

SUNY Buffalo State College

Teacher Education Unit

Assessment Handbook

Developed by the Assessment/Accreditation Committee
of the Teacher Education Council

Addendum to TEU Handbook

Revised January 2020

Approved April 2020

Table of Contents	Page
Committee Information.....	3
Committee Charge.....	3
Committee Membership.....	3
TEU Assessment System.....	4
Quality Assurance System for Continuous Improvement- BSEAS.....	4
Buffalo State Educational Assessment System (BSEAS) Graphic.....	5
Continuous Improvement Timelines.....	5
Transition Points.....	5
Overall Administration & Data Collection Timeline	5
Data Review, Analysis, & Reporting Timeline.....	6
TEC Data Analysis Plan.....	6
Program Improvement Retreat.....	6
CAEP Annual Report.....	6
Action Planning Processes.....	7
Data Management System and Other Technology for Assessment.....	9
Unit-wide EPP Created Assessments.....	10
List of Assessments.....	10
Standard Alignment.....	10
Reliability & Validity Overview.....	10
Stakeholder Input.....	11
Guiding Standards & Professional Competencies for Teacher Education Programs.....	11
Summary Sheets of Each EPP Created Assessment.....	11
-Assessment Type	
-Rationale for selection of the measure (credibility)	
-Evidence (or procedures used) related to assuring reliability and validity and fairness for each measure, including timeline for development, piloting, and review/revision	
-Timeline for administration	
-Timeline for evaluation and data review	
Appendices	22
Appendix I: BSEAS Graphic	22
Appendix II: TEU Transition Points	23
Appendix III: GAPP Questions	24
Appendix IV: TEU Program Improvement Workspace Framework	25
Appendix V: TEC Data Analysis Plan	26
Appendix VI: Data Interpretation and Feedback Form (DIFF)	28
Appendix VII: Annual Reporting Measures	29
Appendix VIII: Action Plan Template	30
Appendix IX: CAEP Evaluation Framework for EPP-Created Assessments	31
Appendix X: CAEP EPP Created Assessment Worksheet Template	34

COMMITTEE INFORMATION

COMMITTEE OVERVIEW:

The Assessment/Accreditation Committee is a standing committee of the Teacher Education Council under Article IV of the Teacher Education Unit (TEU) Bylaws. The Teacher Education Council (TEC) is a unifying governing body or unit for all educator preparation programs at Buffalo State College, these programs comprise the TEU and are under the leadership of the of the Dean of the School of Education who is the Unit Head and a member of the Dean's Council.

COMMITTEE CHARGE:

The Assessment/Accreditation Committee is charged with making recommendations to ensure the continuous improvement of programs and activities across the TEU, for which unit-wide assessment and data collection activities provide important information. This committee facilitates the TEU's capacity to create a culture of evidence and use it to maintain and enhance the quality of the professional programs offered at Buffalo State College.

COMMITTEE MEMBERSHIP:

The TEC Assessment/Accreditation Committee membership is comprised of volunteer members of the TEU, an accreditation coordinator (i.e., Assistant Dean for Assessment and Accreditation or other accreditation leader), as well as at least one representative from Buffalo State College's Office of Institutional Effectiveness who assists with data gathering, analysis, and dissemination. Effort is made to have representation from both elementary as well as secondary education and content area programs across the TEU. Clinical partners act as ex officio members of the Assessment/Accreditation Committee, in that they receive regular assessment reports and provide feedback to assessment committee representatives during quarterly PDS advisory council meetings (TEUPAC).

TEU ASSESSMENT SYSTEM

Quality Assurance System for Continuous Improvement:

The Buffalo State TEU has designed an assessment system that emphasizes the following processes to meet our goals:

- (1) data collection,
- (2) data review and action planning, and
- (3) the monitoring of action plans.

The *Buffalo State Educational Assessment System* (BSEAS) is our quality assurance system that emphasizes strategic and systematic evaluation across our unit, that leads to continuous improvement

for us, as an Educator Preparation Provider (EPP). This system helps to assure quality candidates and a positive impact on P-12 student learning and development.

Through this system, the Assessment/Accreditation Committee assures that data sources are relevant, verifiable, representative, cumulative, and produce empirical evidence that can be interpreted in a manner that is valid and open to actionable insights. The multiple measures are regularly monitored with input from a range of partners and stakeholders involved in educator preparation program evaluation, leading to improvement in unit or program elements, policies, and processes. The processes within the assessment system help to ensure the following: Fairness, Accuracy, Consistency, and Elimination of Bias.

The following graphic summarizes BSEAS and provides insight into the role of the data management system (Watermark-Taskstream LAT and AMS) in assisting stakeholders in the data gathering, interpretation, and decision-making processes involved in our quality assurance system. An enlarged copy can be found in Appendix I. *Note: The BSEAS graphic is shared and reviewed monthly during each TEC Meeting during the Assessment/Accreditation Report.*

