its academic programs and campus life. In an environment that cultivates critical thinking, empathy, creativity and intercultural understanding, it endeavors to stimulate a passion for learning and a commitment to building a more just and sustainable world". Core values of the college community are a linked commitment to racial and cultural diversity and to social justice. The College has a decades-long history of supporting minority students as they prepare for careers in technical fields in which they are under-represented; this support is provided by Federal and State grants for research and training in math,

science, psychology, and computer science. In addition, science faculty have partnered with local high-needs schools to provide enrichment activities for students and faculty.

The professional education unit, the School of Education (SOE), is led by the dean. Chairpersons of the departments of Childhood Education, Exceptional Education, and Adolescence Education report to the SOE dean. The SOE offers programs for initial teacher certification in grades 1-6, grades 5-9, and grades 7-12. Programs offered for grades 1-6 include Childhood Education, Childhood Education with Bilingual Extension, Childhood and Special Education, and Childhood and Special Education with Bilingual Extension. Middle Childhood (grades 5-9) and Adolescence (grades 7-12) are dual-major programs in education and the content area. Representatives from the SOE and School of Arts and Sciences (SAS) comprise the SAS Advisory Board, which provides governance for the unit.

In fall 2009, the unit began offering its 12 graduate degrees: Master of Arts in Teaching programs in Adolescence Education Biology, Chemistry, Mathematics, Social Studies and Spanish, and Master of Science programs in these five areas. The M.A.T. and M.S. in English Adolescence Education began in fall 2010. The unit also offers pedagogy courses through a Certificate-only program in these six adolescence education content areas for individuals with graduate degrees. The graduate programs house over 100 candidates. The SOE has approval to offer an M.S. degree in Childhood Special Education, and is awaiting approval to offer an M.S. in Literacy at the Childhood and Adolescence level. Graduate programs in Adolescence Special Education, in School Leadership, and School Building Leadership are under development.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

The visit to Old Westbury was an NCATE-only visit. Due to budget constraints the State Consultant was not able to participate in either the off-site or the on-site visit.

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

The college does not have a branch campus, and no programs are offered at an off-campus site or via distance learning.

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

There were no unusual or extenuating circumstances that affected this visit.

II. CONCEPTUAL FRAMEWORK.

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

The unit seeks to foster the development of teachers with the appropriate knowledge base, skills, and dispositions to facilitate the holistic development of all learners in the context of contemporary society. Unit faculty members strive to model culturally responsive teaching strategies for teacher candidates, who, in turn create equitable and democratic classrooms conducive to learning for all students. To implement its vision and mission, the unit has adopted the following overarching principles which link its vision and mission to those of the college and the profession of teacher education.

- A commitment to preparing teachers as professionals
- An active engagement in promoting a just world
- A belief in the interdisciplinary nature of knowledge and practice

When the unit developed its advanced (M.S.) programs it modified this set of principles to incorporate the two themes of (1) candidates acting as learners, and (2) candidates acting as practioners.

The principles have been incorporated into a motto that describes the way the unit envisions its candidates: Leaders Creating a Just World through Interdisciplinary Teaching and Learning.

The unit focuses on the three principles of professionalism, social justice, and interdisciplinary instruction to carry out its mission and to ensure coherence across the curriculum including the instructional programs, field experiences, and assessments. These principles are based on a set of beliefs that have evolved over the years through the unit's teaching and assessment activities, research findings of other educators, the specific population served by Old Westbury, and internal debates and discussions.

The graphical representation of the unit's conceptual framework is partially the result of historical antecedents associated with the institution's belief in social justice and its commitment to advocacy for achieving equitable treatment for all. The green image was a symbol on a button worn by students during struggles in the first years of the college's existence. The middle partial circle of the three concentric circles is the letter 'C' and represents the word 'College', and simultaneously highlights the institution's and unit's commitment to preparing students/candidates who are mindful of creating a Just World; the innermost circle is the letter 'O', representing the word 'Old' in 'Old Westbury' and simultaneously highlighting the institution's and unit's commitment to the circle of learning as a lifelong process as we prepare candidates to become Professionals in their selected academic field. The letter 'W' that intersects the concentric circles at the bottom represents the word Westbury and simultaneously denotes the inherent commitment of all persons in the preparatory process of students/candidates in the institution and unit, and the outer concentric circle symbolizes the pivotal nature of Interdisciplinary Teaching and Learning in students'/candidates' preparation. The banded triangle acknowledges that there are specific bodies of knowledge and skills along with accompanying dispositions that are necessary for the conceptual framework to become meaningful. The stem trailing from the letter "W" represents the fact that the program is rooted in knowledge, skills and dispositions.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The unit offers programs for initial teacher certification in grades 1-6, grades 5-9, and grades 7-12. Programs offered for grades 1-6 include Childhood Education, Childhood Education with Bilingual Extension, Childhood and Special Education, and Childhood and Special Education with Bilingual Extension. Middle Childhood (grades 5-9) and Adolescence (grades 7-12) are dual-major programs in education and the content area. The unit began offering 12 graduate degrees in fall 2009. These programs include: Master of Arts in Teaching (MAT) programs in Adolescence Education Biology, Chemistry, Mathematics, Social Studies and Spanish, and Master of Science (MS) programs in the same five areas. The MAT and MS in English Adolescence Education began in fall 2010. The MS programs in Adolescence Education were designed to meet requirements of the New York State Education Department (NYSED). Proposals submitted by the unit were reviewed and approved by SUNY-wide Academic Affairs staff and NYSED personnel. The unit also offers courses in a Certificate-only program in the six adolescence education content areas for individuals with graduate degrees. The unit does not offer programs for other school professionals.

The ten programs that the unit has submitted to specialized professional associations (SPAs) are at the initial level. Currently, two of the ten programs are Nationally Recognized: undergraduate Social Studies and Spanish Adolescence Education. The following seven programs are listed in the NCATE Accreditation Information Management System (AIMS) as being Recognized with Conditions: (1) undergraduate Childhood (Elementary) Education, (2) undergraduate Childhood Special Education, (3) undergraduate Science [Biology and Chemistry] Adolescence Education, (4) undergraduate Mathematics Adolescence Education, (5) graduate Mathematics Adolescence Education, (6) graduate Social Studies Adolescence Education, and (7) graduate Spanish Adolescence Education. The graduate program in English Adolescence Education was returned and In Need of Further Development.

Newly developed Master of Science programs provide graduate level course work for teachers already certified in English, Mathematics, Science [Biology and Chemistry], Social Studies, and Spanish Adolescence Education. None of the five Master of Science programs were submitted to SPAs, but they were reviewed internally by the unit. Data were provided for the team during the onsite visit.

Title II reports and individual SPA reports indicate that candidates are knowledgeable of the content they intend to teach. Pass rates on the New York State Content Specialty Test (NYCST) are well over the required 80 percent pass rate. Also, documents indicate that all programs require candidates to maintain a 3.0 grade point average (GPA) both in the candidate's content area and overall. Only the overall GPA was reported. Average overall GPAs ranged from 3.07 to 3.62.

The IR lists an element in the student teaching assessment as an additional measure of initial undergraduate candidates' knowledge of their content. University supervisors and cooperating teachers use the Candidate Proficiency Evaluation Form (CPEF) to report on all aspects of the clinical experience. The unit provided results from fall and spring 2011 for the CPEF. The average score on a 3.0 scale given by university supervisors on the knowledge element of the CPEF was 2.78 for Childhood Education candidates, 2.77 for Special Education candidates, and 2.69 for Adolescence Education candidates. On this same element the average score given by cooperating teachers was 2.80 for Childhood Education candidates, 2.84 for Special Education candidates, and 2.70 for Adolescence Education candidates. Initial graduate candidates demonstrate content knowledge in a culminating experience prior to their clinical experience. There were no data to verify candidates' level of performance.

Candidates in the advanced Master of Science programs demonstrate content knowledge through the

subject chosen for their thesis. At the conclusion of the 2010-2011 academic year only one candidate has completed the thesis. An updated report on the M.S. degrees was made available to the team during the onsite visit that included thesis data for an additional six M.S. graduates for the 2011-2012 academic year.

Initial undergraduate and graduate (MAT) candidates as well as MS graduate candidates demonstrate their understanding of the relationship between content and pedagogy in discipline-specific methods classes. These classes require the creation of lesson and unit plans. An examination of the rubrics for these assignments reveals that they require the use of multiple instructional strategies and implementation of technology. Scores on all assignments were reported for the spring 2011 semester only. Initial undergraduate candidates scored on average between 2.0 and 3.0 on the unit planning exercise in their respective methods. The average score for initial graduate candidates in the methods of teaching course was $2.74 \pm .2$. For advanced candidates, the unit reported an average of $2.89 \pm .2$ for the methods class.

Unit plans are evaluated again in the initial candidates' student teaching course. Advanced candidates do not complete a student teaching experience. Initial undergraduate candidates scored on average between 2.64 and 2.82 on the exercise during their student teaching, and initial graduate candidates scored an average of 2.75 on the student teaching course.

Initial undergraduate candidates also complete a lesson planning exercise first in their respective methods classes and again in their student teaching. The average for all programs during the 2010-2011 academic year was 2.53 for the methods class. The student teaching exercise is reported as one element on the CPEF. Scores were reported for spring 2009 through spring 2011. The average for all initial undergraduate programs was 2.77. Advanced candidates performed at or near target in lesson planning scoring an average of 2.76 on a 3-point scale. M.S. candidates also complete an annotated bibliography focused on an area of pedagogy within their discipline. Scores have averaged near target with an average of 2.95.

The lesson and unit plans are also used to evaluate candidates' ability to apply professional and pedagogical knowledge and skills as they consider school, family, community, and the prior experience of students in the development of the plans. Initial undergraduate candidates also complete either a Child Study (Childhood Education) or a Cross-Sectional Study (Adolescence Education). Scores for the Child Study were reported for the 2010-2011 academic year only. The overall average for this period was 2.82 on a 3.0 scale. The scores reported for the Cross-Sectional Study were from the period of spring 2010 to spring of 2011. The average for this period was 2.41. Another measure of candidates pedagogical skills is the state's Assessment of Teaching Skills – Writing (ATS-W). The ATS-W is an 80-question multiple choice exam required of all candidates for certification. The purpose of the ATS-W is to assess pedagogical knowledge and skills in the following four subareas: (1) Student Development and Learning, (2) Instruction and Assessment, (3) the Professional Environment, and (4) Instruction and Assessment – Constructed-Response Assignment. The unit's candidates perform well on the exam. Initial undergraduate programs reported pass rates between 95 percent and 100 percent for fall 2009 through spring 2011. Initial graduate (MAT) programs report 100 percent pass rates for this same period.

Candidates in initial undergraduate programs complete a project in which they develop plans to assess and analyze student learning. The procedures for this assessment include: selecting a student, selecting a behavior that the student needs to change, taking baseline data on the behavior, selecting a research-based intervention to modify the behavior, implementing the intervention; charting and graphing the data, changing the intervention as the data indicates, and writing up the project. Data provided during the onsite visit and interviews with unit faculty indicate that candidates perform well on this assessment.

The unit verifies that candidates are familiar with the unit's professional dispositions and that their work with students, families, colleagues, and communities reflect these dispositions by evaluating candidates several times during the course of their programs. Candidates are evaluated by their university supervisor prior to their clinical experience and by their cooperating teacher and university supervisor at the completion of their clinical experience, in addition to completing a self-evaluation. Scores on professional disposition assessments for initial undergraduate candidates during the 2010-2011 academic year averaged 2.83. Scores for initial graduate candidates for the same period averaged 2.8. Since advanced candidates do not complete a clinical experience they are evaluated during their thesis activity. This activity involves a literature review as candidates develop an Action Research study plan. They execute the project, analyze student performance data and write up their findings. Their scores averaged 2.8.

1.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

The unit began offering master's degree programs in 2009. A concern of faculty teaching the graduate content courses in several disciplines was that graduate candidates were exhibiting weak content knowledge. This concern resulted in changing the GPA requirement for entry to the graduate programs of 3.0 overall to a GPA of 3.0 in the content area.

A number of evaluations indicate that candidates struggle with English language issues. Item analyses conducted on key assessments revealed that candidates perform poorest on questions requiring written communication and expression. State-wide certification exams consistently show candidates' weakest performance in the Constructed Response section. The College is in the process of implementing a Writing Across the Curriculum Program, and the unit is involved. A subcommittee of the Assessment Committee studied the Focused Writing Sample exam used for admission to the program and concluded that the exam and scoring guide were sound. The subcommittee recommended that the passing grade be raised from an average score of Acceptable to a score of Acceptable in every rubric element. This change resulted in a substantial decrease in the percentage of candidates who passed the writing test.

Due to concerns about its pass rate on the state certification exams, in 2008 the unit raised the GPA requirements for entry from 2.7 to 3.0 for all undergraduate Childhood and Childhood Special Education majors and changed the GPA requirements for program completion to 3.0 for all majors. Then, in 2010 the unit added a requirement that all undergraduate candidates must maintain a 3.0 GPA overall and in their content area for admission to student teaching and for program completion.