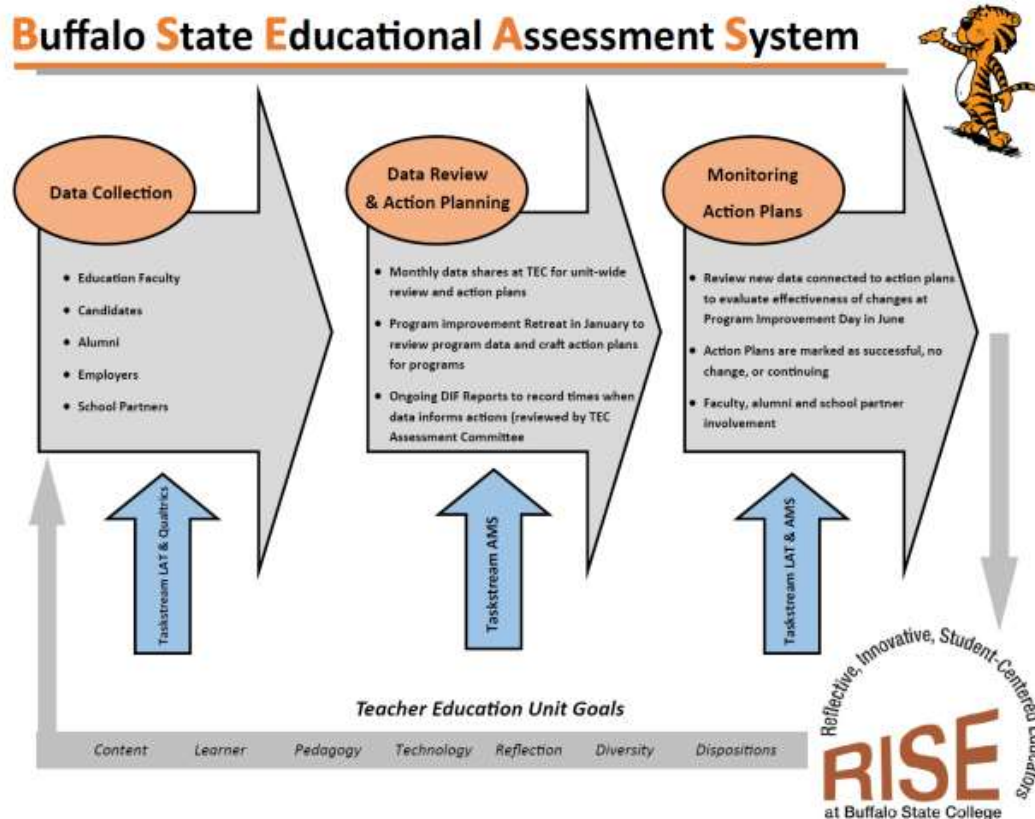


Figure 1. Buffalo State Education Assessment System Graphic

Continuous Improvement Timelines:

Data are collected on all aspects of the TEU's activities; analyzed to determine patterns, trends, and progress; and used to define changes for the purpose of improving the quality of programs, faculty, candidates, policies, procedures, and practices of educator preparation.

Transition Points: Teacher candidates' performance is monitored throughout their program using a distinct timeline. Five common transition points are utilized across the TEU. Each program's transition points may have some unique criteria or are customized by based on course sequencing. See Appendix II.

Overall Administration and Data Collection Timeline for Various Data Sources:

- *Unit Wide Common Assessments:* Administration of unit-wide common assessments are captured in the Transition Point document that provides common benchmarks and lists instruments used for evaluation across the common 5 transition points at both initial and advanced program levels. *See Appendix II transition point details.*
- *Surveys:* An Exit Survey is administered to candidates upon completion of their program. Additionally, a Field Experience Survey is administered at the completion of each field experience. Alumni and Employer Surveys are administered after the spring semester during the summer session (but while p-12 schools are generally still in session) to track a cohort of completers 1 year and 3 years post-graduation (initial and advanced programs). Additional surveys include the *360° Clinical Partnership Assessment Surveys* that are administered at the conclusion of each final student teaching placement (or other final clinical experience/practicum).
- *Case Study for Program Impact:* Each year, 3 to 4 programs within the TEU will identify at least 1 completer per program to include in a case study protocol aimed at identifying program impact on P-12 learners.
- *Stakeholder Data:* School and community partners are continually sought out to provide feedback and input related to program and candidate quality, both formally and informally each semester, each quarter, and at some annual events.

The primary formal feedback opportunities are: (1) Via TEU Common Assessments and Surveys (described above) administered during clinical experiences each semester, (2) During quarterly advisory council meetings (i.e., TEUPAC and Exceptional Education Advisory Council as well as other program-level partnership activities) utilizing the *GAPP- Graduate and Program Preparedness* questions, (3) During the Annual Professional Development Schools Conference, (4) During the local area Principals' Meetings where EPP representatives attend at least one time per year alongside principals in both Erie and Niagara Counties.

The GAPP question and form used to collect feedback from partners is provided in Appendix III.

Data Review, Analysis, & Reporting Timeline:

Disaggregated data, evidence of analysis, and action plans are housed within Taskstream by Watermark's Accountability Management System within each program's TEU Program Improvement Workspace (see Appendix IV for sample workspace framework). This information is organized via an academic year assessment cycle beginning September 1 and ending August 31.

There are two primary data analysis timelines that are followed and led by the Assessment/Accreditation Committee:

1. The first is based upon the **TEC Data Analysis Plan** (Appendix V). The Assessment/Accreditation Committee compiles and reviews specific data, disaggregated by initial and advanced programs, prior to the monthly Teacher Education Council (TEC) meetings. This review is followed by a formal report provided to the Council a week later where possible recommendations or actions are voted on or developed during that time. The TEC representatives turnkey the information to their respective departments. During the formal TEC Assessment/Accreditation Committee report, preliminary analysis is shared, and additional feedback is solicited via the electronic *Data Interpretation Feedback Form* (DIFF; See Appendix VI). The DIFF is used both during the meeting and is emailed out as a follow up a week or more after the meeting is held. Data gathered via the DIFF are reviewed during each monthly Assessment Committee meeting and action plans are created, as needed.

The content reviewed during the monthly reports to the TEC are compiled in the CAEP Annual Report submitted each spring by the Assistant Dean for Assessment and Accreditation (or designee).

2. The second data analysis timeline aligns to the annual **Program Improvement Retreat** each January where all members of the TEU come together for a day of assessment recalibration and analysis. During the retreat, unit-level assessment findings are disaggregated by program level data, examined, and action plans are developed and reviewed by program faculty and other stakeholders. An action plan follow-up template is used (see Appendix IV) to record and monitor action plans in Watermark-Taskstream AMS. These action plans are revisited in a Follow Up Assessment Day at the conclusion of the spring semester (e.g., Action Plan Status Update Workshop) or sooner, based on program preference.

CAEP Annual Report: In addition to the "local level" data analysis and reporting timelines described above, the Assessment/Accreditation Committee oversees the submission of an annual report required by our accreditor, CAEP. The annual report is due yearly in the spring (between January and April) and is submitted to CAEP via their **Accreditation Information Management System's Annual Reporting System** (*user ID and password available upon request*). A listing of the required annual reporting measures can be found in Appendix VII.

Recent Annual Report data submitted on behalf of the TEU can be viewed on our EPP site: <https://epp.buffalostate.edu/annual-reporting-measures>

Action Plan Process: Following all data review and analysis activities, we record decisions based on data and progress on existing actions in Taskstream by Watermark at both the program and unit level. Programs are free to use Taskstream by Watermark when it is most convenient or helpful, however assistance and guidance is provided for this task at the January Program Improvement Retreat when all data from the previous academic year is loaded into the program data websites. Additional time is allotted in the spring during an Action Plan Status Update Workshop/Retreat where programs record the status of all action plans.

An action plan template is provided. See Appendix VIII.

Additionally, submissions via the *Data Interpretation Feedback Form* (DIFF; See Appendix VI) are reviewed regularly by the Assessment/Accreditation Committee and action plans are developed as needed. The following link to the form is provided after every data reporting session:
https://w.taskstream.com/Survey/SurveyComplete/StartSurvey?e_surveyId=f0ctcyctc1cqcn&anonKey=daa743de

Resources and support to assist with action planning and with using Taskstream by Watermark is provided at the retreats and on the TEU Assessment Resources Webpage
<https://epp.buffalostate.edu/assessment-resources-taskstream>.

Data Management System and Other Technology for Assessment:

The TEU utilizes several technology and software tools to assist in the quality assurance process. Some tools are used to assist in data gathering while others are used to house, share, and analyze data and monitor improvements.

The following is a description of the technology and data management systems currently in use:

Taskstream by Watermark Learning Assessment Tools (LAT)

Taskstream by Watermark LAT is used by Buffalo State teacher candidates to submit program assessment work, complete unit surveys, and to submit the edTPA (if appropriate). Instructors use LAT to evaluate candidate submissions. Non-submission evaluations are also completed by instructors/advisors such as practicum evaluations and candidate disposition reports. Some programs utilize other resources and tools of the system such as lesson builders and e-portfolios, but these are not unit-wide requirements.

The Taskstream Coordinator oversees general functioning of the system as well as provides reports to chairs, program directors, and to other stakeholders. LAT is also used for the creation of program data web sites that house all program assessment and unit data for continuous improvement. These data sites are maintained by the Taskstream Coordinator.

Candidates' subscriptions are paid through student fees included in tuition. Candidates are given a key code to set up their account during the first course where a Taskstream submission is required. This account remains active throughout the candidate's program. Faculty accounts are granted without expiration.

Taskstream support documents and resources for students, faculty and partners are found on the TEU Assessment Resources Webpage (<https://epp.buffalostate.edu/assessment-resources-taskstream>).

Taskstream by Watermark Assessment Management System (AMS)

Taskstream by Watermark AMS is used by Buffalo State's TEU to collect and manage assessment and accreditation documents. Each educator preparation program is given a "TEU Program Improvement Workspace" that includes the following sections:

Program Fundamentals: Mission, Program Learning Outcomes, Curriculum Map, and Alignment Matrices

Yearly Cycle: Assessment Plan, Results and Discussion, and Action Plans

Qualtrics & EvalKit

Qualtrics & EvalKit are survey tools used by Buffalo State's TEU to administer assessment surveys such as the Alumni Survey, Employer Survey, the Student Teacher Course Survey and the Mentor/Cooperating Teacher Survey.

SLATE

Slate is a Customer Relationship Management System and is leveraged by the Buffalo State TEU to manage all field experience applications and placements. Initially, candidates report early field experience hours in Slate and then add other documents as evidence of readiness for the final practicum or student teaching. Slate allows our field supervisors, managers and advisors easy access to candidate application materials and tracking of placements to ensure that our candidates are afforded diverse experiences.

UNIT-WIDE EPP CREATED ASSESSMENTS
--

To address relevant and meaningful attributes of candidate knowledge, performance, and dispositions, the TEU develops a variety of tests, observations, projects, assignments and surveys to be administered at various points from admission to exit (and surveys for completers, as well). These instruments are regularly reviewed as part of our continuous improvement process and revisions are conducted as needed.

List of Unit-wide EPP Created Assessments: The Assessment/Accreditation Committee has developed the following assessments and evaluation tools used to provide evidence that candidates have met standards and are competent. Some assessments include the evaluation of supervisors as well as mentor/cooperating teachers (e.g., *360° Clinical Partnership Assessment*).

They include:

- Professional Dispositions Evaluation
- Final Practicum Evaluation
- Early Practicum Evaluation
- 360° Clinical Partnership Evaluation
- Advanced Program Capstone Project
- Advanced Program Literacy Lesson Plan

Standard Mapping/Alignment: On Taskstream, all EPP created assessments are mapped to relevant standards described in more detail below. Each rubric row and/or survey item are aligned to both INTASC Standards and the TEU Goals within our conceptual framework (e.g., *Content, Learner, Pedagogy, Technology, Reflection, Diversity, Dispositions*) as well as the appropriate level CAEP Standards (e.g., Initial or Advanced). Individual programs determine the alignment between the EPP created assessment items and their own professional area standards. Additionally, we utilize ISTE standards where appropriate. These alignments can be found on Taskstream.

Reliability & Validity: All EPP created assessments are vetted and reviewed by the TEC Assessment/Accreditation Committee to determine the administration timeline, purpose, content, relationship to relevant standards, scoring procedures, reliability and validity. Surveys are also examined to determine appropriate content and data quality. Currently the

Assessment/Accreditation Committee utilizes the *CAEP Evaluation Framework for EPP-Created Assessments* to monitor and sufficiency level across these areas (see Appendix IX).