Social Studies Adolescence Education is an interdisciplinary and inter-departmental major. The program was redesigned in 2008 to address candidates' weak performance on the state's Social Studies Content Specialty Test (CST). The former program allowed candidates to choose among three concentrations: U.S. History and Society, Politics and Economics, and World History and Culture. As a result of the redesign there is only one track for all candidates. Courses include economics, U.S. and world history, technology, government, geography, and the relationship of science and technology to society and global connections. The new program has improved the percentage of candidates passing the Social Studies CST from 72 percent in 2008 to 89 percent in the fall 2011.

Candidate performance in Logic and Set Theory course shows that, while math education candidates have good reasoning and elementary proof skills, a significant number of candidates performed at a minimally satisfactory level, raising concern that some lacked fluency in more complex proofs in abstract settings. To prepare students with more rigorous proof skills, the Math Department has restructured three courses: Logic and Set Theory, Discrete Math, and Probability and Statistics. A new course has been created, Transition to Advanced Mathematics (MA3520). These changes were only

recently implemented, so no results are available to determine their effect.

1.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable to this standard

1.4 Strengths. What areas of the standard are being addressed at the target level?

Not applicable to this standard

1.5 Areas for Improvement and Rationales

1.5.1 What AFIs have been removed?

AFI	AFI Rationale

1.5.2 What AFIs remain and why?

AFI	AFI Rationale

1.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale
Advanced – There is not sufficient data available for the new Master of Science degrees	Although additional data was presented at the time of the on-site visit there are not yet sufficient enrollment in the new Master of Science degrees to properly evaluate the programs

1.6 Recommendation for Standard 1

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Met <input type="button" value="v"/>

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The School of Education Assessment Handbook describes the unit's assessment system, system

development, and its alignment with the Conceptual Framework (CF) as well as state and professional standards. The handbook provides tables illustrating the alignment of the unit's assessments with these standards.

The IR indicates that the unit's Assessment Committee meets monthly to monitor the assessment system, assess reliability and validity of assessments, and ensure consistency in assessment procedures. The committee uses collaboratively developed rubrics to establish the fairness, accuracy, and consistency of all assessments. Also, the committee employs strategies such as data and evaluator triangulation, evaluator checks and reflexivity, and collaborative methods of review. A document entitled "School of Education – Unit Assessments" was intended to be part of the unit's Assessment Handbook but was left out of the copy that was reviewed during the offsite review. The document provided detail information on what, when, and by whom the areas of Field Experience and Clinical Practice, Diversity, Faculty Qualifications, Performance and Development, Unit Governance and Resources, and Overall Program Performance Indicators are evaluated on a regular basis. Interviews with the dean of the School of Education and the Assessment Committee clarified the process for disseminating data to stakeholders.

The unit has developed the Candidate Transition Assessment System (CTAS) to track candidates through multiple transition points, starting with admission to the program and culminating in post-graduation. The CTAS was developed and refined by unit faculty and college community members at a series of assessment retreats; it has been reviewed by members of the Arts and Sciences and the P-12 community. A table in the Assessment Handbook illustrates how the elements of the CTAS are assessed at each transition point, the type of assessment and evaluation that takes place, the individual(s) responsible for the assessment, what is assessed, and the relationship of the assessment to the principles and goals of the CF. All key assessments are identified and listed with the courses where the assessment takes place.

In spring 2005 the unit implemented TaskStream, an electronic data collection system for candidate benchmark performances. In the process of using the system, the unit became aware of its principal limitation, which is that it provides only the means for course and activity assessment, not unit assessment. Therefore, in January 2006 the unit adopted the TK20 database system for data management. While the TK20 system upgraded the unit's data management capabilities, unit faculty members felt the program was not user-friendly. This shortfall led the unit to develop a new system that is easier to use for faculty, staff, and candidates. The unit's new, in-house database system debuted in July 2011 and further enhanced the unit's comprehensive and integrated assessment system. The new database handles all of the tasks that TK20 did, plus has the added capability of allowing for data management to more comprehensively aid the assessment process.

The unit provided a document entitled, "Procedures for Processing a Candidate Complaint About an Instructor" which outlines the grievance review process. The undergraduate catalog outlines the procedures for academic grievances. Documentation of complaints and their resolutions are maintained in the Office of the Dean of the School of Education for at least six years. These were made available to the team during the onsite visit.

2.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

In the IR the unit provides several examples of changes made to programs based on data. Many of the examples cited are based on survey results from Educational Benchmarks, Inc. (EBI). The unit has developed and offered professional development workshops for its candidates, enhanced its career services, made improvements to field and clinical experiences, and improved academic advisement all based on EBI results. Additionally, a decision was made to reinstate the use of Quality Control

Measures (QCM) when EBI results indicated some candidate concerns that the unit felt needed to be addressed as the concerns arise rather than learning of it when candidates had already completed the program.

Other changes identified by the unit as being made based on the analysis of data include enhancement of candidates' writing skills, raising standards for admission to the teacher education program and to the professional student teaching semester, modification of the Candidate Proficiency Evaluation Form (CPEF) in Childhood Education and Special Education, and facilitation of interaction and information sharing among faculty and candidates. The analysis that prompted these changes appears to be qualitative. However, the IR Addendum provided by the unit described several quantitative studies that led to changes. Interviews with members of the Assessment Committee confirmed the extent of analysis that is used to support changes.

2.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable to this standard

2.4 Strengths. What areas of the standard are being addressed at the target level?

Not applicable to this standard

2.5 Areas for Improvement and Rationales

2.5.1 What AFIs have been removed?

AFI	AFI Rationale

2.5.2 What AFIs remain and why?

AFI	AFI Rationale

2.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale
The unit does not consistently collect data on all assessments.	The unit did not provide three consecutive years of data for all assessments.

2.6 Recommendation for Standard 2

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Met <input type="button" value="v"/>

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

All candidates in both undergraduate and graduate programs complete field experiences and clinical practice in districts throughout Long Island and New York City. These experiences are coordinated by the director of field placement and clinical experiences in collaboration with local school district assistant superintendents and principals. Memoranda of Understanding with six districts are in place while placements in some districts are managed on a more informal basis. Placements include sites which span all socio-economic levels, including high-needs districts identified by the NYSED. Interviews onsite and data reviewed online confirmed that candidates have multiple experiences and are placed in a variety of diverse school placements.