Specifically, we utilize the Lawshe Ratio to determine Content Validity on all EPP created assessments and engage in ongoing reliability activities such as inter-rater reliability exercises as well as the provision of training videos/tutorials and step-by-step guides available as “just in time” tools for all evaluators.

Some overarching details related to reliability and validity of each EPP created assessment are provided in this handbook. Additional tracking details, Lawshe ratios, and other specifics are available upon request to the committee via our *CAEP EPP Created Assessment Worksheets* used for tracking. See template of worksheet in Appendix X.

Stakeholder Input: A variety of relevant stakeholders provide regular input on both content, construct, and relevance of all EPP created assessments. The primary methods are outlined in the above description of our continuous improvement system (BSEAS). Again, details of these sessions are available upon request via the *CAEP EPP Created Assessment Worksheets*.

GUIDING STANDARDS AND PROFESSIONAL COMPETENCIES

According to Article II of the Teacher Candidate Policies in the TEU Policy Handbook, professional competencies for educator preparation programs are based on the following standards (or those deemed appropriate by the specialized professional area):

Initial Programs: *Interstate Teacher Assessment and Support Consortium model core teaching standards (InTASC Standards)*. Initial programs also follow specialized standards that include but are not limited to, *Specialized Professional Association (SPA) standards*.

Advanced Programs: *Each advanced program follows specialized standards that include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards or other guiding entity, and/or standards of other relevant accrediting bodies (e.g., American Speech-Language-Hearing Association).*

Additionally, all programs abide by the *Buffalo State Teacher Education Unit Professional Dispositions* and *New York State Code of Ethics for Educators*.

Next, standards and professional competencies are supported by the **Buffalo State TEU Conceptual Framework** whereby we seek to prepare *Reflective, Innovative, Student-centered Educators (RISE)* who are committed to transform the lives and the communities in which they live and serve and who meet the **TEU Goals** in the areas of: *Content, Learner, Pedagogy, Technology, Reflection, Diversity and Dispositions*.

Finally, Buffalo State has received continuous accreditation by the National Council for Accreditation of Teacher Education (NCATE) since 1954. As NCATE was subsumed by the Council for the Accreditation of Educator Preparation (CAEP) in 2016, we now work toward meeting the **CAEP Standards** for initial and advanced programs in an effort to seek continuing accreditation.

All of the above standards and competencies are used as a basis for all assessment and evaluation activities related to the TEU as part of the larger quality assurance system known as the Buffalo State Educational System (BSEAS).

Summary of EPP Created Assessments:

ASSESSMENT NAME:	Buffalo State TEU <i>Professional Dispositions Evaluation</i>
Assessment Type	Rubric
Rationale for selection of the measure (credibility)	Based upon TEU goals, professional educators must demonstrate respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning. The TEU seeks to prepare <u>R</u> eflective, <u>I</u> nnovative, <u>S</u> tudent-centered <u>E</u> ducators who are committed to transform the lives and communities in which they live and serve (RISE = Conceptual Framework)
Evidence (or procedures used) related to assuring reliability and validity and fairness for each measure, including timeline for development, piloting, and review/revision	Development: Fall 2016-Spring 2017 Content validity: TEC Feedback 2017; Lawshe Study Spring/Summer 2018; External/Stakeholder feedback Fall 2018. Pilot: 2017-2018 AY & Fall 2018 Review/Revision: 2018 Reliability training: Fall 2018; Just in Time Video Tutorials Created Fall 2019; Supervisor reliability training Spring 2020. Triangulation: TP2 & TP4 Results Compared
Timeline for administration	Transition Point 2 (self eval & instructor eval; initial & adv) Transition Point 3 (self eval via student teaching app; initial) Transition Point 4 (instructor eval; initial & adv)
Timeline for evaluation and data review	<u>Unit Level:</u> Annually by Assessment & Accreditation Committee; Presented to TEC for review, discussion & action planning. <u>Program Level:</u> Annually by individual programs during <i>Program Improvement Retreat</i> for review, discussion, & action planning.

	Buffalo State TEU Final Practicum Evaluation (AKA Student Teaching Eval)
Assessment Type	Rubric
Rationale for selection of the measure (credibility)	Based upon the TEU unit goals, we are committed to candidate development and excellence in the following areas: Content, Learner, Pedagogy, Technology, Reflection, Diversity and Professional Dispositions (CLOPTRoDD). These goals are valued, taught, and evaluated in our candidates to support and enhance the education of all students in all context.
Evidence (or procedures used) related to assuring reliability and validity and fairness for each measure, including timeline for development, piloting, and review/revision	<p>Development: Spring 2017</p> <p>Content validity: TEC Feedback 2017; Lawshe Spring/Summer 2018; External feedback Fall 2018.</p> <p>Pilot: 2017-2018</p> <p>Review/Revision: Spring/Summer 2018</p> <p>Reliability training: varied by program Fall 2018; Fall 2019 Just in Time Video Tutorials Created; Supervisor reliability training Spring 2020.</p> <p>Triangulation: Mentor Teacher & Supervisor results compared</p>
Timeline for administration	Transition Point 4 (supervisor & mentor teacher eval; initial & adv, as appropriate)
Timeline for evaluation and data review	<p><u>Unit Level:</u> Annually by Assessment & Accreditation Committee; Presented to TEC for review, discussion & action planning.</p> <p><u>Program Level:</u> Annually by individual programs during <i>Program Improvement Retreat</i> for review, discussion, & action planning.</p>