Prior to field placements, candidates' files are reviewed to ensure that they have successfully met appropriate requirements. Candidates must complete all coursework and field experiences and meet dispositions requirements before being admitted to student teaching. Field experience placements are also monitored by the candidate's advisers, chairpersons in each department, and by the director of field placement and clinical experiences. Candidates in the advanced M.S. Adolescence Education program often are working teachers pursuing an additional specialization in the areas of Biology, Chemistry, English Language Arts, Mathematics, Social Studies, or Spanish. They typically have completed field experience observation and student teaching. Program coordinators work with the Director of Field Experiences to determine placement sites for these candidates. Faculty members from other content areas across the college reported in an interview that their departments have either a liaison with the SOE or have a faculty member who serves both in the SOE and the content department, thus providing strong content expertise and a link to content pedagogy.

Candidates in the initial undergraduate programs complete between 120 and 200 hours of field experiences prior to student teaching:

- Childhood: 140 hours
 - Childhood Exceptional Education: 200 hours
 - Middle Childhood: 120 hours
 - Adolescence: 120 hours
- Candidates in the initial MAT programs complete 100 hours of field experiences prior to student teaching.

Field experiences progress from observation to tutoring, small group work, and finally teaching a whole class. All candidates complete at least one field experience in a high-needs school. Eighty-three percent of candidates who graduated in spring 2011 and 92 percent of candidates who graduated in fall 2011 had a field experience or clinical practice in a high-needs school. Onsite interviews confirmed these percentages and added that the percentage was maintained at 91 percent in spring 2012. In ED 3820, a course that addresses areas of exceptionality taken prior to the two regular field experiences courses, undergraduate candidates in all programs complete an observation "Shadowing" assignment. Candidates observe K-12 students with special needs for 20 hours and write an in-depth report of the experience for presentation and discussion in the class. Additionally, all undergraduate candidates complete a General Education Diversity requirement.

Fieldwork experiences in the master's programs for advanced preparation are designed to focus on the

issues of literacy and uses of instructional technology. Candidates spend at least 100 hours in the schools in appropriate field experiences.

The field experiences are followed by 450 hours of student teaching. The one-semester student teaching experience for candidates in the initial certification programs is divided between two diverse placements. Childhood student teachers are placed in a K-3 setting and then rotate into an upper elementary placement. Those seeking dual certification in childhood and exceptional education or bilingual education are placed in both an elementary and a special education/bilingual setting. Adolescence, or secondary, candidates also have two placements in diverse settings, one in grades 7-9 and one grades 10-12. Student teachers may also elect to participate in the SUNY Urban Teachers Education Center (SUTEC), which arranges for placement in New York City for student teachers throughout the SUNY system. The unit retains supervision of these student teachers even though they do have the option to have other SUTEC supervisors take responsibility. Data reviewed in the electronic evidence room and onsite as well as interviews with student teachers, cooperating teachers, and K-12 administrators from partner districts confirm that candidates experience multiple placements and are placed in high needs settings.

Criteria for school faculty are discussed by the director of field placement and clinical experiences and district personnel when field placements are made and when a partnership is formed with a district or school. The criteria included in a Memoranda of Understanding (MOU) are acknowledged by both parties. These criteria are created by the Field Experience Committee, which includes the director of field placement and clinical experiences, program chairpersons, university faculty, and school teachers and administrators. Cooperating teachers (CT) must hold an active New York teaching certificate and have experience teaching in the field. K-12 administrators interviewed stated that they prefer to select CTs with sufficient amount of experience instead of those newly tenured to give student teachers a good experience. The CT must be recommended by their principal to serve and possess professional knowledge and skills to adequately support the student teacher throughout the placement. Principals and cooperating teachers interviewed confirmed these requirements. The director of field placement and clinical experiences also makes regular visits to the schools and discusses the expectations with the CTs and site administrators. Each semester, student teachers evaluate their CTs using the Cooperating Teacher Assessment. Faculty supervisors also submit evaluations of the placements and data are analyzed for decision making for future placements.

A one-day student teaching seminar is held at the beginning of the student teaching semester for all candidates. Seminar topics include discussion of the goals and structure of the student teaching experience, professional conduct, teacher certification and examinations, a review of the student teaching handbook including expectations and information for the cooperating teachers. Candidates are observed and assessed during student teaching by both a college supervisor and the CT. As student teachers, candidates complete the CPEF, which consists of rubrics assessing their knowledge of content, pedagogy, and standards; skills for unit and lesson planning; implementation of instruction; assessment; and a self-assessment and reflection on their teaching performance. All candidates are also assessed during student teaching using various key assessments focusing on integration of standardized test preparation, comprehensive examinations, and application of state and national standards. Student teachers described their assessment process as being consistently scored on a rubric with faculty always following up with feedback on how to improve and reflect.

At the end of the student teaching semester a full-day professional development workshop is held which includes information on mock interviews, reading strategies and assessment, technology training, and parent teacher conferences and expectations of novice teachers.

3.2 Continuous Improvement. How has the unit been engaged in continuous improvement since

the previous visit?

The unit has focused on the design, planning, and variety of field and clinical placements since the last NCATE visit, especially in the areas of collaboration, consistency, and diversity of placements.

The unit has doubled the number of agreements with local school districts since the last visit, with a total of six currently in place. The Fieldwork Committee, formed in 2010 and composed of school district partners, made recommendations to the unit on candidate dispositions assessments and enhancing training on technology skills. The unit has also worked diligently to enhance collaborative activities with local partner school districts. The following are examples of collaborative activities since the last visit:

- The unit arranged for Smart Board Training for Cooperating Teachers and Student Teachers in the Westbury UFSD in spring 2010.

- The unit applied for funds from the Race to the Top federal program to train teachers in four schools that have been identified as "high need". The program was designed to produce exceptionally prepared teachers in high need areas. The unit did not receive the grant, but this initiative involved a collaborative effort among the unit, school districts, and community stakeholders.

- In spring 2010, two faculty members conducted a free reading program for parents/childcare providers and their children at the library. The activities included six weekly 45-minute reading/sharing sessions; large and small group modeling sessions of the strategies and techniques needed to build reading skills and foster positive reading relationships; and opportunities for parents/caregivers to practice techniques demonstrated in the modeling sessions.

- The unit reported that several faculty members from SUNY Old Westbury have participated as judges in the annual UFSD Freeport High School Science and Engineering Fair. This fair introduces students to scientific research and demonstrates how to ask significant questions that can be solved in a reasonable amount of time. The ultimate goal is to encourage students to pursue careers in science, engineering, and mathematics. Science Fair programs and student rating sheets from 2009, 2010, and 2012 confirm participation of faculty members as judges in the events.