	Buffalo State TEU Early Field Experience/Practicum Evaluation
Assessment Type	Survey
Rationale for selection of the measure (credibility)	Based upon the TEU unit goals, we are committed to candidate development and excellence in the following areas: Content, Learner, Pedagogy, Technology, Reflection, Diversity and Professional Dispositions (CLOPTRoDD). These goals are valued, taught, and evaluated in our candidates to support and enhance the education of all students in all context.
Evidence (or procedures used) related to assuring reliability and validity and fairness for each measure, including timeline for development, piloting, and review/revision	<p>Development: Summer 2018</p> <p>Content validity: Based on Final Practicum Feedback timeline given same items on survey.</p> <p>Pilot: Fall 2018</p> <p>Review/Revision: Summer 2019</p> <p>Reliability training: varied by program Fall 2018; Fall 2019 Just in Time Video Tutorials Created; Supervisor reliability training Spring 2020.</p> <p>Triangulation: Mentor Teacher & Supervisor results compared</p>
Timeline for administration	Transition Point 2 (instructor eval; initial & adv, as appropriate)
Timeline for evaluation and data review	<p><u>Unit Level:</u> Annually by Assessment & Accreditation Committee; Presented to TEC for review, discussion & action planning.</p> <p><u>Program Level:</u> Annually by individual programs during <i>Program Improvement Retreat</i> for review, discussion, & action planning.</p>

	Buffalo State TEU <i>360° Clinical Partnership Evaluation</i>
Assessment Type	Survey
Rationale for selection of the measure (credibility)	Multi-rater feedback from multiple sources helps ensure effective partnerships and high-quality clinical practice. Clinical educators, including supervisors and mentor teachers, impact candidate development and ultimately P-12 student learning and development.
Evidence (or procedures used) related to assuring reliability and validity and fairness for each measure, including timeline for development, piloting, and review/revision	Development: Fall 2018 Content validity: Fall 2019 Pilot: Spring & Fall 2019 Review/Revision: annually review Reliability training: Just in Time Video tutorials Triangulation: candidate-mentor-supervisor data compared
Timeline for administration	Transition Point 4 (supervisor & mentor teacher eval; initial & adv, as appropriate)
Timeline for evaluation and data review	<u>Unit Level:</u> Annually by Assessment & Accreditation Committee; Presented to TEC for review, discussion & action planning. <u>Program Level:</u> Annually by individual programs during <i>Program Improvement Retreat</i> for review, discussion, & action planning.

	Buffalo State TEU Advanced Program Capstone Project
Assessment Type	Rubric
Rationale for selection of the measure (credibility)	A culminating project can provide evidence of research, reflection, collaboration, technology use, and implications for current or future students, while emphasizing each candidates' unique program proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization.
Evidence (or procedures used) related to assuring reliability and validity and fairness for each measure, including timeline for development, piloting, and review/revision	Development: Fall 2018 Content validity: Fall 2018, Spring 2019, Fall 2019, Spring 2020 Pilot: Spring 2019 Review/Revision: some revision needed Fall 2019 Reliability training: February 2019; January 2020; March 2020
Timeline for administration	Transition Point 4
Timeline for evaluation and data review	<u>Unit Level:</u> Annually by Assessment & Accreditation Committee; Presented to TEC for review, discussion & action planning. <u>Program Level:</u> Annually by individual programs during <i>Program Improvement Retreat</i> for review, discussion, & action planning.

	Buffalo State TEU <i>Advanced Program Literacy Lesson Plan</i>
Assessment Type	Rubric
Rationale for selection of the measure (credibility)	An advanced level lesson plan provides evidence of candidates' ability to learn and apply specialized content and discipline knowledge (as it relates to the appropriate standards) to help advance the learning of all P-12 students toward attainment of college- and career-readiness standards. Specifically, it is vital for candidates integrate literacy across their discipline and use it to be aware of adolescents' multiple literacies, assess literacy abilities, use technology and materials other than textbooks to teach content, and incorporate strategies for working with struggling students, English learners, students with disabilities, and advanced students in their content areas.
Evidence (or procedures used) related to assuring reliability and validity and fairness for each measure, including timeline for development, piloting, and review/revision	Development: Fall 2020 Content validity: January 2020 Review/Revision: Summer 2020 Reliability training: Summer/Fall 2020
Timeline for administration	Transition Point 3
Timeline for evaluation and data review	<u>Unit Level:</u> Annually by Assessment & Accreditation Committee; Presented to TEC for review, discussion & action planning. <u>Program Level:</u> Annually by individual programs during <i>Program Improvement Retreat</i> for review, discussion, & action planning.

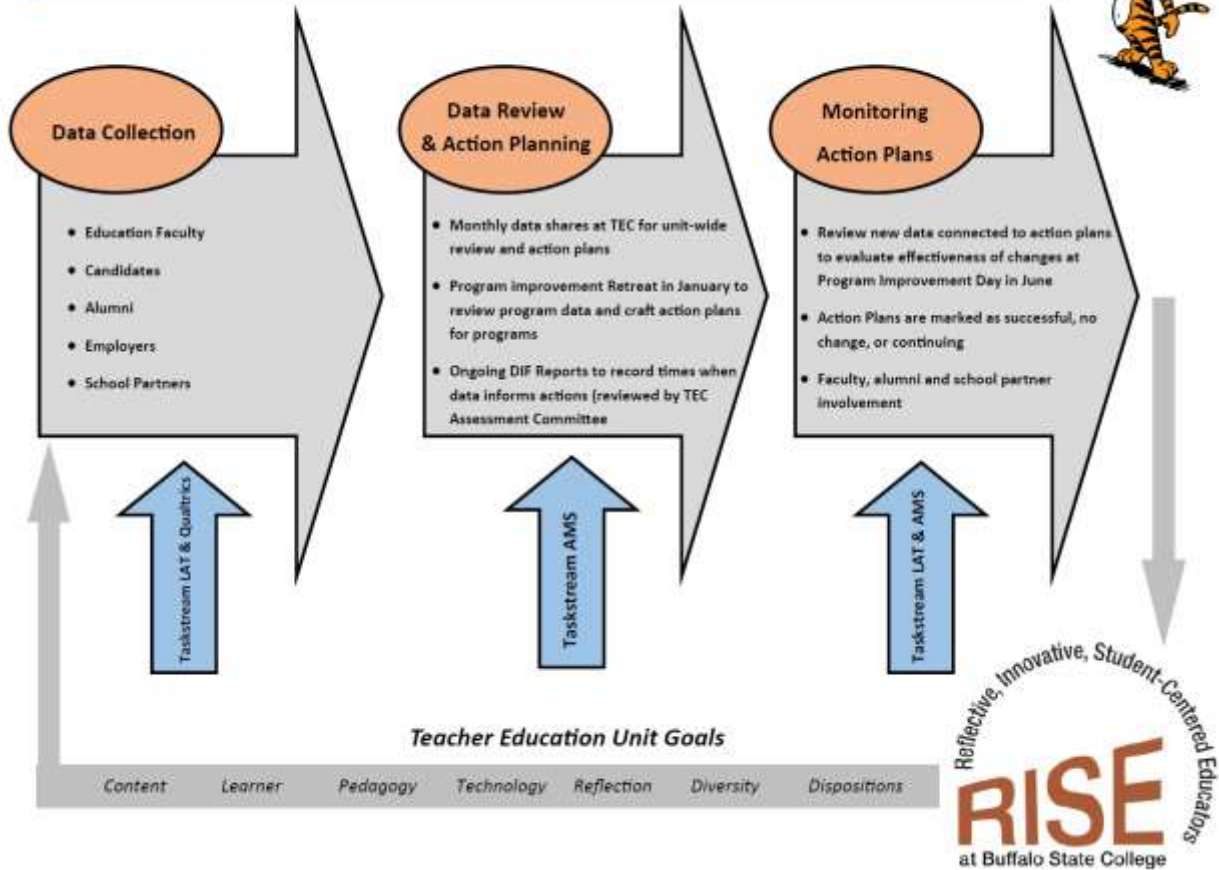
ASSESSMENT NAME:	Buffalo State TEU Employer Survey
Assessment Type	Survey
Rationale for selection of the measure (credibility)	Determine employer satisfaction and complete impact and effectiveness.
Evidence (or procedures used) related to assuring reliability and validity and fairness for each measure, including timeline for development, piloting, and review/revision	Development: 2011 Content validity: 2011; 2018 Pilot: 2011; 2018 (revised) Review/Revision: as needed Reliability training: Principal Meeting Spring 2019; Just in Time Video Tutorials Created Spring 2020 Triangulation: Results compared between Exit Survey, Alumni Survey and Employer Survey
Timeline for administration	1 year out (post program completion)
Timeline for evaluation and data review	<u>Unit Level:</u> Annually by Assessment & Accreditation Committee; Presented to TEC for review, discussion & action planning. <u>Program Level:</u> Annually by individual programs during <i>Program Improvement Retreat</i> for review, discussion, & action planning.

ASSESSMENT NAME:	Buffalo State TEU Alumni Survey
Assessment Type	Survey
Rationale for selection of the measure (credibility)	Determine completer satisfaction, teaching effectiveness, and program impact; also ability to be hired and milestone data obtained.
Evidence (or procedures used) related to assuring reliability and validity and fairness for each measure, including timeline for development, piloting, and review/revision	Development: 2011; 2018 Content validity: 2011; 2018 Pilot: Summer 2018 Review/Revision: as needed Reliability training: Just in Time Video Tutorials Created Spring 2020 Triangulation: Results compared between Exit Survey, Alumni Survey and Employer Survey
Timeline for administration	1 year out (post program completion) 3 years out (post program completion)
Timeline for evaluation and data review	<u>Unit Level:</u> Annually by Assessment & Accreditation Committee; Presented to TEC for review, discussion & action planning. <u>Program Level:</u> Annually by individual programs during <i>Program Improvement Retreat</i> for review, discussion, & action planning.

ASSESSMENT NAME:	Buffalo State TEU <i>Exit Survey</i>
Assessment Type	Survey
Rationale for selection of the measure (credibility)	Determine completer satisfaction; program impact (candidate level)
Evidence (or procedures used) related to assuring reliability and validity and fairness for each measure, including timeline for development, piloting, and review/revision	Development: 2011; 2017 Content validity: 2011; 2017 Pilot: 2017 Review/Revision: 2018 Reliability training: Just in Time Video Tutorials Created Spring 2020 Triangulation: Results compared between Exit Survey, Alumni Survey and Employer Survey
Timeline for administration	Transition Point 4- Program Completion
Timeline for evaluation and data review	<u>Unit Level:</u> Annually by Assessment & Accreditation Committee; Presented to TEC for review, discussion & action planning. <u>Program Level:</u> Annually by individual programs during <i>Program Improvement Retreat</i> for review, discussion, & action planning.

Appendix I

Buffalo State Educational Assessment System



Appendix II

Buffalo State College Teacher Education Unit Transition Points <i>Revised April 2019</i>					
INITIAL			ADVANCED		
TP 1	Admission	<ul style="list-style-type: none"> GPA SAT/ACT Other, if applicable <i>(interview, writing sample, audition)</i> 	TP 1	Admission	<ul style="list-style-type: none"> GPA GRE/MAT Initial cert if applicable. Other, if applicable <i>(interview, writing sample, audition)</i>
TP 2	Checkpoint 2 <i>(i.e., early field experience)</i>	<ul style="list-style-type: none"> Disposition Self-Evaluation Early Practicum Evaluation <i>(Pilot. Includes supervisor evaluation of dispositions)</i> S.E. E. Evaluation <i>(pilot)</i> 	TP 2	Checkpoint 2 <i>(formerly "Candidacy"; may now be advisement time or other course for cohort model programs)</i>	<ul style="list-style-type: none"> Disposition Self-Evaluation Disposition faculty eval <i>(if no early field experience)</i>
TP3	Before Student Teaching	<ul style="list-style-type: none"> GPA Course Grades 	TP3	Before Capstone Project or Clinical Experience	<ul style="list-style-type: none"> GPA Course Grades Early Practicum Evaluation <i>(Use if early field experience)</i>
TP4	After Student Teaching	<ul style="list-style-type: none"> Final Practicum Eval <i>(student teaching eval conducted by supervisor AND mentor teacher)</i> Pilot- 360° Exit Survey 	TP4	Completion of Capstone Experience	<ul style="list-style-type: none"> Advanced Program Capstone Project (e.g., Master's Project) Dispositions Evaluation <i>(embedded in Capstone rubric or completed during practicum)</i> Final Practicum Evaluation <i>(if appropriate)</i> Exit Survey
TP5	Program Completion	<ul style="list-style-type: none"> Degree Works review 	TP5	Program Completion	Degree Works review

NOTE: Key program assessments are not included here; See program level transition points for those details.

Appendix III

Teacher Education Unit**GAPP Questions:****Graduate and Program Preparedness Question Template**

Strengths of Graduates & Teacher Candidates	Areas for Improvement for Graduates & Teacher Candidates	Suggestions to Improve Quality of Program

Note: This is shared and discussed at each clinical partner advisory council meeting (e.g., TEUPAC, etc.).

Appendix IV

TEU Program Improvement Workspace Framework

■ Standing Requirements
✦ Mission Statement
✦ TEU Conceptual Framework
✦ Learning Outcomes
✦ Curriculum Map(s)
■ 2018-19 Assessment
✦ Assessment Plan
✦ Results & Discussion
✦ Action Plans
✦ Status
■ 2019-20 Assessment
✦ Assessment Plan
✦ Results & Discussion
✦ Action Plans
✦ Status

Appendix V

Buffalo State College
Teacher Education Unit

Data Analysis Plan for TEC Meetings

As part of the Teacher Education Unit's (TEU) Quality Assurance System, we will systematically examine the data we collect to determine patterns, trends, and progress during each Teacher Education Council (TEC) monthly meeting. The TEC is comprised of all relevant stakeholders in the educator preparation process and as a body, is able to inform policy and practices leading to quality outcomes for our candidates. This monthly data share is one example of our intentional efforts for continuous improvement.

PROCESS:

Monthly, the TEU Assessment Committee will lead a discussion related to using evidence created and administered by the TEU and associated programs. Data from the **eight annual reporting measures** for CAEP will be shared, as well as additional sources of evidence, determined by the TEU Assessment Committee.

STEP 1: Assessment Committee will **gather data** from source (*e.g., Tiffany Fuzak, Patty Recchio, SPA, other?*) based on the most recent reporting or administration (*prior academic year? Prior semester? More than a year?*)

STEP 2: Prior to the TEC meeting, Assessment Committee will **disaggregate, visually represent** the data, and look for preliminary patterns, trends, etc.

STEP 3: Assessment Committee will **conduct a "data share"** at monthly TEC meeting based on predetermined schedule (see below).

Each monthly "data share" will include:

- a) Overview of what the assessment measure is, including purpose and role in accreditation.
- b) Evidence will be overtly mapped/linked to CAEP Standards.
- c) Discussion amongst TEC regarding:
 - Interpretation and what conclusions can be drawn from evidence?
 - Any concerns related to validity, reliability, bias, fairness, etc.
 - Additional evidence (qualitative or quantitative) that may be needed for comparison or to support (or refute) conclusions drawn.
 - Recommendations for action or improvement, if appropriate. Statement of implications of the data and analyses.
 - Plan for how findings will be shared (program level, candidates, and additional stakeholders) and what follow up is needed.

STEP 4: Assessment Committee will **track conclusions/outcomes** in TaskStream/Watermark and **follow up** with additional data or actionable items as needed.

TEC Data Share Schedule

	CAEP Annual Reporting or other Measures	Data Source
September	<ul style="list-style-type: none"> Ability to meet licensing (Measure 6) 	NYSCTE (e.g., CST, EAS)
October	<ul style="list-style-type: none"> Impact on P12 learning (Measure 1) Indicators of teaching effectiveness (Measure 2) 	edTPA <ul style="list-style-type: none"> rubric & task performance (compared across programs) pass rates submission rates (overall/by graduating cohort)
November	<ul style="list-style-type: none"> Impact on P12 learning (Measure 1) Indicators of teaching effectiveness (Measure 2) 	Practicum Evaluations (AKA Student Teaching Eval); TEU Case Study update and SEE Observation Protocol
December	<ul style="list-style-type: none"> Employers' satisfaction (Measure 3) Completers' satisfaction (Measure 4) Completers' ability to be hired (Measure 7) 	<ul style="list-style-type: none"> Exit Survey Alumni Survey Employer Survey Career Development Center Report
February	<ul style="list-style-type: none"> Graduation rates (Measure 5) Student loan default rates (Measure 8) Other measures: Admission, Enrollment, Retention 	<ul style="list-style-type: none"> Persistence & Retention data Grad Rates Transfer in/not enrolled Enroll Criteria (SAT/GPA) Race / ethnicity of enrolled (& complete) Default rates (loans) Transition Point report/review
March	<ul style="list-style-type: none"> Ability to meet licensing (Measure 6) Employment Milestones (Measure 3) Advanced Program Deep Dive 	<ul style="list-style-type: none"> TEACH account info (status, certs, etc.) Milestone report Advanced Prog Capstone Project Advanced Prog lesson plan
April	<ul style="list-style-type: none"> Indicators of teaching effectiveness (Measure 2) 	<ul style="list-style-type: none"> Dispositions Candidate Consultation Report (recalibration process/examples) TEU Case Study
May	<ul style="list-style-type: none"> Continuous Improvement Process Update 	<ul style="list-style-type: none"> Program highlights Action Plan Data- how many, next steps) Other measures: Review recruitment plan TEU Assessment updates/reminders for reliability

Prompt Questions for Discussion amongst TEC Following Each Data Share:

- ✓ Interpretation and **what conclusions** can be drawn from evidence?
- ✓ **Additional evidence** (qualitative or quantitative) that may be needed for comparison or to support (or refute) conclusions drawn.
- ✓ Recommendations for **action or improvement**, if appropriate.
- ✓ Statement of **implications** of the data and analyses.
- ✓ Plan for how findings will be **shared** (program level, candidates, and additional stakeholders) and what follow up is needed.

Appendix VI


Buffalo State


Teacher Education Unit

Data Interpretation Feedback Form


Data Interpretation Feedback FormPrint View


Unless fields in this survey explicitly request identifying information from respondents, your participation will be anonymous.

 = Response is required


 Name/Focus of Meeting/Event

(Maximum characters allowed: 20,000)

 Meeting/Event Date



(mm/dd/yyyy)

 What is your primary role?

Please make a selection...

If you select "Other" above, please complete the following:

What inferences can you make based on these data (or possible explanations for results)?

(Maximum characters allowed: 20,000)

Are there additional sources of data needed to confirm this?

Please state possible sources.

<https://w.taskstream.com/SurveyLink/pkzezejzlbzb/daa743de>

Appendix VII

Annual Reporting Measures (CAEP Components 5.4 A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Components 4.3 A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Components 4.4 A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

Appendix VIII

Buffalo State College

Teacher Education Unit

Action Plan Template

The following questions comprise the *Action Plan template* and is the format used on each workspace on Watermark-Taskstream AMS:

- 1) Indicate all data sources prompting this action.
- 2) What are the data saying (areas of strength and weakness)?
- 3) What are we going to do about it (action plan if needed with timeline)?
- 4) Who shares responsibility for this solution?
- 5) What roles will stakeholders play?
- 6) How will you determine if this change worked?
- 7) When will you reevaluate?

Appendix IX

Assessment Instrument:

Date evaluated:

By whom:

	SUFFICIENT LEVEL INDICATOR:	+	-	note
1. ADMINISTRATION AND PURPOSE (informs relevancy)	a. The point or points when the assessment is administered during the preparation program are explicit			
	b. The purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate.			
	c. Instructions provided to candidates (or respondents to surveys) about what they are expected to do are informative and unambiguous.			
	d. The basis for judgment (criterion for success, or what is “good enough”) is made explicit for candidates (or respondents to surveys).			
	e. Evaluation categories or assessment tasks are aligned with CAEP, InTASC, national/professional and state standards.			
2. CONTENT OF ASSESSMENT (informs relevancy)	a. Indicators assess explicitly identified aspects of CAEP, InTASC, national/professional and state standards.			
	b. Indicators reflect the degree of difficulty or level of effort described in the standards.			
	c. Indicators unambiguously describe the proficiencies to be evaluated.			
	d. When the standards being informed address higher level functioning, the indicators require higher levels of intellectual behavior (e.g., create, evaluate, analyze, & apply). For example, when a standard specifies that candidates’ students “demonstrate” problem solving, then the indicator is specific to candidates’ application of knowledge to solve problems.			
	e. Most indicators (at least those comprising 80% of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.			
3. SCORING (informs reliability & actionability)	a. The basis for judging candidate performance is well defined.			
	b. Each Proficiency Level Descriptor (PLD) is qualitatively defined by specific criteria aligned with indicators.			

	SUFFICIENT LEVEL INDICATOR:	+	-	note
	c. PLDs represent a developmental sequence from level to level (to provide raters with explicit guidelines for evaluating candidate performance and for providing candidates with explicit feedback on their performance).			
	d. Feedback provided to candidates is actionable—it is directly related to the preparation program and can be used for program improvement as well as for feedback to the candidate.			
	e. Proficiency level attributes are defined in actionable, performance-based, or observable behavior terms. [NOTE: If a less actionable term is used such as “engaged,” criteria are provided to define the use of the term in the context of the category or indicator.]			
4. DATA RELIABILITY	a. A description or plan is provided that details the type of reliability that is being investigated or has been established (e.g., test-retest, parallel forms, inter-rater, internal consistency, etc.) and the steps the EPP took to ensure the reliability of the data from the assessment.			
	b. Training of scorers and checking on inter-rater agreement and reliability are documented.			
	c. The described steps meet accepted research standards for establishing reliability.			
5. DATA VALIDITY	a. A description or plan is provided that details steps the EPP has taken or is taking to ensure the validity of the assessment and its use.			
	b. The plan details the types of validity that are under investigation or have been established (e.g., construct, content, concurrent, predictive, etc.) and how they were established.			
	c. If the assessment is new or revised, a pilot was conducted.			
	d. The EPP details its current process or plans for analyzing and interpreting results from the assessment.			
	e. The described steps meet accepted research standards for establishing the validity of data from an assessment.			
WHEN THE INSTRUMENT IS A SURVEY: Use Sections 1 and 2, above, as worded and substitute sections 6 and 7, below for sections 3, 4 and 5.				

	SUFFICIENT LEVEL INDICATOR:	+	-	note
6. SURVEY CONTENT	a. Questions or topics are explicitly aligned with aspects of the EPP's mission and also CAEP, InTASC, national/professional, and state standards			
	b. Individual items have a single subject; language is unambiguous			
	c. Leading questions are avoided.			
	d. Items are stated in terms of behaviors or practices instead of opinions, whenever possible.			
	e. Surveys of dispositions make clear to candidates how the survey is related to effective teaching.			
f. SURVEY DATA QUALITY	a. Scaled choices are qualitatively defined using specific criteria aligned with key attributes.			
	b. Feedback provided to the EPP is actionable			
	c. EPP provides evidence that questions are piloted to determine that candidates interpret them as intended and modifications are made if called for.			

Appendix X

<i>Evidence</i>	<i>Content Validity</i>	<i>Construct Validity</i>	<i>Internal Consistency (Scale Reliability)</i>	<i>Inter-rater Reliability</i>	<i>Relevance Representativeness</i>	<i>Actionable by Stakeholders</i>