Consistent communication regarding expectations for student teaching has been established with cooperating teachers. The director of field placement and clinical experiences makes regular visits to school districts to meet with cooperating teachers and administrators involved in student teaching. During the visits the director distributes and discusses the Student Teacher Handbooks and the Conceptual Framework brochure with cooperating teachers and administrators. The Student Teacher Handbooks contain a section outlining expectations and policies for student teachers, as well as qualifications of the cooperating teachers. At the Student Teaching Orientation all candidates are provided with Student Teaching Handbooks for each of their cooperating teachers. During their visits to schools, college supervisors also discuss expectations for student teaching with the cooperating teachers.

The director of field placement and clinical experiences tracks all field experiences and student teaching placements to ensure candidates have a range of diverse experiences. His first priority in determining candidates' placements is an experience in a high needs school, to ensure that this requirement is met.

Field experiences and student teaching were also modified as a result of the Educational Benchmarking (EBI) Teacher Education Exit Exam, which is administered as candidates exit the program. Based on candidate feedback, the unit now offers workshops each semester that address the issues of classroom management, child abuse, working effectively with parents, and navigating through the first year of teaching.

The unit also monitors state mandated changes to certification and teacher preparation. Starting in May 2014, all New York initial certification candidates must complete a performance-based portfolio showing evidence of student achievement. One faculty member and eight student teachers participated

in training and the pilot program of this new assessment in fall 2011, and all candidates, faculty, and staff have been advised of the upcoming changes to certification assessment.

3.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable to this standard

3.4 Strengths. What areas of the standard are being addressed at the target level?

Student teachers are welcomed as members of their school communities. They are included in faculty meetings, PTA meetings, and parent-teacher conferences as "one of the staff," as voiced by K-12 principals in interviews.

Collaboration between the college and local school districts is strong and supports candidate development and readiness for teaching. K-12 administrators and cooperating teachers agreed that student teachers come well prepared, ready to interact with K-12 students and the school community, are confident and primed to learn and teach. They feel strongly that candidates are well prepared in classroom management, identifying special needs students, differentiating instruction, lesson planning, interdisciplinary approaches to teaching, and the use of technology. They further stated that these candidates are better prepared than those from other area programs.

Teacher candidates reported in interviews that the programs use assessments for improvement of practice and "not just for grades." They also stated that they use their assessments as opportunities for reflection and that the faculty members are "always there for them" and inspire them to incorporate strategies and approaches learned in their preparation program into their own practice.

3.5 Areas for Improvement and Rationales

3.5.1 What AFIs have been removed?

AFI	AFI Rationale
1. The unit does not assure consistent communication with cooperating teachers regarding specific expectations for student teaching.	The unit has written agreements with six school districts and criteria for selection of all school cooperating teachers for all initial and advanced programs. A student teaching handbook is provided to student teachers which includes literature for their cooperating teachers. Specific expectations for student teaching are included. This handbook is distributed at the student teaching orientation each semester.
2. The unit does not assure that all candidates receive consistent field experiences that increase candidates' levels of responsibility and interaction with students before student teaching.	Field experiences for all candidates evolve in succession, beginning with observation, progressing to tutoring, working with small groups, and finally teaching an entire class.
3. The unit does not arrange placement for all pre-student teaching experiences.	All candidates, both undergraduate and graduate, complete field experiences in several districts throughout Long Island and parts of New York City. The unit's director of field placement and clinical experiences works with assistant superintendents or principals in the schools to coordinate all field placements for initial undergraduate and initial graduate MAT programs.

3.5.2 What AFIs remain and why?

AFI	AFI Rationale

3.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale

3.6 Recommendation for Standard 3

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Met <input type="button" value="v"/>

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

4.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The curriculum and field experiences needed to provide a well-grounded framework for developing candidate proficiency in understanding diversity are based on strategies for teaching students with varying learning styles, students from various cultural backgrounds and ethnicities, English language learners, and students with exceptionalities. As freshmen, all college students participate in the "First Year Experience" and "Community Action Learning & Leadership" programs. Forty percent of the placements are in diverse school settings outside of Nassau County.

In the initial programs, candidates have many opportunities to incorporate student experiences and cultures into their instruction. Candidates are expected to demonstrate diversity proficiencies beginning with their foundation courses (Child Development and Practicum, Middle Childhood and Adolescent Psychology, and Foundations of Special Education). Diversity elements are also infused throughout methods coursework as evidenced by graded unit and lesson plans, candidate proficiency evaluations, disposition surveys, and teacher philosophies written by the candidates. In advanced programs, diversity components are infused throughout the coursework and are evidenced in assignments (i.e., text set and teaching philosophy) and disposition surveys. Diversity is embedded in the unit's vision statement and conceptual framework. Candidates demonstrate diversity proficiencies in the acquisition of knowledge that all students can learn, skills and practices to promote social justice, and dispositions which guide candidates as leaders to promote social justice. Key assessments in the Candidate Transition Assessment System (CTAS) have been designed so that diversity is addressed at the initial and advanced levels.

Candidates interact with professional education faculty, faculty from other departments, and school faculty (both male and female and from at least two ethnic/racial groups). Unit faculty members are

composed of the following groups: Hispanic/Latino (2.9%), Black/African American (5.7%), and White (91.4%). The institution faculty members have a similar composition of Hispanic/Latino (7.5%), Asian (10%), Black/African American (12.1%), and White (70.3%). Unit faculty members have knowledge and experiences related to preparing candidates to work with diverse populations. Most faculty members have conducted research and/or published in areas of working with diverse learners such as students with disabilities, ESOL/ELL students, and other students who are at risk of not succeeding academically. This scholarship was evidenced in a review of curriculum vitae, poster presentations, and interviews with unit faculty. The fieldwork placements provide candidates with opportunities to work with individuals that are from the many cultures and ethnicities represented in the region's schools.

Affirmation of the value of diversity is shown through good-faith efforts to increase and maintain diverse faculty. The unit participates in SUNY's Faculty Diversity Program in which partial salary support is provided for hiring diverse faculty for tenure-track positions over three years.

The unit has created an environment that focuses on a "learning community" approach in which every member actively participates in the creation of knowledge and practice. Through programs such as the "Science and Technology Entry Program," "Collegiate STEP," and "The Math Institute," candidates at both the initial and advanced levels work together with unit faculty on committees and education projects. A review of assessment data along with candidate interviews confirmed that candidates' diverse cultures and experiences are valued and promoted in classes, field experiences, and clinical practice. The unit participates in the SUNY Graduate Diversity Fellowship Program in which financial aid is awarded every year to a selected member of an underrepresented group in each of the five graduate education programs. Review of the data and interviews also confirmed that fieldwork and student teaching requirements ensure that candidates interact with peers from different socioeconomic and ethnic/racial groups.

Candidates in the undergraduate initial preparation programs complete over 100 hours of fieldwork experience prior to student teaching. Each candidate meets weekly with the field supervisor and other candidates to discuss experiences/journal reflections and submit relevant assignments based on observations, student interactions, and personal experiences with diversity issues in the classrooms. Following student observation, all undergraduate candidates reflect upon the knowledge, skills, and dispositions needed to become an effective teacher during their field experiences. Candidates have opportunities to work with English language learners and students with disabilities during their field experiences. A "high-needs" school placement (one with students from diverse socioeconomic groups and/or with disabilities) must be selected for one of the field experiences or student teaching. During student teaching, both the field supervisor and cooperating teacher observe candidates and assess their ability to design and implement effective and culturally-responsive classroom lessons.

4.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Since the 2006 visit, improvements have been made in regards to diversity within the programs offered by the unit. Diversity was added to each component of the key assessments in CTAS. Progress can now be monitored at more transition points throughout the candidates' course of study. Course syllabi reflect that diversity components are infused in all unit courses and candidates demonstrate their ability to work with diverse learners in their coursework and assessments.

With support and incentives being offered by the SUNY system, the unit is continuing to work on hiring and retaining diverse faculty. Diverse candidates are also being recruited through community outreach programs such as the College Readiness/Smart Scholars Program and the Science and Technology Entry Program (STEP). Candidates are identified in high school and provided with opportunities to experience

college classes and activities.

Opportunities to interact with diverse P-12 students continue to be a priority for committees involved in planning field and clinical experiences. Partnerships have been expanded to include the SUNY Urban Teacher Education Program (SUTEC) so that field experiences could occur in urban and inner city placements. During the first year of school, freshmen participate in the "First Year Experience" in which all candidates are placed in the community to volunteer (40% of those sites being in schools).

4.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

The unit continues to move toward the target level for many of the elements in Standard 4. Through the unit's mission statement, conceptual framework, and key assessments, it has infused the belief that the diversity of candidates, faculty, and students in the local schools is an important part of the teaching and learning environment. Candidates are encouraged to continuously reflect and adapt instruction to meet the needs of the diverse learners in their classrooms. Data from key assessments indicate that candidates exhibit the ability to effectively draw from their students' experiences and cultures as well as demonstrate sensitivity to community and cultural norms. The unit has created a plan to focus on the curricular preparation of candidates to teach students from diverse ethnic backgrounds. This plan was developed after an analysis of data presented at the SOE Assessment Retreat which revealed that candidate performance was below the target level in a few diversity-specific proficiencies (for example, lesson planning for diverse learners). Included in the plan is the evaluation of exit survey data and an ongoing commitment to sustain the target level of performance of diversity indicators in each of the key assessments.

4.4 Strengths. What areas of the standard are being addressed at the target level?

Extensive and substantive field experiences and clinical practice are designed to encourage candidates to interact with exceptional students and students from a broad range of diverse groups. All candidates, in initial programs, are required to take ED 3820: Foundations of Special Education, a course designed to allow candidates to learn about various types of students with disabilities. One requirement is the "Shadow Assignment" in which candidates work in a classroom with students with disabilities for 20 hours. They are asked to plan mini-lessons and journal their activities. At the end of the term, they submit a comprehensive paper describing this project (one component being a reflection of decisions they have made in regards to teaching after completion of this experience). All candidates are also encouraged to join the active student chapter for the Council for Exceptional Children (CEC). The CEC chapter hosts many opportunities for candidates to work with students with disabilities and their families in the P-12 and postsecondary settings.

Since 2006, candidates have been required to have at least one field experience in a diverse setting, one with students from diverse socioeconomic groups and/or with learning disabilities. The Director of Field Placement and Clinical Experience monitors the placements to guarantee that candidate field experiences are with exceptional students and students from a broad range of diverse groups. Candidates must complete 100 hours of various required field experiences (based on their concentration of study) prior to approval for student teaching. Candidates are also given the opportunity to fulfill their student teaching requirements in New York City public schools through the SUNY Urban Teacher Education Center (SUTEC). One candidate interviewed during a site visit is completing her student teaching in an urban high school in Queens, NY. She commutes daily from Long Island, but is passionate in her desire to work with diverse students. She is just one of many students who take advantage of the SUTEC program.

Faculty members have developed a reading program named "Reading Together: Developing Partnership between Parents and Children." The mission was to build and develop reading skills in diverse and at-risk children the ages of 3-36 months and teach their parents how to develop reading skills at home. The next phase will be to allow candidates to participate in this reading program for diverse and low income families.

4.5 Areas for Improvement and Rationales

4.5.1 What AFIs have been removed?

AFI	AFI Rationale

4.5.2 What AFIs remain and why?

AFI	AFI Rationale

4.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale

4.6 Recommendation for Standard 4

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Met <input type="button" value="v"/>

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The unit includes 12 full-time faculty members within the SOE, five full-time faculty members in other colleges, and 29 part-time/adjunct instructors. Of the 17 full-time faculty members, 16 of them hold terminal degrees and the one visiting professor is currently pursuing her terminal degree. Fourteen of the 17 faculty members are tenured or on tenure-track lines and have P-12 experience in teaching and/or

administration. Two faculty members have administrative responsibilities and do not teach in the SOE. Similarly, the part-time/adjunct instructors have numerous years of experience in P-12 teaching and/or administration and hold at least a master's degree. Ten of the 29 instructors hold terminal degrees, and 25 adjuncts have professional certifications and experience in P-12 settings. Clinical faculty members include university supervisors and cooperating teachers. University supervisors are full-time or part-time, hold master's degrees or doctoral degrees, and have experience in P-12 settings. All of the cooperating teachers possess NYS certification in their field and must be tenured.

The unit's expectation for teaching excellence is discussed during orientation for faculty by the Appointment, Reappointment, Promotion, and Tenure (ARPT) Committee and the Office of Academic Affairs. The SOE By-Laws and Policy and evidence on site indicate that reappointment responsibilities include consistently good teaching, scholarly activities (e.g., publications, conference papers, and grant writing), and college service. Syllabi confirm that coursework reflects the conceptual framework of the unit. Interviews and course syllabi verify that faculty model a variety of instructional methods, including differentiated instruction and inquiry, in their teaching and integrate technology and diversity. They assess their effectiveness as teachers, including effects on candidate learning. The student teacher handbooks provide policies and procedures for the clinical faculty regarding their roles and responsibilities. Data from the EBI exit survey and interviews on site confirm that candidates rate the quality of teaching as good to exceptional. Candidates verify that faculty members are caring, consistently available, and committed to their learning.

According to the faculty handbook and evidenced through documents and interviews on site, faculty in the SOE are active professionals who continue to grow and contribute to the profession throughout their careers. Professional activities include scholarly research, publications and presentations, and work in P-12 schools. Examples shared at the "School of Education Centers: Showcasing Our Mission through Research, Scholarship, Service, and Practice" include faculty action research through implementation of a community reading program that focused on providing parents the necessary tools to develop early learning skills in their young children. Evidence reveals that both full-time and part-time faculty members are engaged in professional development through publications (books, journal articles, and book reviews) and international, state, regional, and local presentations. Faculty members in the unit are active in P-12 schools, professional associations, and in the college community by serving on committees, community and college advisory boards, and faculty senate.

The faculty evaluation system includes student evaluations, peer observations with feedback, self-reflections, and evaluations by department chairs. The results of the process drive program changes, the determination of professional development, and decisions related to reappointment and tenure. Revising course contents to better address writing standards and student learning is an example shared in an interview with SOE faculty. The professional development plan summarizes the activity of faculty, which is discussed with chairs to ensure that the review process leads to improvements in teaching, service, and scholarship.

5.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Since the last NCATE visit, evidence in the IR, interviews, and documents viewed on site confirm that the faculty evaluation system has led to improvements in teaching, scholarship, and service. In response to EBI survey results that identified a weakness in candidates' use of technology in instruction, the unit engaged a technology consultant to assist faculty and candidates in using SMART Board technology. Faculty members from the SOE and SAS have collaborated during the development of graduate programs and have committed to the requirement for more rigorous scholarly work. For example, two faculty members have provided professional development seminars for student teachers to address

concerns identified on a mid-semester survey, measured the effectiveness of the seminars, and published the results. Faculty members in science, literacy, and special education are engaged in providing professional development to teachers in local high-needs districts.

Candidate course evaluations of faculty are completed each semester and are reviewed by the director of graduate programs and the dean of the SOE to determine if changes with individual faculty are needed. An adjunct instructor who scored low because of a lack of consistency in submitting data to the unit (i.e., work samples and observations) was provided professional development to assist with the deficit area. Faculty self-reflections must address all comments on the candidate evaluations for their courses. Peers and department chairs observe and evaluate to provide feedback. When classroom management became a concern because of candidates' texting during classes, a peer suggested that a policy of no tolerance with cell phone use in class would be helpful. Course syllabi show the change in class expectations to reflect the new policy. When new faculty members were having challenges in publishing scholarly work, they formed a research group, worked and wrote during the summer, and were successful in publishing. Special education faculty members have acted as mentors to new faculty in that department. Adolescent education faculty members have collaborated to help balance the work by linking the themes of professional practices in teaching, scholarship, and service for efficiency in time and effort. The unit has continuously improved in identifying strengths and weaknesses and targeting professional development appropriately to improve teaching, scholarship, and professional service.

5.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable to this standard

5.4 Strengths. What areas of the standard are being addressed at the target level?

Not applicable to this standard

5.5 Areas for Improvement and Rationales

5.5.1 What AFIs have been removed?

AFI	AFI Rationale
The unit does not use its faculty evaluation system for the improvement of teaching, scholarship, and service. ITP 1. The unit does not use its faculty evaluation system for the improvement of teaching, scholarship and service. ITP Evidence is provided to show that the unit uses the faculty evaluation system for the improvement of teaching, scholarship and service. The unit does not use its faculty evaluation system for the improvement of teaching, scholarship, and service.	Evidence is provided to show that the unit uses the faculty evaluation system for the improvement of teaching, scholarship, and service.

5.5.2 What AFIs remain and why?

AFI	AFI Rationale

5.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale

5.6 Recommendation for Standard 5

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Met <input type="button" value="v"/>

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

Old Westbury College consist of administrative offices that house the Wallace Gallery, Jones Recital Hall, enrollment services/admissions, financial aid, and Maguire Theatre. A library, student union, natural sciences building, and the Clark Athletic Center are also buildings on campus. Additionally, there are residence halls, some of them being used as rental income to house students from New York City College of Technology. The New Academic Building (NAB) was recently completed.

The School of Education (SOE) serves as the professional education unit for the preparation of teachers and is one of three schools within the college. The dean of the SOE is the unit head and reports directly to the vice president for academic affairs. The role of the teacher education program in the overall mission and vision of the institution is pivotal, according to the provost. There are three departments (childhood education, special education, and adolescent education) whose chairs report to the dean. Also reporting to the dean are the assistant to the dean for academic support services, assistant to the dean for field placement and clinical experiences, assistant dean for data management and assessment, an instructional technologist, and the director of graduate programs.

The governing structure includes committees for assessment, admissions, curriculum, field experiences, and an advisory board. The advisory board, which has met four times since 2007 according to minutes, is comprised of the departmental chairs, director for field placement and clinical experiences, the graduate director, dean of the School of Arts and Sciences, representatives of the school district, and the unit head. Additionally, coordinators from Science, Spanish, Mathematics, Social Studies, and graduate English Education are active participants in the unit, as they have dual appointments. The director of graduate programs also serves as the coordinator of Science Education. The advisory board has not met for a couple of years, but according to interviews, they will be meeting twice a year. This schedule conflicts with the SOE bylaw which indicates that the advisory committee should meet every three months. There are several formal organizations that guide the operations of the SOE, including the NYS Education Department, the SUNY provost task force for teacher education, and the teacher education advisory councils. The NYS Education Department's Office of College and University Evaluation, OCUE, oversees all degree-granting colleges and universities in the state, and assures that the programs offered for credit meet or exceed minimum quality standards. Before an institution can offer a new

program, OCUE reviews the curriculum, faculty, library and other learning resources, academic advising and records, administrative oversight, physical facilities, and financial resources. Under the leadership of the provost of the State University system, a task force was established to ensure the high quality of teacher preparation programs and to continue building on the success of existing SUNY programs. The task force produced a document which includes a number of policy changes designed to enhance the preparation of educators. These policies extend to issues of content and pedagogy curriculum, field experiences, faculty qualifications, external accreditation, school partnerships, and the need to increase the supply of teachers in urban areas and high need subjects.

Unit admission and degree requirements are clearly and consistently described in college and departmental materials, undergraduate and graduate catalogs, and online resources. Candidates' access to academic support services includes the Educational Opportunity Program, the Office of Services for Students with Disabilities, Counseling and Psychological Wellness Center, the Office of Career Planning & Development, the Office of Student Health, opportunities to participate in a study abroad program, and student computing. The admissions office is responsible for college recruitment of candidates in advanced and initial preparation programs. For graduate programs, the unit advertises with local media, through the public relations department, and by offering free professional development workshops to current educators in the field. Academic calendars, catalogs, publications, grading policies, and advertisements are current and accurate. This information can be found electronically as well as paper copies. Through the student affairs office, all undergraduate students have access to counseling, health services, advising, and commuter services. According to the vice president for student affairs, two-thirds of the full time freshmen are commuters. Candidates in advanced programs refer to their academic advisors for counseling and advisement.

Based upon an interview with the vice president for finance and business, the college receives their primary funding based upon state tax dollars from the State University of New York system. There are also funds received from revenues through programs. The SUNY funds are distributed to the units after meetings between the provost and division head have been held. At that time, the provost determines a list of essential items and meets with the deans to negotiate their budgets. The overall status of the college is good; and over the next few years they will be hiring approximately 20 new tenure or tenure-track faculty members college-wide. From the 2008-09 academic year to the 2010-11 academic year, the budget for the SOE has increased 42 percent in the areas of assessment, faculty development and technology. As a percentage of the total academic affairs budget, it is approximately 13 percent, which is an increase of 3.32 percent since 2007-08. Total full-time faculty members have also increased from 18 FTE in 2007-08 to 19.79 in 2010-11, according to an exhibit. This evidence indicates that funding is adequate to support curricular programs and support the preparation of candidates to meet standards.

Professional development opportunities and resources are adequate for faculty and are available through three avenues. Funds for faculty travel are distributed to the deans from the provost and course releases are available to enable faculty to publish or apply for grants. Discretionary salary increases which impact faculty's base salary are also available. Through the Teaching & Learning Center, support is provided for faculty teaching. Additionally, there is support for the institution's course management system, ANGEL. SUNY offers training opportunities for technology support – the Faculty Academic Technology (FAT) group. There is no technology plan for the college, but the purchase and replacement schedule for student computers is every three years and three to five years for faculty. The virtualized desktop software has enabled the college to save money through this wireless process and along with student technology funds, they subsidize faculty technology. There are over 1,000 computers in the 15-20 labs on campus, with approximately 300 dedicated to the library.

The institution has a chief information officer who reports to the office of the president, through the executive vice president. The unit has a dedicated instructional technologist who provides support for

both the faculty and students within the SOE. Since 1999, the college has dedicated \$30-40 million for technology initiatives as part of the strategic plan. Undergraduate candidates are also required to take a stand-alone technology course (ED 4120), as well as method courses which integrate technology for both candidates in the initial and advanced programs. The unit has adequate information technology resources to support faculty members and candidates

The unit follows the policies, procedures, and practices for faculty workload according to the "Education Law, Regents rules, and Commissioner's Regulation Concerning Postsecondary Education Programs Registration" of the New York State Education Department. This document outlines expectations for faculty teaching, scholarship, service, and collaboration which allows faculty members to be effectively engaged in scholarship, assessment, advisement, service, and collaboration with P-12 schools.

Undergraduate teaching load for full time, regular faculty is 12 contact hours per semester for 15 weeks. Part-time faculty members are hired by the chairperson and provided mentors. Part-time faculty members have P-12 teaching and/or administrative experiences. Other support staff in the unit includes two secretaries, NCATE co-coordinators, and three assistants to the dean. Faculty members are evaluated annually as outlined in the faculty handbook. Beginning at the department level, applications for reappointment, promotion, and tenure go to the dean, a college committee (ARPT), and the provost.

The Unit has adequate campus and school facilities to support candidates on meeting standards and use of information technology in instruction. It recently moved into the New Academic Building (NAB) which houses all the academic offices for the Schools of Education, Arts & Sciences, and Business. There are 40 smart classrooms, ten computer labs, capabilities for video conferencing, and Dunkin Donuts. Across campus there are additional computer labs, including several labs that will be located in the library once the renovation has been completed in December 2013. The library also houses the curriculum materials center. According to interviews, 20 percent of the circulation comes from the curriculum materials centers, and regular circulation books are used more by education major than many other departments in the college. For the 2012-13 academic year, the library's overall material budget represents 14 percent to the School of Education; 39 percent to the School of Business; and 47 percent to the School of Arts and Sciences. The library director makes these allocations and request funding from the provost.

6.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

The college anticipates increasing the enrollment to 5,000 students and in the SOE to approximately 500 candidates, with the majority of those candidates enrolled in the advanced programs. Individuals interviewed discussed the importance of increasing graduate enrollment and to grow the college in strategic areas that relate to the overall mission of SUNY. In addition to the 12 graduate programs which were recently added new programs include the following: Master's Degree in Literacy, Master's Degrees in Special Education, Educational Administration, Advanced Graduate Certificate in Early Childhood, Bilingual Extension, Middle Childhood Extension, and Technology Education Bachelors and Masters, which would be a joint program with Farmingdale State College.

The SOE recently moved in the NAB and are exploring new possibilities with technology. The college is looking to identify the SOE as a pilot for technology initiatives. The NAB currently uses a virtualized desktop program which provides faculty and staff access capability to their computer from anywhere. Proposals are forthcoming for new equipment through the SOE instructional technologist. Additionally, with the proposed new advanced programs, the college is investigating implications for additional space in the NAB for candidates to collaborate and get connected. The college is also discussing enhancing their distance education format.

The renovated library is designed to support current and foreseeable patterns of use. For library information resources, this means increased emphasis on electronic items and less in print. For library space, this means increased group study space and computing technology. Other academic support services will come to the library. New classrooms, some of which will be used for library instruction, will be situated so that they can be used when the library, itself, is closed.

6.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable to this standard

6.4 Strengths. What areas of the standard are being addressed at the target level?

Not applicable to this standard

6.5 Areas for Improvement and Rationales

6.5.1 What AFIs have been removed?

AFI	AFI Rationale
The two faculty members who exceeded State regulations concerning teaching load are in the Special Education Department.	Faculty teaching loads are regulated by NYS Department of Education. The formula requires faculty to have 12 contract hours per week for undergraduate courses and nine contact hours per week for graduate courses. Because the unit has hired addition full-time faculty in the Exceptional Education program, this is no longer a concern.
Two programs were out of compliance with the State standard because full-time faculty members were partially released from teaching to work on NCATE visit preparations, requiring additional part-time faculty members for some of the pedagogical courses.	Over half of the pedagogical courses (56%) are taught by full-time faculty. This is in compliance with NYS Department of Education regulations.

6.5.2 What AFIs remain and why?

AFI	AFI Rationale

6.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale

6.6 Recommendation for Standard 6

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Met <input type="button" value="v"/>

IV. SOURCES OF EVIDENCE

Documents Reviewed

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Persons Interviewed

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Please upload sources of evidence and the list of persons interviewed.

Evidence List for SUNY at OW.doc
Old Westbury Interview Participants.docx

See **Attachment** panel below.

(Optional) State Addendum: