



NCATE

The Standard of Excellence
in Teacher Preparation

INSTITUTIONAL REPORT

BROOKLYN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

2900 Bedford Avenue
Room 2111 James
Brooklyn, NY 11210
April 17-21, 2010

Type of Visit:

Continuing visit - Initial Teacher Preparation

Continuing visit - Advanced Preparation

Institutional Report

OVERVIEW

This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

A. Institution

A.1. What is the institution's historical context?

Brooklyn College is a constituent member of the nation's largest urban university system, the City University of New York (CUNY), and is known for being an innovative liberal arts institution with a history of academic excellence in both undergraduate and graduate studies. Founded in 1930, the College has offered an affordable, high-quality education leading to productive careers and lives rich in opportunity. Noted for its outstanding faculty, a beautiful campus, and a commitment "to be the best," Brooklyn College has for the last six years been ranked among "America's Best Value Colleges" by The Princeton Review, with particular reference to its "very serious and admirably diverse undergraduate population." From its inception until the present, the college has served first generation and new immigrant students and fosters positive collaborations with, and for the benefit of, the various diverse communities that border the campus.

As part of the City University of New York, the College has over the last ten years benefited importantly from systemic initiatives. The University has made strong and successful efforts to raise academic standards, improve the number and quality of faculty, and expand its research profile. Increased operating efficiency has also been an important goal, leading to increased centralization of the University through new shared funding models and a growing corpus of initiatives that coordinate college projects with system priorities. From a management perspective, the College has made strides over the past decade in developing a coordinated planning and assessment framework and is using these new tools to consciously link priorities, outcomes, and resources.

Brooklyn College is Middle States Accredited through 2019.

For a copy of the Middle States Report please link to:

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Overview.htm>

A.2. What is the institution's mission?

The overarching goal of the educational experience at Brooklyn College is to provide students with the knowledge and skills to live in a globally interdependent world and the support services to help them succeed. The college also seeks to develop a sense of personal and social responsibility by encouraging involvement in community and public service. The Brooklyn College mission is consistent with the stated mission of the City University of New York, whose principal goals are academic excellence and equal access and opportunity. The mission statement is posted on the Brooklyn College website and appears in the College Bulletins and in the Faculty Handbook (revised, 2007). Brooklyn College's mission statement clearly and directly sets out its mission as an institution of higher learning and defines its academic purposes and goals as well as its role in the community. The mission is true to the college's

underlying principles but at the same time able to respond to experience and adapt to changing demands. Both the College's planning practices and its resource allocation are shaped by, and advance, the mission. The mission is a direct consequence of the College's growing interest and involvement in outcomes assessment. Institutional objectives for student learning now articulate what Brooklyn College graduates will know and be able to do.

For bulletins and handbooks please link to:

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Overview.htm>

A.3. What are the institution's characteristics [e.g., control (e.g., public or private) and type of institution such as private, land grant, or HBI; location (e.g., urban, rural, or suburban area)]?

Brooklyn College is a state funded public institution located in the culturally and ethnically vibrant borough of Brooklyn. Since 1784, all educational institutions in the State of New York are members of the University of the State of New York, and are governed by The Board of Regents of The University of the State of New York, an unpaid lay board of 16 members elected by the legislature to five-year terms. Brooklyn College is a member institution of the City University of New York (CUNY), which was founded in 1961 and is one of the two public university systems in the state. CUNY is governed by a 17-member Board of Trustees: ten members appointed by the Governor, with the consent of the State Senate; five appointed by the Mayor of New York City, also with the consent of the State Senate, a representative of the student body, and a non-voting faculty representative. As do each of the colleges of the City University of New York, Brooklyn College has its own governance plan, approved by the CUNY Board of Trustees. Written descriptions of the college governance structure, its policies and its governing documents are found in Middle States report. All CUNY colleges are also subject to the provisions included in the various collective bargaining agreements between the University and the faculty and staff union.<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Overview.htm>

A.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the institutional context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

B. The unit

B.1. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators?

The professional education unit is defined as the School of Education. The unit head is Deborah A. Shanley, Dean and Chair of the School of Education. The unit has the following teacher education programs on the initial and advanced levels leading to baccalaureate and masters degrees: Early Childhood, Early Childhood/Special Education, Childhood, Middle Childhood, Adolescence and Special Subjects, and Special Education. Candidates can earn B.A, B.S. M.S.E.D, and M.A.T. degrees. The unit offers three advanced level programs that lead to masters degrees and/or advanced certificates as well as New York State certification: Educational Leadership, School Counseling, School Psychology. A fourth advanced certificate program in Autism Spectrum Disorders does not lead to state certification. All graduate programs offer different credit options for candidates based on New York State requirements and candidates' credentials upon entry into programs. The unit offers traditional and alternate pathways into teaching. The preparation of candidates for certification as Music Teachers is housed in the Music Conservatory. Candidates in the graduate program in Speech Language Pathology (ASHA accredited) have an option within the program to meet certification requirements as Teachers of Students with Speech and Language Disabilities by taking School of Education courses. All academic programs leading to New York State certification are registered with the New York State Education Department.

B.2. How many professional education faculty members support the professional education unit? Please complete Table 1 or upload your own table at Prompt B.7 below.

**Table 1
Professional Education Faculty**

Professional Education Faculty	Full-time in the Unit	Full-time in the Institution, but Part-time in the Unit	Part-time at the Institution & the Unit (e.g., adjunct faculty)	Graduate Teaching Assistants Teaching or Supervising Clinical Practice	Total # of Professional Education Faculty
Number of faculty	54	2	149	0	160

B.3. What programs are offered at your institution to prepare candidates for their first license to teach? Please complete Table 2 or upload your own table at Prompt B.7 below.

**Table 2
Initial Teacher Preparation Programs and Their Review Status**

Program	Award Level (e.g., Bachelor's or Master's)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE
Childhood Education	BA	334	ACEI	Yes	Approved	Recognized
Childhood Education Option C	MSED	65	ACEI	Yes	Approved	Recognized
Special Education: Childhood Option C	MSED	25	CEC	Yes	Approved	Recognized w/conditions.
Early Childhood Education	BA	345	NAEYC	Yes	Approved	Recognized w/conditions. Rejoining 3/15/2010
Early Childhood Education/Early Childhood Special Education	BA	158	NAEYC	Yes	Approved	Recognized w/conditions. Rejoining 3/15/2010
Early Childhood Education Option C	MSED	87	NAEYC	Yes	Approved	Recognized w/conditions. Rejoining 3/15/2010
Adolescence Education and Special Subjects Physical Education K-12	BA	153	NASPE	Yes	Approved	Further development required. Will not rejoin
Adolescence Education and Special Subjects Physical Education K-12 Option C	MSED	88	NASPE	Yes	Approved	Further development required. Will not rejoin
Adolescence Education	BA	85	NCTM	Yes	Approved	Recognized w/probation. Will

Mathematics 7-12						rejoin 3/15/2010
Adolescence Education Science 7-12 (Biology)	BA	21	NSTA	Yes	Approved	Recognized w/conditions.
Adolescence Education Science 7-12 (Chemistry)	BA	10	NSTA	Yes	Approved	Recognized w/conditions.
Adolescence Education Science 7-12 (Physics)	BA	3	NSTA	Yes	Approved	Recognized w/conditions.
Adolescence Education Science 7-12 (Earth Science)	BA	1	NSTA	Yes	Approved	Recognized w/conditions.
Adolescence Education Modern Languages 7-12 (Spanish)	BA	16	ACTFL	No	Approved	Did not submit
Adolescence Education Modern Languages 7-12 (French)	BA	3	ACTFL	No	Approved	Did not submit
Modern Languages 7-12 (Italian)	BA	2	ACTFL	No	Approved	Did not submit
Adolescence Education English 7-12	BA	98	NCTE	Yes	Approved	Recognized w/probation. Will rejoin 3/15/2010
Adolescence Education Social Studies 7-12	BA	22	NCSS	Yes	Approved	Further development required. Will not rejoin
Music Education K-12	BA	26	N/A	No	Approved	N/A
Middle Childhood Education Mathematics 5-9	MSED	24	NCTM	Yes	Approved	Recognized w/probation.

B.4. What programs are offered at your institution to prepare advanced teacher candidates and other school professionals? Please complete Table 3 or upload your own table at Prompt B.7 below.

**Table 3
Advanced Preparation Programs and Their Review Status**

Program	Award Level (e.g., Master's or Doctorate)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE
Special Education: Early Childhood Options A and B	MSED	37	CEC	Yes	Approved	Recognized w/conditions
Special Education: Childhood Options A and B	MSED	37	CEC	Yes	Approved	Recognized w/condition
Special Education: Middle Childhood	MSED	19	CEC	Yes	Approved	Recognized w/condition

Early Childhood Education Options A and B	MSED	62	NAEYC	Yes	Approved	Recognized w/probation.
Adolescence Education English 7-12	MA	91	NCTE	Yes	Approved	Recognized w/probation. Will rejoin 3/15/2010
Adolescence Education Mathematics 7-12	MA	32	NCTM	Yes	Approved	Recognized w/probation. Will rejoin 3/15/2010
Middle Childhood Education Mathematics 5-9 options A and B	MSED	25	NCTM	Yes	Approved	Recognized w/probation.
Adolescence Education Science (Biology, Chemistry, Physics and) 7-12	MA	8	NSTA	Yes	Approved	Recognized w/conditions.
Middle Childhood Education Science (5-9)	MSED	44	NSTA	Yes	Approved	Recognized w/conditions.
Adolescence Education Social Studies 7-12	MA	71	NCSS	Yes	Approved	Further development required. Will not rejoin
Adolescence Education Modern Languages (French and Italian) 7-12	MA	13	ACTFL	No	Approved	Did not submit
Adolescence Education Physical Education K-12	MSED	88	NASPE	No	Approved	Did not submit
Adolescence Education Science 7-12	MAT	11	NSTA	No	Approved	No data. First Cohort began Fall 2009
Adolescence Education and Special Subjects Art K-12	MA	54	N/A	No	Approved	N/A
Adolescence Education Health Teacher 7-12	MSED	31	AAHPERD/AAHE	No	Approved	Did not submit
Middle Childhood Education Mathematics 5-9 Transitional B	MSED	56	NCTM	Yes	Approved	Recognized with probation. Will rejoin 3/15/2010
Childhood Education Transitional B	MSED	43	ACEI	Yes	Approved	Recognized
Adolescence Education English 7-12 Transitional B	MA	60	NCTE	Yes	Approved	Recognized with probation. Will rejoin 3/15/2010
Special Education Childhood Transitional B	MSED	53	CEC	Yes	Approved	Recognized with conditions.
Special Education Middle Childhood	MSED	124	CEC	Yes	Approved	Recognized with conditions.
School Psychology	MSED	84	NASP	Yes	Approved	Recognized through December

						2010
Educational Leadership (SBL)	MSED	94	ELCC	Yes	Approved	Further development required. Will not rejoin.
Educational Leadership (SDL)	MSED	94	ELCC	Yes	Approved	Further development required. Will not rejoin.
School Counseling	MSED	153	CACREP	Yes	Approved	Review of report indicated the program is Not ready for CACREP site visit

B.5. Which of the above initial teacher preparation and advanced preparation programs are offered off-campus or via distance learning technologies? What alternate route programs are offered? [In addition to this response, please review the "Institutional Information" in AIMS and, if updating is needed, contact NCATE with details about these programs.]

The unit does not offer off-campus or distance learning programs that lead to certification. New York State has an alternative certification pathway, known as Transitional B certification. This route is designed for recent college graduates as well as career changers without preparation in education. Participants in these programs generally receive partial tuition scholarship, funded by a combination of AmeriCorps Education Awards and public and private funds. By state regulation all Trans B programs begin with an intensive summer program of graduate education coursework and field experiences in schools. In September, candidates who have passed two of the three New York State Certification exams become Initially certified teachers of record in a New York City public school while continuing to pursue a master's degree in education. A Glossary of Terms is provided to assist with understanding the unit structure and candidates. <http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Unit.htm>

B.6. (Continuing Visit Only) What substantive changes have taken place in the unit since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the unit, etc.)? [These changes could be compiled from those reported in Part C of the AACTE/NCATE annual reports since the last visit.]

The literacy teacher program has been dropped.

A new Master of Arts in Teaching (M.A.T.) degree, Adolescence Science Education (7-12), with specializations for biology teacher, chemistry teacher, earth science teacher, and physics teacher was approved by the New York State Education Department in Spring 2009 and the first cohort was admitted in Fall 2009. A second M.A.T. program in Adolescence Education: Earth Science, is pending New York State Education Department approval and registration. The expected date of approval is Spring 2010.

The enrollment of Teaching Fellows has steadily decreased. There were 289 Fellows admitted in Fall 2007, 262 admitted in Fall 2008 and 108 admitted in Fall 2009. The total enrollment (Fall 2009) of Teaching Fellow candidates is 395.

Major restructuring of the School of Education from one department with the Dean serving as the Chair into three departments with three chairs began in Spring 2009. We anticipate faculty governance approval of this restructuring in Spring 2111.

B.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

CONCEPTUAL FRAMEWORK

This section provides an overview of the unit's conceptual framework(s). The overview should include a brief description of the framework(s) and its development.

C.1. How does the unit's conceptual framework address the following structural elements? [Please provide a summary here. A more complete description of the conceptual framework should be available as an electronic exhibit.]

- the vision and mission of the unit
- philosophy, purposes, goals, and institutional standards of the unit
- knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit
- candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards
- summarized description of the unit's assessment system

The conceptual framework is a reflection of the alignment of multiple mission statements (Brooklyn College, School of Education, and individual program mission statements) and as such it is a clear articulation of the valued and unique characteristics of candidates and graduates from all teacher preparation and other professional personnel program within the unit.

Within the past few years the unit has deepened its belief that the vast and rich resources within New York City's communities are vital to the work of transforming schools and the preparation of teachers and other school personnel. Existing partnerships with various cultural institutions and community based organizations have deepened (Lincoln Center for the Performing Arts, The National Parks, The Museum of Natural History and the Bronx Zoo) to provide opportunities for candidates to personally experience place based learning and understand the importance of this concept in the education of urban students.

Each program within the unit is designed to ensure that all candidates will develop a strong foundation in content and pedagogy and a preparation that is balanced with theoretical and practical knowledge bases. The unit is clear in its purpose to prepare candidates who value collaborative relationships and self-reflection particularly when working in the exceptionally diverse schools and communities located in Brooklyn and in the metropolitan region. The unit shares the vision that diversity extends beyond race, culture and gender. Therefore, the unit shares the belief that sensitivity to, and knowledge about one' own and others' racial, ethnic, religious, class, sexual, gender, and cultural and linguistic identities is essential to the work of transforming urban schools.

The Conceptual Framework provides the foundation for outcomes within and across programs. It guides all coursework, all field experiences, the teaching, service and scholarship of faculty in the unit, and most importantly the preparation of candidates for teaching and other professional roles. The Conceptual Framework makes explicit the dispositions that are valued by the faculty in the School of Education and

the members of the professional community with whom they work. The framework and the School of Education mission statement are noted on every course syllabus and are reflected in the course readings, assignments and rubrics. The framework is reflected in all assessment instruments, program and unit handbooks, and the clinical experiences for all level candidates. Faculty set annual goals that reflect, to a great extent, the framework themes. The themes are central to student research in advanced level programs and to faculty scholarship and research.

The performances named in the Conceptual Framework articulate the values and competencies prioritized by the unit for teacher candidates and other professional personnel. Candidates develop the knowledge, skills and dispositions inherent in these performances through a series of increasingly rigorous coursework and through extensive field experiences. The unit has a long and proud history of preparing teachers and other school personnel. Brooklyn College graduates can be found in many local schools as teachers, guidance counselors and administrators.

Graduates of the unit serve as cooperating teachers and as part-time faculty in the unit. The level of commitment and dedication of unit faculty to the students and their families is very high. Faculty are passionate about working in schools situated in some of the most economically challenged communities within New York City and perhaps in the United States.

The unit strives to develop candidates' passion and commitment toward teaching and other professional work through the very thoughtful preparation of course syllabi, assignments, assessments and opportunities for classroom interaction with diverse candidates. Professional dispositions and commitments are formally evaluated during student teaching and other capstone field experiences. Faculty are very engaged with their candidates in the classroom setting and in field experiences that precede student teaching. Faculty informally evaluate candidates through observation and formally in their examination of candidate work samples.

Brooklyn College's commitment to diversity begins with the mission statement of the college and extends to the School of Education mission statement and then to the various program specific mission statements. The Conceptual Framework performances all address the unit's inclusive statement of diversity and they are reflected throughout the curriculum, the entire scope and sequence of the coursework within all programs across the unit, and in field experiences.

The Brooklyn College core curriculum is rich in the area of diversity. The choice of majors and concentrations offers candidates multiple pathways to expand the breadth and depth of their knowledge of and commitment to diversity. A commitment to diversity is reflected in the composition of the faculty and the student body of Brooklyn College. There is a seamless threading of diversity in all aspects of the college and the professional unit's operations and performances.

The importance of using technology appropriately and effectively is guided by the Conceptual Framework themes of social justice and diversity. Many injustices exist for students based on socio-economic conditions, race and gender. Faculty are aware of the technology gaps that many students experience in under-funded urban schools. Most of the candidates in the unit are graduates of local public schools and did not have extensive opportunities to work with technology. The unit has made the commitment to provide opportunities for candidates to develop their knowledge and skill in the use of technology in planning, teaching, assessment and research. The faculty is committed to their own professional development in the use of technology and the unit, as well as the institution, offers a number of technology professional development opportunities

The unit provides teacher candidates and other school personnel candidates with the knowledge, skills

and dispositions that are aligned with the New York State Education Department's standards for certification, the New York State Learning Standards, the standards delineated by specialized professional associations (SPAs) and in some programs, the INTASC principles and the National Board for Professional Teaching Standards core propositions.

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/>

C.2. (Continuing Visits Only) What changes have been made to the conceptual framework since the last visit?

The four themes of the Conceptual Framework remain the same: Diversity, Social Justice, Critical Self-Reflection and Reflective Practice and Collaboration. The unit's core work is centered on pedagogical content knowledge and professional knowledge. Therefore when the conceptual framework was initially written, it was agreed that the conceptual framework would identify the affective domains and dispositions that distinguish the unit and its candidates. That being said, a number of current faculty were not hired at the time the conceptual framework was originally written and a number of faculty meetings and retreats have dedicated time for discussion of the current framework, its evolution, and alignment with the School of Education's mission to give the context for the framework as it exists and to call the question of whether the themes are still relevant to the unit's mission. The framework is still relevant and over the years since the initial visit the unit has seen dynamic growth in all four themes in terms of faculty hires, faculty research and scholarship, partnerships with schools and communities, candidate research (action research projects and national presentations with faculty) , expanding existing collaborations with College Now, Lincoln Center for the Performing Arts, NNER, The Museum of Natural History, The National Parks, and The Bronx Zoo.

C.3. (First Visits Only) How was the conceptual framework developed and who was involved in its development?

C.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the conceptual framework may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

STANDARDS

This section is the focus of the institutional report. A description of how the unit meets each standard element must be presented. Significant differences among programs should be described as the response is written for each element under subheadings of initial teacher preparation, advanced teacher preparation, and other school professionals. Significant differences among programs on the main campus, in off-campus programs, in distance learning programs, and in alternate route programs should be identified. Links to key exhibits to support the descriptions may be attached to the last prompt of each element.

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.

Directions When Programs Have Been Reviewed Nationally or by a Similar State Review

To reduce burden and duplication, units have fewer reporting requirements for Standard 1 when programs have been submitted for national review or similar state review. These review processes cover many of the elements in Standard 1. For programs that have been submitted for national review or similar state review, units are asked to report in the IR only the following information:

- State licensing test data for Element 1a (content knowledge for teacher candidates) and Element 1e (knowledge and skills for other school professionals)
- Assessment Data for Element 1c (professional and pedagogical knowledge and skills)
- Assessment data for Element 1g (dispositions)
- Results of follow-up studies of graduates and employers (all standards elements)

Because program standards do not generally cover general professional knowledge and skills nor professional dispositions, the unit must respond to all of the prompts in Elements 1c (Professional and Pedagogical Knowledge and Skills for Teacher Candidates) and 1g (Professional Dispositions for All Candidates) regardless of whether programs have been submitted for national or state review.

The prompts for each element in the IR include reminders of when data for these programs need not be included. The term "similar state review" refers to state review processes that require institutions to submit assessments and assessment data for evaluation and/or approval. For more information on "similar state review," click on the HELP button at the top right corner of your screen.

1a. Content Knowledge for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1a.1. What are the pass rates of teacher candidates in initial teacher preparation programs on state tests of content knowledge for each program and across all programs (i.e., overall pass rate)? Please complete Table 4 or upload your own table at Prompt 1a.5 below. [This information could be compiled from Title II data submitted to the state or from program reports prepared for national review.]

Table 4
Pass Rates on Content Licensure Tests for Initial Teacher Preparation

For Period:

2006-2009

Program	Name of Content Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all initial teacher preparation programs)			

1a.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that candidates in initial teacher preparation programs demonstrate the content knowledge delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

The following programs preparing initial candidates did not submit a SPA report in advance of our continuing visit: 1) Modern Languages undergraduate BA initial level program, and the Modern Languages graduate MA program; 2) The Music Teacher undergraduate BA initial level program, the graduate level Advanced Certificate in music education program and Music Teacher program do not have an NCATE affiliated SPA. The same is true for the Art Teacher initial level graduate MA level program.

The Modern Languages programs did not submit because the Modern Languages Department is considering changes to the teacher education component of the program and believed that the first priority in this change process was to write its Self Study report for Middle States. Now that this has occurred unit faculty and ML department faculty need to meet to align course work and field experiences with ACTFL standards.

All candidates in these programs take the New York State Content Specialty exam in their subject. (see table 4 for results). GPA for candidates prior to student teaching is an indicator of content knowledge. There were four Modern Language undergraduate student teachers in the fall 2009 semester. The average GPA prior to student teaching for these candidates was 3.3 and is based on a 30 credit major and 12 education credits. There were 21 graduate level initial Art student teacher candidates in fall 2008 and their average GPA prior to student teaching was 3.69. There were six undergraduate music education student teacher candidates and their average GPA prior to student teaching was 3.7 and on the graduate level 12 student teacher candidates whose average GPA was 3.8.

The end of semester Field Evaluation Summary Form that is completed by college supervisors at the end of each semester is data that serves as a final summary of candidates' performance in the capstone field experience course in all of the unit's programs. Data indicates that candidates in all of the initial level programs not nationally reviewed (Art, Modern Languages, Music) meet or exceed the content knowledge standard.

The Field Evaluation Summary Form consists of 13 items that are aligned with the conceptual framework.

Item #11: Demonstrated knowledge of subject matter.

While the number of candidates is very small, data from the Spring 2009 Field Evaluation Summary Form indicates that 100% of the music undergraduate candidates (n=2) met or exceeded expectations on item #11 and 80% of the Music graduate level candidates (n=5) met or exceeded expectations for item# 11.

100% of the Art initial level graduate candidates (n=11) met or exceeded expectations on item #11.

100% of the modern language undergraduate candidates (n=3) met or exceeded expectations on item #11.

Cooperating teacher data is another indicator that candidates demonstrate content knowledge.

Cooperating teachers complete a 13 item end of semester evaluation of the candidate. For Item # 1, Demonstrated knowledge of the subject area :

Music candidates (n=28) cooperating teachers evaluations indicate that 39.3% of candidates exceeded expectations and 53.6% were clearly competent in their content knowledge.

Art candidates (n=21) 24% of cooperating teachers evaluated candidates as exceeding expectations in content knowledge, 48% were clearly competent and 28% acceptable.

Modern Language candidates ((n=11) 91% exceeded expectations and 9% was marginal.

The CST pass rates for candidates in all of the programs that are nationally reviewed are at or above the 80% pass rate.

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/tables.htm>

1a.3. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate an in-depth knowledge of the content knowledge delineated in professional, state, and institutional standards? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

Health education candidates are advanced level candidates who take 18 credits in health science courses from the Department of Health and Nutrition Sciences and must also complete 12 credits in course work in the School of Education. Their average GPA is 3.65, an indicator of strong content knowledge as well as an indicator of their performance in courses that develop professional and pedagogical knowledge.

1a.4. What do follow-up studies of graduates and employers indicate about graduates' preparation in the content area? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to content knowledge could be attached at Prompt 1a.5 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

The unit began administration of its comprehensive Program Completers Survey in spring 2007. The unit now has data to analyze from the Fall 2007 program completer report and from the Spring/summer 2008 report. Only 61 candidates completed the Fall 2007 survey. Even with the small N the data shows that 80.3% of the candidates rated themselves as above average or highly skilled in 'Knowledge of subject matter' and 80% of the candidates rated themselves as above average or highly skilled in 'Knowledge of the subject matter or content of your practice'. 122 program completers responded to the spring/summer 2008 survey. The responses to these same two items was 85% and 85.5% as above average or highly skilled in content knowledge.

Data from a survey of graduates from 2004-2007 with 147 alumni completing the survey 94.2% indicated that their preparation in the area of ' Knowledge of the subject matter you teach' was acceptable, good or excellent. 92.4% rated their program preparation as acceptable, good or excellent in 'Knowledge of the content of your practice.'

20 school principals responded to the 2009 Employer survey that asked principals how well the School of Education has prepared its graduates who are their teachers on 26 different competencies. The data indicates that for preparation in knowledge of the subject matter 35% of the principals evaluated preparation as excellent, 50% as good and 15% as adequate.

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/tables.htm>

1a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the content knowledge of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

NYSTCE data

See **Attachments** panel below.

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1b.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs demonstrate the pedagogical content knowledge and skills delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

The New York State Assessment of Teaching Skills-Written (ATS-W) exam is an assessment of candidate pedagogical content knowledge. Only two program completers in the French teacher UG program have taken this exam and the pass rate is only 50%. Two out of three Spanish teacher UG program completers took the exam with a pass rate of 100% and two Spanish teacher initial level graduate candidates took the exam with a pass rate of 100%. Music teacher UG has a 100% pass rate (2 out of 3 completers), Music teacher MA has a 100% pass rate (one completer) and the Music advanced certificate graduate level program (12 completers) has a 100% pass rate on the ATS-W exam. Nine out of ten Art teacher program completers have taken the exam and their pass rate is 100%.

Data from the end of semester Field Evaluation Summary forms that are completed by college supervisors as a final summary of their candidates' performance indicate that most candidates in all of these programs meet or exceed the pedagogical content knowledge and skills standard. Four items from the 13 item form assess pedagogical content knowledge. They are :

Item #8 Demonstrated knowledge of a variety of approaches in one's practice;

Item #9 Demonstrated a commitment to engaging students, parents and other faculty in the learning process;

Item #10 Developed meaningful experiences and positive environments for learning based on assessment of student learning, prior experience and developmental levels;

Item # 12 Demonstrated commitment to professional development.

Item #12 refers to the initiative candidate's took to improve the pedagogical content skills pointed out by their supervisor and the initiative taken to deepen their content knowledge.

Data from spring 2009 can be found in the attached table 1b.4

Data from previous semesters can be found at:

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Tables.htm>

The data entered on the Field Evaluation Summary form stems from the detailed observation reports that supervisors write after each observation of the candidate, from conferences with candidates and cooperating teachers and from analysis of lessons and unit plans that candidates develop and present during their student teaching experience. Supervisors use observation and evaluation tools that are program specific and at the end of each semester they summarize this data onto the Field Evaluation form. This process allows the unit to aggregate and disaggregate data for analysis and interpretation within and across programs.

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Tables.htm>

1b.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates know and apply theories related to pedagogy and learning, are able to use a range of instructional strategies and technologies, and can explain the choices they make in their practice. [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

Data from the New York State teacher certification exams indicates that candidates from the advanced level Health Teacher program have acquired pedagogical content knowledge and skills and professional knowledge and skills. The pass rate for 3 Health Teacher program completers for the 2007-2008 Assessment of Teaching Skills Written (pedagogical knowledge and skills) was 100%. The 2008-2009 test data will be ready for the April 2010 visit.

Advanced level Health and Nutrition teacher education candidates complete ' Advanced seminar in Pedagogy and Curriculum, Middle Childhood and Adolescence: Health and Nutrition Sciences'. This courses focuses on advanced theories and methods of teaching health and nutrition sciences, a focus on research based instruction for all students including students with special needs and English language learners, a focus on developing reflective practitioners and a focus on integrating technology into the classroom. They also take 'Seminar in Educational Research' a course that focuses on analysis of research relevant to teaching health and nutrition sciences and the formulation, development and implementation of an original research project relevant to teaching and learning health and nutrition sciences. Course data aggregation indicates that in spring 2009 all eight candidates exceeded expectations for the research project, all three spring 2008 candidates exceeded expectations on the research project and in spring 2007 of the four candidates, two exceeded expectations and two met expectations for the project. Candidates are required to take a Comprehensive exam given by the Department of Health and Nutrition Science. Candidates consistently have a 100% pass rate.

1b.3. What do follow-up studies of graduates and employers indicate about graduates' preparation in pedagogical content knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to pedagogical content knowledge and skills could be attached at Prompt 1b.4 below.]

The Alumni survey combines participants from the 2004-2007 surveys in the summary and analysis of data. All together 147 alumni responded, a disappointing response rate, however the data is worth reporting. Alumni were asked to evaluate their preparation for teaching or work as an other school professional in 36 competency areas. Pedagogical content knowledge and skills with data: Knowledge of schools of thought about pedagogy and learning.(95.1% acceptable, good or excellent

preparation);
 Ability to self-evaluate effectiveness as a teacher or practitioner (94.5% acceptable, good or excellent preparation);
 Ability to apply your knowledge of social justice issues in the classroom or your practice (94.2% acceptable, good or excellent preparation);
 Ability to develop teaching strategies to work with diverse students (92.1% acceptable, good or excellent preparation);
 Ability to develop developmentally appropriate teaching methods (90.5% acceptable, good or excellent preparation);
 Knowledge of a variety of teaching methods (88.8% acceptable, good or excellent preparation);
 Ability to integrate the tools of technology into your teaching or practice (81.3% acceptable, good or excellent preparation).
 The entire survey analysis is found in exhibit :
<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Tales.htm>

The Employer survey data for preparation in Knowledge of a variety of teaching methods (25% of the principals rated preparation as excellent, 35% as good and 40% as adequate);
 Ability to differentiate instruction according to students' academic and developmental strengths and needs (10% excellent, 45% good, 35% adequate, and 10% inadequate);
 Ability to self-evaluate one's effectiveness as a teacher or school personnel (15% excellent, 50% good, 25% adequate, 10% inadequate);
 Ability to integrate technology into work with students (22.2% excellent, 55.6% good,16% adequate and 5.6% inadequate).

1b.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the pedagogical content knowledge of teacher candidates may be attached here. (Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.)

table 1b.4

See **Attachments** panel below.

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1c.1. What data from key assessments indicate that candidates in initial teacher preparation and advanced teacher preparation programs demonstrate the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning? [A table summarizing these data could be attached at Prompt 1c.5 below.]

Field evaluation data, program completer survey data, alumni survey data, Course assignment data and cooperating teacher data all indicate that our initial and advanced level candidates demonstrate the professional and pedagogical knowledge and skills delineated in state and institutional standards. Our candidates NYSCTE test scores are indicators of state standards. Our SPA reports with key assessments and data are additional indicators of knowledge and skills.

Complete survey data can be found:
<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Tables.htm>

NYSTCE data is found in table 1a.4

1c.2. What data from key assessments indicate that candidates in initial teacher preparation programs consider the school, family, and community contexts and the prior experiences of students; reflect on their own practice; know major schools of thought about schooling, teaching, and learning; and can analyze educational research findings? If a licensure test is required in this area, how are candidates performing on it? [A table summarizing these data could be attached at Prompt 1c.5 below.]

Fall 2007 program completer survey data found evidence that 95.6% of BA candidates who responded to the survey felt their preparation to collaborate effectively with other school personnel was average, above average or highly skilled. In their preparation to collaborate with families 100% of candidates rated their preparation as average, above average or highly skilled. 100% rated their skills in knowledge of teaching practice or methods as average, above average or highly skilled and for their ability to self-evaluate their effectiveness as a teachers 100% as average, above average or highly skilled. The spring 2008 program completer survey data for these same areas found that BA initial level candidate's ability to collaborate effectively with other school personnel was high except for one undergraduate level program. Survey data provides strong evidence that all BA level candidates rate their preparation to collaborate effectively with families as average, above average or highly skilled (100%). Graduate level initial candidates rated themselves highly in these same areas (92.3%-100% across programs).

Field Evaluation Summary data are collected on the following 13 competencies:

1. Demonstrated collaboration and fostered collaborative activities for students and/or relevant school personnel.
2. Demonstrated collaboration with families and community.
3. Demonstrated the ability to reflect critically on one's own practice, and to change practice based on this evaluation.
4. Built opportunities for students and/or relevant school personnel to reflect on their own experience.
5. Demonstrated knowledge of structures of social justice.
6. Demonstrated practice promoting social justice.
7. Demonstrated sensitivity to and understanding of racial, ethnic, religious, class, sexual, gender, cultural, linguistic and disability issues in one' practice.
8. Demonstrated knowledge of a variety of approaches to one' s practice.
9. Demonstrated a commitment to engaging students, parents and other faculty in the learning process.
10. Developed meaningful experiences and positive environments for learning based on assessment of student learning, prior experience and developmental needs.
11. Demonstrated knowledge of subject matter.
12. Demonstrated commitment to professional development.
13. Demonstrated ability to integrate technology into practice.

Spring 2009 data for initial level candidates:

1. Demonstrated collaboration and fostered collaborative activities for students and/or relevant school personnel. (99.4% UG meet or exceed standard and 100% graduate initial meet or exceed standard)
2. Demonstrated collaboration with families and community. (99.4% UG meet or exceed standard and 100% graduate initial meet or exceed standard)
3. Demonstrated the ability to reflect critically on one's own practice, and to change practice based on this evaluation. (99.4% UG meet or exceed standard and 100% graduate initial meet or exceed standard)
4. Built opportunities for students and/or relevant school personnel to reflect on their own experience. (100% UG meet or exceed standard and 100% graduate initial meet or exceed standard)
5. Demonstrated knowledge of structures of social justice. (100% UG meet or exceed standard and 100% graduate initial meet or exceed standard)

6. Demonstrated practice promoting social justice. (100% UG meet or exceed standard and 100% graduate initial meet or exceed standard)
7. Demonstrated sensitivity to and understanding of racial, ethnic, religious, class, sexual, gender, cultural, linguistic and disability issues in one' practice.(100% UG meet or exceed standard and 100% graduate initial meet or exceed standard)
8. Demonstrated knowledge of a variety of approaches to one' s practice. (98.1% UG meet or exceed standard and 100% graduate initial meet or exceed standard)
9. Demonstrated a commitment to engaging students, parents and other faculty in the learning process. (99.4% UG meet or exceed standard and 100% graduate initial meet or exceed standard))
10. Developed meaningful experiences and positive environments for learning based on assessment of student learning, prior experience and developmental needs. (98.1% UG meet or exceed standard and 100% graduate initial meet or exceed standard)
11. Demonstrated knowledge of subject matter. (97.5% UG meet or exceed standard and 100% graduate initial meet or exceed standard)
12. Demonstrated commitment to professional development. (99.4% UG meet or exceed standard and 100% graduate initial meet or exceed standard)
13. Demonstrated ability to integrate technology into practice. (96.8% UG meet or exceed standard and 100% graduate initial meet or exceed standard)

Complete survey data disaggregated by program and data from previous semesters can be found: <http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Tables.htm>

1c.3. What data from key assessments indicate that advanced teacher candidates reflect on their practice; engage in professional activities; have a thorough understanding of the school, family, and community contexts in which they work; collaborate with the professional community; are aware of current research and policies related to schooling, teaching, learning, and best practices; and can analyze educational research and policies and explain the implications for their own practice and the profession? [A table summarizing these data could be attached at Prompt 1c.5 below.]

Since the conceptual framework identifies affective values and competencies for our candidates, and because diversity, collaboration and social justice are key themes, every advanced level program has at least one required course that focuses on the family and the community to ensure that our candidates have a thorough foundation of knowledge of the communities where they work. Examples of some assignments that candidates complete are: An infant and toddler research study, an ecological study of the community surrounding the school, and a developmental child study that focuses on language, literacy and play(Early Childhood Education candidates); Action research projects (Early Childhood Education candidates); Teaching in Least Restrictive Environments Teacher Toolkit (Graduate program in Special Education) ; Action research projects (Graduate program in Special Education); Action research projects (Mathematics 5-9 and 7-12); School psychology candidates have presented with faculty at NASP national conferences and collaborated on written publications, examples: Gober, S., & McCabe, P.C. (2010). Helping Children at Home and School: Handouts for Families and Educators (3rd ed.). Bethesda, MD: National Association of School Psychologists (NASP); Levavi, E. E., Schneider, F. J., & McCabe, P. C. (2010). Parental control effects on separation anxiety disorder in children. In P. C. McCabe & S. R. Shaw (Eds.), Psychiatric Disorders: Current Topics and Interventions for Educators. Thousand Oaks, CA: Corwin Press. 2009.

Candidates in Educational leadership complete 600 hours of field experience with all of the work centered on using school data and research to design plans and interventions for numerous school wide problems.

Data from advanced level candidates from the Field Evaluations Summary form on the same 13 competencies range from 97.2% meet or exceed standard to 100% meet or exceed standard. All data by

program and from previous semesters can be found at
<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Tables.htm>

Action research topics can be found at
<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/StandardOne.htm>

The Program completer survey (2007) found that 83.6 % candidates rated themselves as above average or highly skilled in their preparation to: Collaborate effectively with families; but only 69% rated themselves as above average or highly skilled in preparation to collaborate with other school personnel, clearly an indicator where program improvement is needed. 91.7% self evaluated their preparation in the ability to use educational research to inform teaching as above average or highly skilled. Complete survey data may be found:

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Tables.htm>

1c.4. What do follow-up studies of graduates and employers indicate about graduates' preparation related to professional and pedagogical knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional and pedagogical knowledge and skills could be attached at Prompt 1c.5 below.]

The Program completers survey collected perceptions of completer's sense of preparation for teaching or work as an other school personnel on a number of competencies. 2008 data is based on the % of candidates who rated themselves as average, above average or highly skilled in all competencies. Those that apply to professional and pedagogical knowledge are:

Ability to self-evaluate your effectiveness as a teacher or practitioner (99.2%);

Ability to change teaching or practice based on self-evaluation (98.3%);

Ability to collaborate effectively with families (95.7%);

Ability to understand the results of standardized tests that students take (94.6%);

Ability to collaborate with community organizations (94.6%);

Ability to apply knowledge of social justice to teaching or practice (96.6%);

Ability to engage in self-reflection on own attitudes and values (100%);

Ability to use educational research to inform teaching or practice (98%);

Ability to foster collaboration among students (98.3%);

Ability to collaborate with other school personnel (98.3%);

Knowledge and understanding of student development (98.3%);

Knowledge of a variety of teaching or practice methods (97.5%);

Ability to create positive environments for students (99.2);

Can develop teaching or practice strategies for work with diverse students (97.5%);

Can develop teaching or practice strategies for work with students with special needs (94.8%);

Appreciation of your subject matter (100%) .

The 2007 program completers survey data is very similar in its findings. Complete survey data is available in exhibits

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Tables.htm>

Employer survey data is summarized as to how well prepared School of Education graduates are in several competency areas. 20 principals responded to the survey. The following data is related to professional and pedagogical knowledge competencies:

1. Knowledge of students' family strengths and stresses, home language, identity and history (94% rated preparation as excellent, good, or adequate); 2. Ability to self-evaluate one's effectiveness as a teacher or other school personnel (90% rated preparation as excellent, good, or adequate);

3. Ability to analyze data on student performance and modify instruction or services for students based on data (85% rated preparation as excellent, good, or adequate);
4. Ability to collaborate effectively with families (94.7% rated preparation as excellent, good, or adequate);
5. Ability to understand and use research to inform teaching and practice (100% rated preparation as excellent, good, or adequate);
6. Knowledge of a variety of teaching methods (100% rated preparation as excellent preparation, good, or adequate);
7. Ability to work with diverse students (90% rated preparation as excellent, good, or adequate).

Complete survey results are in exhibits

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Tables.htm>

1c.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the professional and pedagogical knowledge and skills of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1d. Student Learning for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1d.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

No candidates from non reviewed programs participated in the Fall 2007 Program completers survey. In the spring 2008 survey only one modern language candidate participated.

Cooperating teacher evaluation data for Music candidates of the competencies stated above:

1. Ability to create activities utilizing current methodology and knowledge of curriculum to address the differing needs, capacities, interests and learning styles of all students : 25% exceeded expectations, 68% were clearly competent, 3.5% were acceptable and 3.5% were marginal;
2. Assessments were consistent with curricular goals: 21.4% exceeded expectations; 53.5% were clearly competent; 10.7% were acceptable, and 3.5% were unacceptable;
3. Critically reflected on classroom practice and relationships between lesson plans and student performance: 46.4% exceeded expectations, 42.8% were clearly competent, 7.1% were acceptable, and 3.5% were marginal;

Spring 2009 Field evaluation summary data from college supervisors of Music candidates (N=5) :

1. Demonstrated the ability to reflect critically on one's own practice, and to change practice based on this evaluation: 40% exceeded expectations, 20% were clearly competent, 20% acceptable, and 20% marginal;
2. Demonstrated practice promoting social justice: 100% were acceptable;
3. Developed meaningful experiences and positive environments for learning based on assessment of student learning, prior experience and developmental levels: 40% exceeded expectations, 20% clearly

competent, 20% acceptable, and 20% marginal.

Spring 2009 Field evaluation summary data from college supervisors of Art candidates (N=11):

1. Demonstrated the ability to reflect critically on one's own practice, and to change practice based on this evaluation: 90.9% exceeded expectations, and 9.1% were clearly competent;
2. Demonstrated practice promoting social justice: 100% exceeded expectations;
3. Developed meaningful experiences and positive environments for learning based on assessment of student learning, prior experience and developmental levels: 81.8 % exceeded expectations, and 18.2 % were clearly competent.

Fall 2008 Field evaluation summary data from college supervisors of Modern Language candidates (N=6):

1. Demonstrated the ability to reflect critically on one's own practice, and to change practice based on this evaluation: 16.7% exceeded expectations, and 83.3% were adequate;
2. Demonstrated practice promoting social justice: 16.7 % exceeded expectations, 33.3% were clearly competent and 50% were acceptable;
3. Developed meaningful experiences and positive environments for learning based on assessment of student learning, prior experience and developmental levels: 16.7 % were clearly competent and 83.3% were acceptable.

All survey data can be found at: <http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Tables.htm>

1d.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate a thorough understanding of the major concepts and theories related to assessing student learning; regularly apply them in their practice; analyze student, classroom, and school performance data; make data-driven decisions about strategies for teaching and learning; and are aware of and utilize school and community resources that support student learning? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

Only health teacher candidates fall into this category. Grades from their performance in their required research course indicates that all health teacher advanced candidates meet or exceed expectations for their action research projects, an assignment that requires review of literature, statement of a problem affecting students, methodology for data collection, analysis of data with results.

1d.3. What do follow-up studies of graduates and employers indicate about graduates' ability to help all students learn? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to help all students learn could be attached at Prompt 1d.4 below.]

147 alumni participated in the alumni survey. One alumni from modern languages programs responded to the survey. There were 3 respondents from Art and 1 Music (MA program) 2 from Music Advanced Certification program. The % who rated their preparation as acceptable, good or excellent for :

- 1.Ability to create a positive learning environment for students: 100% for Modern Language, Art, 100% and Music MA alumni but only 50% from the Music Advanced Certificate program .
2. Incorporating the belief that all students can learn into your teaching or practice was 100% for Modern Language, Art and Music MA but only 50% from Music Advanced Certificate alumni.
3. Knowledge of schools of thought about pedagogy and learning: 100% of alumni from all four programs.

4. Ability to develop teaching strategies to work with diverse students: 100% from Modern Language, Art and Music MA alumni but again only 50% from Music Advanced Certificate alumni.
5. Ability to understand and use research to inform teaching or practice: 100% from Modern Language, Art and Music MA alumni but again only 50% from Music Advanced Certificate alumni.
6. Ability to analyze data on student performance: 100% of Modern Language alumni, 66.7% of Art alumni, and 100% from Music MA and Advanced certificate program alumni.

Employer survey data is not applicable since the survey instrument does not ask principals to identify the subject area of the teaching staff they evaluated.

All survey data can be found at: <http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Tables.htm>

1d.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1e. Knowledge and Skills for Other School Professionals

1e.1. What are the pass rates of other school professionals on licensure tests by program and across all programs (i.e., overall pass rate)? Please complete Table 5 or upload your own table at Prompt 1e.4 below.

Table 5
Pass Rates on Licensure Tests for Other School Professionals

For Period: _____

Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all programs for the preparation of other school professionals)	School Building Leader	36	86.1%
Educational Leadership	School District Leader	13	84.6%
School Psychology	No State exam required	NA	NA
School Counseling	No State exam required	NA	NA

1e.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that other school professionals demonstrate the knowledge and skills delineated in professional, state, and institutional standards? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1e.4 below.]

71 candidates from school counseling responded to a 2009 survey where they rated the quality of their preparation in a number of areas by indicating which component of the program contributed to the development of needed knowledge and skills for school counseling. Candidates indicated that their practicum and their internship had the greatest impact on the development of knowledge and skills. This survey data can be found at: <http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/>

1e.3. What do follow-up studies of graduates and employers indicate about the knowledge and

skills of other school professionals? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to knowledge and skills could be attached at Prompt 1e.4 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

The Alumni survey had a number of participants from the School Psychology program, the School Counseling program and the Educational Leadership program (N=51 in total). A sample of responses to survey questions is presented here.

Responses from other school personnel alumni to:

1. Knowledge of the content of your practice: : 95.5% rated their preparation as acceptable, good or excellent;
2. Ability to create positive learning environments for students: 97.9%;
3. Ability to analyze data on student performance: 93.8%;
4. Ability to understand the results of standardized tests for curricular modification: 95.6%;
5. Ability to understand and use research to inform your teaching or practice: 93.9%;
6. Ability to collaborate effectively with other school personnel: 92%;
7. Ability to collaborate effectively with families: 94.1%;
8. Ability to collaborate effectively with community organizations: 87.2%;
9. Incorporating the belief that all students can learn into your teaching or practice: 98%.

The entire survey results can be found at :

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Tables.htm>

1e.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the knowledge and skills of other school professionals may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1f. Student Learning for Other School Professionals

1f.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates can create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1f.3 below.]

Data from the Spring 2009 Field Evaluation Summary Form from supervisors of School Counseling candidates found:

1. Demonstrated collaboration with families and community resources (100% of candidates meet or exceed the standard);
2. Demonstrated a commitment to engaging students, parents and other faculty in the learning process (100% of candidates meet or exceed the standard);
3. Developed meaningful experiences and positive environments for learning based on assessment of student learning, prior experience and developmental levels (100% of candidates meet or exceed the standard);
4. Demonstrated commitment to professional development (100% of candidates meet or exceed the

standard).

The data indicates strong preparation in these key areas.

The School Psychology program is nationally reviewed yet it is worth noting data on their 2007 and 2008 internship candidates as evaluated by their college supervisors. Fall 2009 data is undergoing analysis. The following internship evaluation objectives, with mean scores from a 5 point rubric with 3 indicating competent, 4 proficient, and 5 expert , relate to Student Learning:

1. Utilizes Response to Intervention to assist student's progress through the curriculum: Fall 2008 3.81 and Spring 2009 4.40;
2. Applies current knowledge of learning theory and cognitive processes in assessment of students strengths and needs: Spring 2008 4.82, Fall 2008 4.00 and Spring 2009 4.52 ;
3. In collaboration with others implements a variety of research base instructional methods to enhance student learning at the individual, group and systemic levels: Spring 2008 4.68, Fall 2008 3.41 and Spring 2009 4.66, ;
4. Facilitates communication and collaboration among students, families and professionals: Spring 2008 4.42, Fall 2008 3.92 and Spring 2009 4.75;
5. Demonstrates knowledge of school systems and the organization of general and special education: Spring 2008 4.82, Fall 2008 3.75 and Spring 2009 4.62;
6. Applies knowledge of school systems to promote learning and effective services for all students and their families: Spring 2008 4.82, Fall 2008 3.75, Spring 2009 4.62;
7. Work with others to facilitate policies and practices that create safe, supportive, and effective learning environments: Spring 2008 4.74, Fall 2008 3.67, Spring 2009 4.78;
8. Demonstrates knowledge about family systems, family involvement in schools, cultural issues, and other family and home and community factors that support student learning: Spring 2008 4.75, Fall 2008 3.91, Spring 2009 4.73.

Educational Leadership candidates are required to take Education Law and Ethics where they study school law and ethics as they affect the policies, organization, and administration of public and private schools This course is paired with a clinical experience where candidates develop a portfolio with evidence of the application of theory to practice. Data from course assessments indicates that candidates meet or exceed standards on key assessments.

1f.2. What do follow-up studies of graduates and employers indicate about graduates' ability to create positive environments for student learning? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to create positive environments for student leaning could be attached at Prompt 1f.3 below.]

The Alumni survey had a number of participants (N=51) from the School Psychology program , the School Counseling program and the Educational Leadership program.

The % indicates the rating of preparation as acceptable, good or excellent.A sample of responses to survey questions is presented here.

Responses from other school personnel alumni to:

1. Ability to create positive learning environments for students: 97.9%;
2. Ability to analyze data on student performance: 93.8%;
3. Ability to understand the results of standardized tests for curricular modification: 95.6%;
4. Ability to understand and use research to inform your teaching or practice: 93.9%;
5. Ability to collaborate effectively with other school personnel: 92%;
6. Ability to collaborate effectively with families: 94.1%;
7. Ability to collaborate effectively with community organizations: 87.2%;
8. Incorporating the belief that all students can learn into your teaching or practice: 98%.

1f.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to other school professionals' creation of positive environments for student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1g. Professional Dispositions for All Candidates. [Indicate when the responses refer to the preparation of initial teacher candidates, advanced teacher candidates, and other school professionals, noting differences when they occur.]

1g.1. What professional dispositions are candidates expected to demonstrate by completion of programs?

All candidates are required to demonstrate and understanding of and a sensitivity toward the following: Collaboration, Critical Self reflection and Reflective practice, Social Justice and Diversity. Candidates demonstrate their values and beliefs in these areas through their academic work, their behaviors in classrooms, their interaction with faculty and classmates, and in field experiences. The unit's conceptual framework clearly articulates the desired outcomes for all candidates within the unit at the completion of study within respective programs.

Alignment of state and professional standards with the conceptual framework dispositions can be found on program matrices. <http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/programmatrices>

NCATE Spa reports provide very strong evidence of the dispositions that candidates are expected to develop over their program of study through the identification of key program assessments and candidate data. Observation forms used in student teaching and clinical practice also identify the dispositions that candidates are expected to develop.

Several graduate level programs (Special Education, School counseling and School psychology) assess baseline dispositions of prospective candidates by conducting group interviews of applicants and through writing samples that address the dispositions for the profession.

The School Counseling program assesses numerous dispositions, mid-term and at the end of the semester, on their Professional Assessment form. Candidates must receive a passing score on this assessment in order to enter the clinical phase of the program.

The School Psychology program assesses dispositions during Internship which are aligned with professional and NASP standards. Data on candidate performance on these assessments can be found by going to the link labeled School Psychology Internship Evaluation Supervisor 2007 and 2008 at: <http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/standardone.htm>

1g.2. How do candidates demonstrate that they are developing professional dispositions related to fairness and the belief that all students can learn? [A table summarizing these data could be attached at Prompt 1g.5 below.]

Candidates demonstrate that they are developing professional dispositions related to fairness and the belief that all students can learn in a variety of ways. Examples include: observations of their behaviors

in field experiences, analysis of journal entries, philosophy statements written in foundation courses and again for student teaching portfolios, behaviors in class with peers (assessed by the Dispositions form at mid semester and at the end of the semester in key transition point courses), interactions with diverse school based faculty and diverse students during student teaching and clinical experiences.

Analysis of Colloquium portfolio projects that are developed by Educational Leadership candidates will identify dispositions expected of school leaders. These projects require the candidate to identify a problem or challenge that urban students and schools face, demonstrate an understanding of the issues and root analysis of the problem based on data and then use research based approaches to the development of intervention plans based on professional content knowledge and professional knowledge and skills acquired over their course of study.

Dispositions are assessed at mid-semester and at the end of the semester in ear-marked courses that serve as key transition points for initial level candidates and enable candidates to become familiar with the unit's dispositions that are aligned with the conceptual framework. In later stages of the candidate's course work, most directly in student teaching and in clinical internship experiences, candidates are introduced to professional standards and professional dispositions. These are assessed during capstone field experiences.

Candidates meet with their college supervisors to discuss challenges encountered in their field experience and to deconstruct lesson presentations and to discuss evidence of what is working and not working for the candidate. These opportunities support the development of candidate dispositions and provide opportunities for their supervisors to assess dispositions over the course of the field experience.

1g.3. What data from key assessments indicate that candidates demonstrate the professional dispositions listed in 1.g.1 as they work with students, families, colleagues, and communities? [A table summarizing these data could be attached at Prompt 1g.5 below.]

Many of the action research projects developed by graduate students address critical issues related to the academic performance of underrepresented students and their families and are strong indicators of professional dispositions.

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/researchprojecttitles>

Faculty observe candidates in field experiences as they work with students; for example, Saturday mathematics tutoring at Brooklyn College for neighborhood students conducted by ED 44 Teaching Mathematics and ED 43 Teaching the Creative Arts where candidates are supervised as they work with neighborhood school students on art projects and art curriculum. Colloquium portfolio projects developed by Educational Leadership candidates provide evidence of candidates' dispositions to work with students, families, colleagues and communities.

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/courseassignmentdata>

Field Evaluation Summary Data provides evidence that candidates across unit programs demonstrate professional dispositions. Six of the 13 items address dispositions:

1. Demonstrated collaboration and fostered collaborative activities for students and/or relevant school personnel;
2. Demonstrated collaboration with families and community;
3. Demonstrated the ability to reflect critically on one's own practice, and to change practice based on this evaluation;
4. Demonstrated practice promoting social justice;
5. Demonstrated sensitivity to and understanding of racial, ethnic, religious, class, sexual, gender, cultural, linguistic and disability issues in one's practice;
6. Demonstrated a commitment to engaging students, parents and other faculty in the learning process.

Candidates across unit program are meeting or exceeding standards in these six dispositions. Unit wide data can be found at: <http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Tables.htm>

1g.4. What do follow-up studies of graduates and employers indicate about graduates' demonstration of professional dispositions? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional dispositions could be attached at Prompt 1g.5 below.]

Alumni survey data assessed dispositions by asking alumni to evaluate their preparation in the following areas:

(the % is the percentage of participants who rated their preparation as acceptable, good or excellent)

Incorporating the belief that all students can learn into teaching and practice (97.9%);

Ability to create positive learning environments for all students (95.8%) ;

Exhibiting fairness and compassion in your work with students (95.1%) ;

Ability to self-reflect on your own attitudes and values about education (95%) ;

Ability to self evaluate effectiveness as a teacher or practitioner (94.5%);

Ability to foster collaboration among students (94.3%) ;

Knowledge of the issues related to student diversity (94.3%) ;

Knowledge of the students' family (94.2%) ;

Ability to apply your knowledge of social justice issues in the classroom or your practice ((94.2%);

Knowledge of social justice issues related to the classroom or school setting ((93.5%) ;

Knowledge of student development ((92.8%) ;

Ability to collaborate effectively with families ((90.4%) ;

Knowledge of schools of thought related to student motivation (90%) ;

Knowledge of schools of thought about language development (89.8%) ;

Ability to collaborate effectively with other school personnel (86.6%) ;

Engaging in professional development activities (84.4%);

Knowledge of neighborhood resources (82.4%);

Ability to collaborate effectively with community organizations (79.9%).

Employer survey data indicates that school principals believe that our graduates have strong professional dispositions. The following survey items relate to dispositions :

Knowledge of students' family strengths and stresses, home language, identity and history;

Knowledge of the school's neighborhood resources;

Ability to self-evaluate one's effectiveness as a teacher or other school personnel;

Ability to create a positive learning environment for students;

Ability to collaborate effectively with other school personnel;

Ability to collaborate effectively with families;

Ability to collaborate effectively with community organizations and utilize community resources;

Ability to foster collaboration among students;

Ability to create opportunities for students to reflect on their own experience;

Demonstrates fairness and compassion in work with students;

Incorporates the belief that all students can learn into their work with students;

Maintains high expectations for all students in the classroom and the school;

Commitment to professional development.

Overall data indicates that employers believe that their staff had adequate, good, and excellent preparation in these areas. The complete survey data and analysis can be found at:

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Tables.htm>

1g.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to professional

dispositions may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 1?

We believe we are particularly strong in the way that content knowledge, pedagogical and professional knowledge and dispositions are integrated into our assessments and that candidates have multiple opportunities to develop an integrated skill set along with a solid foundation in professional, state, and unit dispositions. The unit is proud of our candidates as individuals when they enter our programs, for what they bring to the teaching and learning process because of their diversity and prior experiences. We are equally proud of who they are as they emerge from their programs as program completers. Candidates and faculty address the triangulation of content knowledge, pedagogical and professional knowledge and dispositions through course work, readings, assignments, field experiences, class discussions and interactions with diverse faculty, candidates and students. We believe this interplay is critical for the development of educators and other school personnel to work in the dynamically diverse school settings and neighborhoods of New York City.

2. What research related to Standard 1 is being conducted by the unit or its faculty?

Professor Haroon Kharem (Education) edited the book *Education as Freedom: African American Educational Thought and Activism* along with Professor Noel Anderson (Political Science). One purpose for this book is for candidates to use it to examine the ways in which Black teaching and learning has impacted the notion of Black children's capacities (combating the 'deficit model'). Professor Namulundah Florence is the author of *Multiculturalism 101*, a book that explores how social hierarchies based on race, gender, class, religion, or physical ability create insider and outsider categories that impact on classroom interactions between students and teachers. Mathematics education professor Michael Meagher is researching mathematics in high needs NYC middle schools and using technology in teacher preparation. Professors Betina Zolkower and Hanna Haydar (Mathematics education) received funding to conduct a Mathematics Lesson Study Group pilot for beginning middle school teachers. Professor Zolkower is working with NSF funding (\$439,747.00) to research teacher discourse and whole-class instruction and is creating a model for mathematics lesson study groups. Professor Laurie Rubel (mathematics education) is using NSF funding (\$625,000.00) for her research project "Teaching Learning Communities: Centering the Teaching of Mathematics on Urban Youth." Professor Kostantinos Alexakos (Science education) is researching the influence of kinship groups on science learning of diverse urban students. Professor Eleanor Miele (Science education) received funding for summer institutes that develop in-service and aspiring educators in the earth sciences. Professor Jacqueline Shannon (Early Childhood) is researching parental attitudes and parental involvement in Mexican-American families. Professor Mary DeBey (Early Childhood) conducts research on inclusion through mixed age grouping and research on teacher preparation for dual language environments.

STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION

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

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

2a. Assessment System

2a.1. How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?

All program and unit wide assessments are aligned with the Conceptual Framework, state standards and professional standards. At the program level program faculty have created matrices that crosswalk course content, course assignments and field experiences with our Conceptual Framework, state and professional standards resulting in student teaching observation forms, observation forms for other school personnel candidates in clinical field experiences, course learning outcomes and course assignments that are aligned with the Conceptual Framework. Teacher preparation faculty review their program matrices for alignment with NBPTS.

At the unit level the unit’s Dispositions form, program completer survey, employer survey, and Field Evaluation Summary form are all aligned with the Conceptual Framework as well as professional and state standards.

For the Disposition form, completer survey, employer survey, alumni survey, Field Evaluation Summary forms please see <http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/StandardOne.htm>

Our course syllabi provide strong evidence of the link between our Conceptual Framework themes, professional and state standards with course assignments designed so that candidates develop the attributes we value in the preparation of teacher candidates and other school professionals. Our Course Data Aggregation summary forms identify candidate performance on course assignments and yield data with regard to Conceptual Framework themes and professional standards.

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Tables.htm> for Course Assessment data summaries.

All of our programs are registered with the New York State Education Department. The registration process is an approval process indicating that all programs have meet state standards.

Ongoing collection, review, and discussion of data by faculty ensure continued alignment with aspects of the Conceptual Framework and changes in professional and state standards when these occur.

2a.2. What are the key assessments used by the unit and its programs to monitor and make decisions about candidate performance at transition points such as those listed in Table 6? Please complete Table 6 or upload your own table at Prompt 2a.6 below.

**Table 6
Unit Assessment System: Transition Point Assessments**

Program	Admission	Entry to clinical practice	Exit from clinical practice	Program completion	After program completion

Early Childhood Education BA	2.5 overall GPA, English I, and completion of 30 credits	2.75 overall GPA 3.0 Education GPA, all methods courses completed, all pre-student teaching field experiences completed. Dispositions assessment.	3.0 education GPA all seminar and student teaching requirements completed	30 credit concentration completed. Program completer survey	Alumni survey Employer survey
Early Childhood/Early Childhood Special Education BA	2.5 overall GPA, English I, and completion of 30 credits	2.75 overall GPA 3.0 Education GPA all methods courses completed, all pre-student teaching field experiences completed. Dispositions assessment.	3.0 education GPA all seminar and student teaching requirements completed	30 credit concentration completed. Program completer survey	Alumni survey Employer survey
Childhood Education BA	2.5 overall GPA, English I, and completion of 30 credits	2.75 overall GPA 3.0 Education GPA all methods courses completed, all pre-student teaching field experiences completed. Dispositions assessment.	3.0 education GPA all seminar and student teaching requirements completed	30 credit concentration completed. Program completer survey	Alumni survey Employer survey
Adolescence Education and Special Subjects BA (English, Social Studies, Physical Education, Biology, Chemistry, Earth Science, Physics, Mathematics, Spanish, French, Italian, Music)	2.5 overall GPA, English I, and completion of 30 credits	2.75 overall GPA all General methods courses completed, all pre-student teaching field experiences completed. Dispositions assessment.	B- or better in first semester of student teaching, all seminar and student teaching requirements completed	30 credit content major completed. Program completer survey	Alumni survey Employer survey
Early Childhood Education MSED	3.0 undergraduate GPA Prior coursework and teacher certification determines the program option	3.0 GPA prior to student teaching. Field experience and Student teaching is required only in some program options. Dispositions assessment.	3.0 GPA All seminar and student teaching requirements completed	Capstone course completed. 3.0 GPA Program completer survey	Alumni survey Employer survey
Childhood Education MSED	3.0 undergraduate GPA Prior coursework and teacher certification determines the program option	3.0 GPA prior to student teaching. Field experience and Student teaching is required only in some program options. Dispositions assessment.	3.0 GPA All seminar and student teaching requirements completed	Capstone course completed. 3.0 GPA Program completer survey	Alumni survey Employer survey
Special Education (Early Childhood, Childhood, Middle Childhood) MSED	3.0 undergraduate GPA, Group Interview, Writing Sample at the time of the interview. Prior coursework and teacher certification determines the program option	3.0 GPA prior to student teaching. Field experience and Student teaching is required only in some program options. Dispositions assessment.	3.0 GPA All seminar and student teaching requirements completed	Capstone course completed. 3.0 GPA Program completer survey	Alumni survey Employer survey
Middle Childhood Mathematics MSED	3.0 undergraduate GPA Prior coursework and teacher certification	3.0 GPA prior to student teaching. Field experience and Student teaching is required only in some	3.0 GPA All seminar and student teaching requirements	Capstone course completed. 3.0 GPA Program completer	Alumni survey Employer survey

	determines the program option	program options. Dispositions assessment.	completed	survey	
Adolescence Education and Special Subjects MA and MSED (Art, English, Biology, Chemistry, Social Studies, Mathematics, French, Health, Spanish)	3.0 undergraduate GPA Prior coursework and teacher certification determines the program option	3.0 GPA prior to student teaching. Field experience and Student teaching is required only in some program options. Dispositions assessment.	3.0 GPA All seminar and student teaching requirements completed	Capstone course completed.3.0 GPA. Passing score on the comprehensive exam for Modern Language and Physical Education candidates only. Program completer survey	Alumni survey Employer survey
School Counseling MSED	3.0 undergraduate GPA. Personal statement, group interview and on-site writing sample.	For the practicum: 3.0 GPA in coursework prior to the practicum. Acceptable score on the Professional Assessment Form. For the Internship: 3.0 GPA in coursework prior to the internship and a grade of no less than a B in the practicum. Acceptable score on the Professional Assessment Form (dispositions) .	3.0 GPA Completion of all course work in practicum and in the internship. Satisfactory evaluation by supervising faculty and site supervisors.	A grade of B or better in the practicum and in the internship. Passing score on the comprehensive exam. 3.0 GPA. Program completer survey.	Alumni survey Employer survey
School Counseling Advanced Certificate	An MSED in School Counseling	3.0 GPA in coursework prior to Advanced Internship I and II	3.0 GPA Completion of all course work in Advanced Internship. Satisfactory evaluation by supervising faculty and site supervisors.	3.0 GPA . Program completer survey	Alumni survey Employer survey
School Psychology MSED	3.0 GPA. 3 education credits in literacy. Personal statement. Group interview.	3.0 GPA in coursework prior to the practicum	3.0 GPA. Demonstration of professional competencies. Completion of all course work in practicum. Satisfactory evaluation by supervising faculty and site supervisors.	3.0 GPA Successful completion of the practicum. Program completer survey	Alumni survey Employer survey
School Psychology Advanced Certificate	An MSED in School Psychology with a minimum 3.0 GPA	3.0 GPA in coursework prior to Internship. Dispositions assessment.	3.0 GPA Completion of all course work in Advanced Internship. Satisfactory evaluation by supervising faculty and site supervisors.	3.0 GPA. Successful completion of the internship. Program completer survey	Alumni survey Employer survey
Educational Leadership MSED	The School Building Leader and the School District Leader admission requirements differ and are determined by New York State Education Department.	3.0 GPA in coursework prior to the Colloquium. Dispositions assessment.	Completion of a capstone fieldwork portfolio in each of the six colloquium courses. Successful completion of the paired colloquium courses.	3.0 GPA. Program completer survey	Alumni survey Employer survey
	3.0 undergraduate GPA Prior coursework	3.0 GPA prior to student teaching. Field experience and	3.0 GPA All seminar		

Middle Childhood Science MA	and teacher certification determines the program option	Student teaching is required only in some program options. Dispositions assessment.	and student teaching requirements completed	3.0 GPA. Program completer survey	Alumni survey Employer survey
MAT Science (7-12) with specialization in Biology, Chemistry, Earth Science or Physics	3.0 undergraduate GPA and a degree in one of the sciences.	3.0 GPA prior to student teaching. Field experience and Student teaching is required only in some program options. Dispositions assessment.	3.0 GPA All seminar and student teaching requirements completed	3.0 GPA. Program completer survey	Alumni survey Employer survey

2a.3. How is the unit assessment system evaluated? Who is involved and how?

Since our last NCATE visit the assessment committee met to examine our unit wide assessment tools, specifically the Field Evaluation Summary Sheet. The committee made changes to the instrument in 2007 by adding sub- elements to the 13 item form. This change has resulted in more meaningful data for program and unit improvement. The Council of Program Heads examined a draft of the Program Completers Survey in 2007 and a draft of the Alumni Survey in 2008. They gave suggestions for revisions and edits of the two documents to the assessment committee. The same process was followed with the Employer Survey. At a 2010 Program Heads meeting a discussion focused on how to increase the program completer response rate across the unit. The TEAP committee has examined all of the survey instruments and in general, the panel has felt that the surveys were important and would yield data that could be used for program and unit improvement. All of the survey instruments were pretested by candidates in focus groups or in structured interviews.

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/StandardTwo.htm> for exhibit: Pretests of survey instruments

2a.4. How does the unit ensure that its assessment procedures are fair, accurate, consistent, and free of bias?

When faculty meet to discuss their key assessments (course assignments and rubrics) discussions often focus on the issues of consistency among faculty with regard to common assignments and shared understanding among full time and part time faculty of why and how assessments align with professional, state, and unit standards. Faculty review and refine rubrics after considerable reflection on student performance data and as they refine and improve their course syllabi. Program heads meet with adjunct faculty to ensure that they understand course outcomes and rubrics and grade student work in ways that are consistent with full time faculty. Faculty also discuss their rubrics with candidates before the candidates are assessed so that they will have a clear understanding of what is expected of them and candidates are able to give feedback to faculty on the consistency, fairness and accuracy of the rubrics. College supervisors of student teachers meet at the beginning of each semester with cooperating teachers to ensure a common understanding regarding the scoring and consistency of key assessments that are used during the student teaching experience. Clinical supervisors of other school personnel candidates hold similar meetings with site based mentors.

Faculty complete course assessment data forms on which they analyze the performance of their candidates on a key assignment and reflect in writing on the implications for improving candidates' learning, their own teaching and program improvement. Program heads and the Assistant Dean review these forms each semester to ascertain that candidates in different sections are assessed at the same level and that candidates' final course grades are consistent with their grades in these and other assignments. The Unit has designed the dispositions assessment instrument to provide systematic consistency, fairness and accuracy checks by having both faculty and candidates complete the rating form and

discuss any differences in ratings. This process ensures that candidate reflections on their dispositions are consistent with faculty's observations, provides opportunities for the candidate to receive formative feedback and show subsequent improvement, and provides a process for the fair resolution of differences. Dispositions data are collected and analyzed in selected courses at selected transition points and dispositions are assessed at the midpoint and at the end of the course.

The unit participates in the formal college wide course evaluation survey system. Candidates are asked for their perceptions of fairness in course examinations and the clarity of information provided about the course requirements and assignments. These data are generated each semester and are examined by the instructor and by the Dean of the School of Education. The evaluations are discussed with the instructors at their annual performance review, and are part of the formal faculty evaluation.

2a.5. What assessments and evaluation measures are used to manage and improve the operations and programs of the unit?

The unit uses multiple assessments and evaluations such as an alumni survey, a program completer survey and an employer survey, course assessment data, course grades, course evaluations, candidate evaluations of faculty, evaluations of clinical and student teaching experiences, and cooperating teacher feedback, to manage and improve the operations and programs of the Unit.

The program completer survey, the employer survey, and the alumni survey all allow respondents to write open ended comments. Many of these comments have suggested areas for improvement that are considered by faculty when they interpret the data. Likewise cooperating teachers are asked to identify candidates' strengths and areas for improvement. This open ended qualitative data indicated that candidates could benefit from more instruction on classroom management, differentiated instruction to meet the needs of very diverse students and technology use. Data from the Field Evaluation Summary Form indicates that technology use in planning and instruction is a unit wide area for improvement.

The program completers survey has a section for evaluating the helpfulness of office personnel and of written materials used in advisement. Survey participants were very satisfied with the operations of the Dean's office and somewhat satisfied with the operations of their program offices. The unit does not rely solely on survey data to identify areas for improvement. Student advisers in each of the three program hub offices, Early Childhood, Childhood and Adolescence Education, frequently meet with the faculty who serve as program heads in each area. Periodically, meetings focus on ways to improve the face to face advisement processes used with students during registration and when students are selecting their major areas of study. Meetings have led to revisions of handbooks, to more efficient processes for the documentation of pre-student teaching field hours, to a more streamlined process for issuing cooperating teacher vouchers, and to having offices open later in the evening to allow evening students access to information and advisement. Candidates who are completing their programs and are ready to graduate now have access to a Certification Officer who meets with candidates to assist them with completing their New York State TEACH accounts and assists them with the certification process. This Certification Officer was hired in response to qualitative data obtained from teacher preparation candidates across the unit requesting assistance and expertise in this critical transition point at exit from programs.

2a.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's assessment system may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

2b. Data Collection, Analysis, and Evaluation

2b.1. What are the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality?

- **How are the data collected?**
- **From whom (e.g., applicants, candidates, graduates, faculty) are data collected?**
- **How often are the data summarized and analyzed?**
- **Whose responsibility is it to summarize and analyze the data? (dean, assistant dean, data coordinator, etc.)**
- **In what formats are the data summarized and analyzed? (reports, tables, charts, graphs, etc.)**
- **What information technologies are used to maintain the unit's assessment system?**

For each of the components of the assessment system there is a schedule for collection and analysis of data, a lead data collection point person, data analysis persons, and systematic dissemination of reports and tables. Overall, the data tools are disseminated and collected by the Assistant Dean. She disseminates much of the data to staff in the Office of Institutional Research, Planning and Assessment where data charts and graphs are developed. Data in this form is then sent back to the Assistant Dean who disseminates data to program heads for analysis and interpretation. Program heads share data with their faculty. The first file located on 2b.4 is a graphic of the assessment system's data streams. The second file includes all of the unit assessments and the schedule of their implementation.

Data are collected in many different ways such as surveys (employer, program completer and alumni), from course data assignment forms that are sent electronically to faculty and returned to the Assistant Dean, from scanned forms (Field Evaluation Summary form), from cooperating teacher evaluation forms, from candidate and supervisor evaluation of school sites and cooperating teacher forms, and from excel charts that monitor the individual progress of undergraduate candidates from the date they enter the major to program completion. Data are collected from candidates, from clinical supervisors, from candidates, from alumni, from program completers and from school principals.

All data from candidates' performance in student teaching or capstone clinical field experiences are collected each semester and summarized through reports with tables and graphs. Dispositions data are collected twice a semester in selected transition point courses at midpoint and at the end of the semester and then summarized and analyzed by program heads. Program completer data are collected at the end of the academic year, that is in May, and then summarized. All reports are available to program heads electronically as soon as the data has been summarized into reports.

Data that are collected by the Assistant Dean is sent to the Office of Institutional Planning, Research and Assessment for the summary and analysis of that data. Staff from that office present the data back to the Assistant Dean in the form of charts, graphs and tables. She then convenes a meeting of the assessment committee to review the data before sharing with program heads.

The technology used to maintain the assessment system is basically through electronic email and the use of excel or SPSS.

2b.2. How does the unit disaggregate candidate assessment data for candidates on the main campus, at off-campus sites, in distance learning programs, and in alternate route programs?

There are no off- campus sites. Assessment data is disaggregated by using the college wide system of

identifying candidates by a three digit program code. All undergraduate candidates and graduate candidates are coded by their major, e.g. undergraduate candidates in Early Childhood Education are coded 255, Childhood Education candidates are coded 252, graduate level Early Childhood candidates are coded 601, 602 or 603. Teaching Fellows are identified by a 700 digit code. Data is presented unit-wide and disaggregated by undergraduate initial, graduate initial, graduate advanced, and other school personnel.

2b.3. How does the unit maintain records of formal candidate complaints and their resolutions?

Typically candidate complaints fall into these categories: complaints about final grades, complaints about how they are treated by faculty with regard to fairness and bias, complaints about course availability, and complaints about staff. The Dean or Assistant Dean meets with candidates who make complaints about faculty and staff. The unit's process for grade complaints is: Candidates meet with their instructor to discuss the grade and to review the rubrics and work samples that were used to determine the final grade. If not resolved between the candidate and the instructor then the candidate can ask that the head of their program review their case and a meeting is scheduled for this purpose. If the candidate is still unsatisfied they submit a grade appeal form to the Undergraduate Deputy or the Graduate Deputy. The Undergraduate Deputy or Graduate Deputy then convenes a faculty committee to read work samples and to interview the candidate and the instructor. They then decide on the candidate's appeal. Candidates are notified in writing of the committee's decision. The Undergraduate Deputy and the Graduate Deputy keep records of formal complaints and their resolution with regard only to grade appeals. Undergraduate candidates file formal petitions with the Office of Advisement and the Academic Course and Standing Committee on issues that pertain to college policy such as the F replacement policy and substitution of courses required in their major or concentration. Graduate candidates file petitions with the college wide Committee on Graduate Academic Standing when college policies need to be resolved, such as the seven year limit to obtain a degree. The unit considers the advisement of candidates to be a primary responsibility of faculty and program advisers, a responsibility that leads to informed candidates with regard to degree requirements, transition point requirements and college wide requirements that affect program completion and graduation.

2b.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's data collection, analysis, and evaluation may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

school of education assessments excel chart
assessment system graphic

See **Attachments** panel below.

2c. Use of Data for Program Improvement

2c.1. In what ways does the unit regularly and systematically use data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experiences?

Data has been used for changes to degree requirements and to new course offerings within programs. In 2008 the Educational Leadership advanced level program received NY State approval to change the program from an Advanced Certificate program to a MSED program. This change was based on new standards and certification requirements from the state education department as well as qualitative data from candidates within the program and prospective applicants to the program that an MSED was preferred over an advanced certificate and that the MSED would better position candidates applying for

leadership positions. Curriculum changes were made in 2008 to the degree requirements of the Middle Childhood Math program, to the Middle Childhood Science program, to the Childhood and Middle Childhood special education programs, to the Childhood Environmental Studies program. In addition to changes in degree requirements many new courses were written in 2008 and 2009 within programs in order to give candidates the knowledge and skills required in the changing landscape of the New York City public schools and changes in federal legislation. Two new M.A.T. programs, both in science, were approved by the college. One has New York State Education department approval and the second is pending. Both of these new programs were designed based on data that indicated that the number of physics, chemistry, biology, and earth science teacher candidates would increase because of this pathway to certification.

Data from candidates' evaluation of courses, a college-wide survey system completed each semester, allows faculty to view candidates' survey responses and open-ended comments about their course and their teaching. This data has led to changes in courses and the data is used by the Dean to set annual goals for improvement in teaching with faculty who are on a tenure track.

Data collected at the end of each semester from cooperating teachers indicating candidate strengths and areas where improvement is needed are read by program heads or the coordinators of student teaching. This data has led to changes in the pre-requisite courses before student teaching and to the clinical experience.

Comparison of program completer survey data with alumni survey data indicates agreement from both sets of respondents that more preparation is needed for teaching students with disabilities and English language learners. This data has led to more infusion of course readings on these topics, and more emphasis in methods courses on strategies to differentiate instruction.

The programs that prepare other school personnel (School Psychology, School Counseling, and Educational Leadership) all examine data collected from their clinical experience rubrics to analyze where changes to the clinical experiences within these programs might be necessary. Informal meetings with the college supervisors of the clinical experiences and coordinators of field experiences yields qualitative data about candidates and school sites and where changes should be considered.

School Psychology candidates evaluate their clinical experience by posting their feedback about internship and practicum sites on the School Psychology yahoo group website. This yahoo group was set up exclusively for candidates in the program, and a password is needed to enter the website. Students searching for internship and practicum sites find this to be a very useful tool. The database consists of the following 10 questions (this is the limited number of questions that can be included):

1. Name of site, address, phone, today's date, email & website
2. Candidate name, supervisor's name & degree, bilingual, language?
3. Internship or Fieldwork? Days/hours of attendance
4. Did agency provide adequate learning? Comments?
5. Describe your work; Include activities/% of time spent
6. Describe time spent and activities with supervisor
7. Describe the population served; range of diversity?
8. Adequate space? supplies? computer? safety?
9. Rate 1 to 5 (1=poor, 5=excellent) your overall experience
10. Provide additional comments or recommendations here.

2c.2. What data-driven changes have occurred over the past three years?

Unit-wide data from the Program Completers Survey assessing the effectiveness of the School of Education's administrative functions showed :

85.9% of the candidates considered the Dean's office staff to be moderately or very professional;
76.2% felt that the Dean's office staff was moderately or very helpful;
73.7% felt that the Dean's office staff moderately or very effectively met their needs.

The program offices were rated a bit higher. The percentages rating program offices as professional, helpful and effective were 89.0%, 82.4% and 80.6%, respectively.

Using this positive feedback about program offices the School of Education re-organized program advisement and support services from one location for undergraduate candidates and one for graduate candidates into three advisement centers based on the candidate's program of study regardless of whether the candidate is an undergraduate or graduate student. Because the field experience requirements vary by program the Office of Field Experience was re-organized from one central location and one coordinator, to three offices based on the candidate's program of study . This change has resulted in more effective communication with candidates about field requirements, program requirements and a better overall system for monitoring candidate's progress through their program.

The total re-organization was not completed until Fall 2009. Informal feedback from candidates since the reorganization indicates that advisement and services are more tailored to their needs and that office staff are informative and more available. This re-organization has led to increased responsibility for, and reflection upon, the quality of early field experiences by program heads.

Candidate's performance on the Content Specialty Test in Physical Education and Social Studies have led to meetings and productive conversations with Liberal Arts and Sciences faculty from those disciplines about what sub areas of the exams candidates were failing and what changes to course requirements and course content should occur so that candidates were more prepared in the content of their disciplines.

Data is collected about the school placements at the end of student teaching by having college supervisors complete the Supervisor's Feedback on Student Teaching Placement form and from candidates who complete the Candidate's Feedback on Student Teaching Placement form. Faculty use data to decide on which schools and/or cooperating teachers to use future semesters. In Fall 2009 there were 201 feedback forms from supervisors and candidates submitted to the Assistant Dean with 14% of candidates or supervisors indicating that the site or the cooperating teacher should not be used in the future. In Spring 2009 there were 148 feedback forms submitted with 10% indicating that the site or cooperating teacher should not be used again. In Fall 2008 there were 144 forms submitted with 10% identified as not suitable. In Spring 2008 there were 137 forms returned with 8% identified as not suitable and in Fall 2007 there were 177 forms returned with 15% identified as not suitable. Based on this data the schools and or cooperating teachers were not selected again.

2c.3. What access do faculty members have to candidate assessment data and/or data systems?

Data collected at transition points is analyzed and reports are shared first with program heads at Program Head meetings. Following these meetings Program Heads share data with program faculty at program meetings. Faculty have access to data when writing SPA reports. Faculty who are coordinators of student teaching have access to candidate GPA data when making approval or denial decisions for student teaching. Faculty use enrollment and retention data for scheduling and admissions decisions. On the graduate level faculty use GPA data for advisement and planning with candidates who are on

academic probation. Candidate performance data on the New York State Certification exams is shared with faculty for the purpose of identifying characteristics of candidates who do not perform well, or sub areas of the exams, as a means for identifying where curriculum changes are necessary.

2c.4. How are assessment data shared with candidates, faculty, and other stakeholders to help them reflect on and improve their performance and programs?

Assessment data that contributes to reflection on performance and improvement comes from several components of the assessment system: course assessment data from key assignments, candidate survey data, dispositions data, state certification test scores, faculty evaluations by candidates and faculty observations by peers. Course data is shared with faculty at program meetings, typically at the end of a semester. Faculty examine the data and discuss the meaning of the data with implications for improvement in teaching, assignments, rubrics and candidate competencies. Alumni, employer and program completer survey data provides data for the various programs to consider for program improvement. The Field evaluation summary that is administered at the end of student teaching and clinical experiences provides unit wide data that has identified areas for program improvement. Courses where dispositions forms are completed at mid semester and end of semester by faculty and candidates allows candidates to see where they need to improve based on the faculty's assessment of their dispositions. Data that is compiled into tables and charts by the Office of Planning, Research and Assessment is fed back first to program heads on an on-going basis at the monthly Council of Program Head meetings. Program heads then share data with their faculty at program meetings. College supervisors share their observation data with student teaching candidates after each observation. Clinical supervisors follow the same practice with candidates in the School Counseling, School Psychology and School Leadership programs. Cooperating teachers are a source of continuous feedback on performance whenever candidates are presenting lessons and assuming more and more responsibility for whole class teaching. The Teacher Education Advisory Panel (TEAP), that is comprised of P-12 practitioners and administrators and candidates, plays a role in discussions about data and assessment instrumentsd

2c.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the use of data for program improvement may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 2?

Given the size of the unit and limited resources for the assessment system, the unit does a good job of feeding data back to program heads in the form of reports, charts and tables. These are configured for each program so that faculty are able to review their candidate's performance from semester to semester, year to year, and to compare their data to the unit overall.

2. What research related to Standard 2 is being conducted by the unit or its faculty?

Professor Peter Taubman authored: Teaching by Numbers: Education in the Age of Accountability. Routledge Press, New York, April, 2009.

Professor Paul McCabe: McCabe, P. C. (2006). Responsiveness to intervention (RTI) in early childhood: Challenges and practical guidelines. (R) Journal of Early Childhood and Infant Psychology, 2, 157-180.

McCabe, P. C. (2009). Response-to-Intervention (RTI). In B. A. Mowder, F. Rubinson, & A. Yasik (Eds.), *Evidence-Based Practice in Infant and Early Childhood Psychology*. Hoboken, NJ: Wiley.

McCabe, P. C. (2006). *Preschool Assessment*. In A.M. Bursztyn (Ed.). *The Praeger Handbook of Special Education*. Westport, CT: Greenwood Press.

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.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

3a. Collaboration between Unit and School Partners

3a.1. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences?

The unit's partners for field and clinical experiences are New York City's Department of Education's elementary, middle, and high schools throughout the five boroughs, the school administrators and teachers (who serve as cooperating teachers) as well as selected private schools and agencies. The unit has no professional development schools however, the unit has established partnerships with several P-12 schools in Brooklyn which have served as field and clinical sites for many consecutive years.

For the registration of any teacher preparation program or program that prepares other school personnel the New York State Education Department requires that all field and clinical experiences be consistent with the unit and programs' philosophy, purposes and objectives and that they be carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated. The New York State Education Department also requires that candidates be provided with experiences in a variety of communities and across the range of student developmental levels of the certificate, with experiences to practice skills for interacting with parents or caregivers, with experiences in high-need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities. The diversity of New York City's schools and communities allows the unit to meet these requirements when designing and implementing the field and clinical experiences for candidates. Unit faculty with responsibility for coordination of field and clinical experiences are very involved in selecting sites and working with school partners who align with the unit's conceptual framework themes, with individual program philosophy and with program learning outcomes.

Candidates in the Teacher Academy program which targets candidates in STEM areas of teacher preparation. The original program that was supported with CUNY funding enabled candidates to begin field experiences in their freshman year in Host schools, NYC public schools that have exemplary teachers and opportunities for candidates to engage in a variety of field experiences with supervision from the host school and unit faculty. The original design of the Teacher Academy experience differed in that candidates in the unit's adolescence programs begin field experiences in their second year of

study. Funding has been cut and now the program is grant funded and targets upper level Brooklyn College undergraduate students who have an interest in teaching in STEM areas. For more information visit: <http://depthome.brooklyn.cuny.edu/schooled/TA/academicprograms.htm>

3a.2. In what ways have the unit's partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?

School personnel and allied professionals in the field serve as cooperating practitioners responsible for the joint supervision and evaluation of candidates. School and community partners collaborate with unit faculty in the placement of candidates usually through the appointment of on-site liaisons. Frequently these liaisons are school principals, assistant principals and staff developers. Faculty members with the responsibility for the placement of student teachers or candidates in clinical experiences visit sites, meet with liaisons in the field settings to discuss the field and/or clinical experience requirements and expectations for the candidate. If the site is new the faculty with responsibility for selecting sites will usually tour the site and meet with administrators to assess appropriateness of the site. Two rubrics are used in this process: 1) the criteria for the selection of sites and 2) the criteria for the selection of cooperating teachers. <http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/StandardThree.htm>

Both forms are closely aligned with the four conceptual framework themes. When it has been determined that the site is appropriate and that cooperating teachers and site supervisors are New York State certified and experienced in the respective discipline, in general, the liaisons nominate cooperating teachers and the on-site allied professional who will supervise student teachers and interns. The site partners play an active and collaborative role in the process of determining the activities and responsibilities that the candidates will engage in while at the site. The partners give feedback to the college supervisors at the conclusion of the student teaching experience or clinical experience that informs the college supervisor of areas for improvement in the preparation of the candidate or in areas of program improvement of the field component.

The length of the student teaching experience in Childhood and Early Childhood education changed from two semester to one semester based largely on feedback from school partners.

3a.3. What are the roles of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?

Once the site is selected and the cooperating teacher or on-site clinical supervisor is identified the school partners engage in the following activities:

1. Confirmation of cooperating teachers and on-site clinicians who meet the unit's criteria,
2. Joint planning of the candidate's field experience with the college supervisor,
3. Discussion about opportunities for candidates to gradually take on greater professional responsibilities during the field experience,
4. Review of the process for supervision of the candidate
5. Joint evaluation of the candidate,
6. Providing candidates with opportunities to use technology when appropriate and where available,
7. Joint reflection on the experience with the college supervisor and recommendation for improvement to the field experience.

Candidates are observed and receive feedback from their cooperating teachers/practitioners and their college supervisors. Candidates in all programs across the unit debrief in weekly seminars, discuss problems and explore strategies and solutions collaboratively. Joint planning meetings involving the

college supervisors and cooperating teachers result in the decision to allow candidates to assume greater responsibility for teaching. Initial level teacher candidates play an active role in the evaluation of their field experience site and their cooperating teacher. Please see :

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/StandardThree.htm> and click on links: Feedback on Student Teaching site form and Supervisor and Candidate Evaluations Data file.

3a.4. How do the unit and its school partners share expertise and resources to support candidates' learning in field experiences and clinical practice?

Unit faculty meet with school partners to share handbooks and to discuss roles, responsibilities, and expectations for the candidates. School partners invite candidates to all professional development workshops, to parent teacher conferences and to other activities that enhance the candidate's understanding of professional roles and responsibilities. Activities that enhance the induction process are encouraged by the unit and school partners. Examples from clinical practice are: candidates in the School Counseling program are required to co-lead a group or a series of groups at their practicum site with a fellow student or with a professional from the site. The site liaison assists the candidate in obtaining the support and resources at the site necessary for establishing and running the group such as helping to recruit group participants, obtaining meeting space and equipment, and introductions to other staff who may be helpful to the candidate. The liaison also shares important procedures and policies that are established at the site regarding ethical and/or legal standards. Candidates in the Educational Leadership internship experience are, in general, allowed to observe principals' observations of teachers and observe post observation conferences. They are given access to all school data needed to complete their internship plans. If candidates complete their internship at a site other than the school where they work, they are also given full access to data and to professionals at the site who can assist the candidate to complete their internship plan. School Psychology clinical supervisors are invited to the campus for professional development activities. When not in use by classes, supervisors are invited to visit the program's Assessment Library. They share expertise during field visits, discuss how training could improve both at the site and college. Training sessions for Teaching Fellow consultants include sharing of best practice among consultants from all the colleges in NYC with the Fellows program. They focus on issues that neophyte teachers confront and share ways to support the Fellows' induction into the profession. Consultants share observational data on the Fellows with the New York City department of Education, that funds the Teaching Fellows program. Many school partners teach as adjunct instructors in the unit. The unit offers tuition vouchers to school partners in return for their contribution and commitment to candidates' development

3a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to collaboration between unit and school partners may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3b.1. What are the entry and exit requirements for clinical practice?

The entry requirements for teacher candidates are the completion of all methods courses, the completion of all pre-student teaching field hours and having the required GPA as determined by the respective programs. Early Childhood and Childhood undergraduate candidates take one semester of student teaching. Their exit requirements are the completion of all required elements of the experience, e.g. lessons, units, community project, philosophy of teaching, and all seminar assignments. Adolescence and Special Subjects candidates take two semesters of student teaching. They must pass the first semester with a grade of B- or better in order to transition into the second semester. Their exit

requirements are the completion of all required elements of the experience, e.g. lessons, units, etc. Graduate level candidates who are pursuing their first teaching credential must complete all courses that are required prior to student teaching and maintain a 3.0 GPA. Their exit requirements are the fulfillment of all required elements of the experience as determined by their respective programs.

Candidates in the school counseling, school psychology and educational leadership programs enter their clinical experiences when they complete the required pre-requisite courses and maintain the required GPA as set by the programs.

3b.2. What field experiences are required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers and other school professionals? What clinical practice is required for each program or categories of programs in initial teacher preparation programs and programs for the preparation of other school professionals? Please complete Table 7 or upload your own table at Prompt 3b.9 below.

**Table 7
Field Experiences and Clinical Practice by Program**

Program	Field Experiences	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Early Childhood BA	Observations of classrooms, of teaching across a variety of classroom and school settings and across the age and grade range of the certification, working or tutoring small groups spread out over the foundations and methods courses	300 hours in total across two age or grade levels of the certification in one semester	Pre- student teaching: a minimum of 240 hours. Student teaching: 300 hours
Early Childhood/Early Childhood Special Education BA	Observations of classrooms, of teaching across a variety of classroom and school settings and across the age and grade range of the certification, working or tutoring small groups spread out over the foundations and methods courses	300 hours in total across two age or grade levels of the certification in one semester.	Pre- student teaching: a minimum of 240 hours. Student teaching: 300 hours
Childhood BA	Observations of classrooms, of teaching across a variety of classroom and school settings and across the age and grade range of the certification, working or tutoring small groups spread out over the foundations and methods courses	300 hours in total across two age or grade levels of the certification in one semester.	Pre- student teaching: a minimum of 240 hours. Student teaching: 300 hours
Adolescence and Special Subjects BA (English, Social Studies, Science Physical Education, Modern Languages, Mathematics)	Observations of classrooms, of teaching across a variety of classroom and school settings and across the age and grade range of the certification, working or tutoring small groups spread out over the foundations and methods courses	300 hours in total over two semesters. 20 in middle school, 20 in high school. Special subjects (k-12 may do student teaching in elementary and high school)	Pre- student teaching: a minimum of 100 hours. Student teaching: 300 hours
Early Childhood MSED (option C candidates, candidates without a	Observations of classrooms, of teaching across a variety of classroom and school settings and across the age and grade range of the certification, working	300 hours in total across two age or grade levels of the certification	Pre- student teaching: a minimum of 100 hours. Student

NYS certification)	or tutoring small groups spread out over the foundations and methods courses that precede student teaching	in one semester.	teaching: 300 hours
Childhood MSED (option C candidates, candidates without a NYS certification)	Observations of classrooms, of teaching across a variety of classroom and school settings and across the age and grade range of the certification, working or tutoring small groups spread out over the foundations and methods courses that precede student teaching	300 hours in total across two age or grade levels of the certification in one semester.	Pre- student teaching: a minimum of 100 hours. Student teaching: 300 hours
Childhood MSED (option C candidates, candidates without a NYS certification)	Not required because candidates have a NYS certification	150 hours in one semester.	150 hours of student teaching
Middle Childhood Science MSED (option C candidates with no NYS certification)	Observations of classrooms, of teaching across a variety of classroom and school settings and across the age and grade range of the certification, working or tutoring small groups spread out over the foundations and methods courses that precede student teaching	300 hours in total. 20 days in grades 5-6 and 20 in 7-9 across two semesters.	Pre- student teaching: a minimum of 100 hours. Student teaching: 300 hours
Middle Childhood Science MSED (option B candidates who have a NYS certification)	Not required because candidates have a NYS certification	150 hours in total over one semester in either grades 5-6 or in 7-9 depending on the certification they already hold.	150 hours of student teaching
Middle Childhood Math (MA) (option C candidates with no NYS certification)	Observations of classrooms, of teaching across a variety of classroom and school settings and across the age and grade range of the certification, working or tutoring small groups spread out over the foundations and methods courses that precede student teaching	300 hours in total. 20 days in grades 5-6 and 20 in 7-9 across two semesters.	Pre- student teaching: a minimum of 100 hours. Student teaching: 300 hours
Middle Childhood Mathematics (option B candidates who have a NYS certification)	Not required because candidates have a NYS certification	150 hours in total over one semester in either grades 5-6 or in 7-9 depending on the certification they already hold.	150 hours of student teaching
Adolescence and Special Subjects (MA English, Social Studies, Modern Languages, Music, Art, Mathematics, Physical Education, Science option C candidates with no NYS certification)	Observations of classrooms, of teaching across a variety of classroom and school settings and across the age and grade range of the certification, working or tutoring small groups spread out over the foundations and methods courses that precede student teaching	300 hours in total over two semesters. 20 in middle school, 20 in high school. Special subjects (k-12 may do student teaching in elementary and high school)	Pre- student teaching: a minimum of 100 hours. Student teaching: 300 hours
Teaching Fellows	They are teachers of record but must complete observations of classrooms, of teaching across a variety of classroom and school settings and across the age and grade range of the certification.	Four semesters of structured observations from their Teaching Fellow consultant (college supervisor)	Four semesters of structured observations from college supervisor
Special Education (Childhood and Middle Childhood option C candidates with no NYS certification)	Observations of classrooms, of teaching across a variety of classroom and school settings and across the age and grade range of the certification, working or tutoring small groups spread out over the foundations and methods courses that precede	300 hours in total over two semesters.	Pre- student teaching: a minimum of 100 hours. Student teaching: 300 hours

	student teaching		
Special Education (Early Childhood, Childhood and Middle Childhood option B candidates who have a NYS certification	Not required because candidates have a NYS certification	150 hours in total over one semester Grade levels depend on the certification they hold	150 hours of student teaching
School Counseling	Candidates must complete activities in prescribed areas of school counseling domains. Candidates choose from a variety of suggested activities and can also submit other activities with program head approval.	600 hours. 300 each semester for two semesters	600 hours of internship. 300 in each of two semesters.
School Psychology	Candidates must complete activities in 11 areas of school psychology domains. Candidates choose from a variety of suggested activities and can also submit other activities with program head approval.	600 hours each semester for total of 1200.	1200 hours of supervised fieldwork in two internship semesters.
Educational Leadership	Field experiences in each of the colloquium courses are based on the paired content courses	6 clinical field experience courses (colloquium) paired with content courses	600 hours of field experience

3b.3. How does the unit systematically ensure that candidates develop proficiencies outlined in the unit's conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?

All teacher education candidates in the unit's initial level programs are required to participate in field experience activities in all courses that precede student teaching. All teacher education initial level programs meet or exceed New York State's minimum requirement of 100 hours of field experience prior to student teaching. All of the unit's course syllabi are aligned with the conceptual framework and professional standards and are embedded into course assignments. Course based field experiences are opportunities for candidates to bridge the theoretical knowledge, content knowledge and pedagogical content knowledge that they are developing in courses by observing teaching and learning processes in diverse schools and classroom settings. The systematic monitoring of candidates' performance in their pre-student teaching courses ensures that they have successfully completed these courses with a grade of B or higher by the time they reach the transition point of entry into student teaching. This process ensures that candidates have successfully completed key assignments that are aligned with the conceptual framework and state and professional standards. The Field Handbook is disseminated to all pre-student teaching candidates. It clearly describes the purpose of the field experiences, the importance of field experiences and it gives candidates a framework of questions to reflect on when in their early field experiences. Student teaching handbooks for each of the teacher education programs describe the expectations for that capstone experience. Student teaching observation forms align with professional standards and with the conceptual framework so that candidates continue to develop these proficiencies and receive feedback from college supervisors and cooperating teachers on their performance.

Handbooks can be viewed at :

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/StandardThree.htm>

The field experiences vary from course to course and from program to program. Some examples are: Candidates in the childhood program have opportunities to work with students in structured Saturday field experiences where local school children come on campus for tutoring in mathematics. Early childhood and childhood candidates in the Arts in Early Childhood and Childhood curriculum course spend the first half of the semester developing proficiencies in the arts and then move as a cohort into a local school where they spend the remainder of the semester working with students and implementing art based activities. Candidates in the graduate program in Special Education's literacy course work with local school students in the campus library or in a local public library and develop proficiencies in

assessment and curriculum modification for literacy.

Candidates in the School Counseling and School Psychology are provided with specific information about their internship requirements and candidates must receive approval on their internship plans from program faculty. Faculty oversight of this process ensures that candidates are meeting all of the required proficiencies within their discipline. Candidates are supervised and evaluated in the internship on those proficiencies. Likewise, candidates in the School Leadership program must have their internship/ colloquium plans approved by faculty. Their portfolios demonstrate strong evidence of candidates' understanding of content and professional knowledge through portfolio artifacts.

3b.4. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice?

The specific ways that technology is integrated into field and clinical experiences varies by program. There are however some common criteria that all candidates must meet. All candidates are evaluated on their demonstrated ability to integrate technology into practice by their college supervisor. This data is collected on the end of semester Field Evaluation Summary form. Data from this instrument indicates that the majority of candidates are at the acceptable, clearly competent or exceed expectations on this standard. Demonstrated ability is viewed as a continuum of knowledge and skill with, at the minimum the candidate's ability to use email, to access blackboard, and further on the continuum, the ability to develop power point presentations, and even further, to develop websites and wikis. A few but not all programs require video taping of lessons that are shared with faculty and classmates. The ability of all candidates to produce video tapes is influenced by New York City Department of Education policies for safeguarding the identity of students.

All program coordinators of field and clinical experiences prefer to place candidates in schools and sites where technology is current, however, the range of NYC schools and resource allocations does influence candidate's ability to access technology as an instructional tool during the placement. Some schools have smart boards and many have very basic technology such as overheads and LCD projectors. Technology resources are always considered when selecting new school sites however, technology opportunities during field experiences and clinical practice do vary based on the school's resources. Also, many of the early childhood field experiences take place in head start sites and in pre-schools where technology is not often found in classrooms.

3b.5. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

The unit selects school based clinical faculty who meet, at the minimum, the New York State Education Department's requirement of a minimum of three years teaching in the discipline. However, the selection process is enhanced by the conversations between the unit's coordinators for clinical experiences and the school liaisons such as principals and assistant principals. Because the conversations lead to a deep understanding of the expectations for the candidates, the school liaisons can identify cooperating teachers and clinical site supervisors who can bring a variety of competencies to the experience that include, but are not limited to, a strong knowledge base in the discipline that has developed over time through experience and professional development, a willingness to mentor the candidate, good communication skills, the ability to guide the candidate through a reflective process, the ability to share resources and to connect the candidate to school and community resources. Cooperating teachers submit a mini vita of their qualifications that are kept on file. The unit evaluates the student teaching sites and the cooperating teachers every semester by asking the candidate to complete an evaluation form and by asking the college supervisor to complete the same form. The evidence is very strong over several years

that the unit is selecting quality sites and highly qualified school-based clinical faculty. The programs for other school personnel have very similar processes for the selection of quality clinical sites and highly qualified site based faculty.

3b.6. What preparation do school-based faculty members receive for their roles as clinical supervisors?

The program coordinators for clinical experiences and student teaching disseminate handbooks that describe roles, responsibilities, and expectations for the school-based faculty and discuss these with the school based faculty members. The school-based cooperating teachers and the college supervisors meet often to discuss the progress of the candidates.

3b.7. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?

The unit evaluates the student teaching sites and the cooperating teachers every semester. Candidates complete an evaluation form at the end of their student teaching experience and the college supervisor completes the same form. Data provides evidence of the frequency of meetings with candidates and with school based partners who provided support for the candidate in addition to the cooperating teacher, and whether the school and/or cooperating teacher should be used in the future. The assessment indicates that the unit is selecting quality sites and highly qualified school-based clinical faculty. Data indicates that a small percentage of schools or cooperating teachers are not recommended for use in the future. In Fall 2009 there were 201 feedback forms from supervisors and candidates submitted to the Assistant Dean. Only 14% of candidates or supervisors felt that the site or the cooperating teacher should not be used in the future. In Spring 2009 there were 148 feedback forms submitted with only 10% indicating that the site or cooperating teacher should not be used again. In Fall 2008 there were 144 forms submitted with 10% identified as not suitable. In Spring 2008 there were 137 forms returned with 8% identified as not suitable and in Fall 2007 there were 177 forms returned with 15% identified as not suitable. Based on this data the schools and or cooperating teachers were not selected again.

The programs for other school personnel have very similar processes for the selection of quality clinical sites and highly qualified site based faculty and for assessment of the experience by the candidate at the completion of their clinical experience.

3b.8. What structured activities involving the analysis of data and current research are required in programs for other school professionals?

School Psychology: Throughout the Assessment Sequence ED 726.6, 726.7, 726.8 , 721 and 721.5 candidates obtain data from standardized tests, interview-based data, and observation-based assessment. Candidates acquire the data, analyze /integrate data, and learn to communicate the meaning of the data to families and teachers. Data represents achievement, cognitive development, social-emotional development, self-regulation, executive functioning, and behavior as well as contexts (environments) in which students reside (home/school) . Data based decision-making and evidence based interventions are at the core of the work school psychologists do. Current research is placed in each course as an adjunct to texts. In their final year in the program candidates complete an original research project with these required elements: Review of the literature, Data collection and analysis, findings, and implications for practice.

School Counseling: Analysis of data is also at the center of the work that counselors do in schools. Throughout the course of study candidates work with data, often in case scenarios or using actual school performance data (e.g. student attendance data and student academic performance data) to analyze the key issues these data present for schools. They then develop proficiencies for developing interventions that school counselors should consider as interventions for these key issues. Much of the current research that candidates read and analyze in courses focuses on the challenges and issues that urban, high needs schools with highly diverse student populations encounter.

In the Educational Leadership program candidates analyze data in each of the field based colloquium courses through case studies of New York City schools whose identities are always anonymous. One example is the colloquium that is paired with Management Functions candidates analyze school data on student performance and develop intervention plans or programs for school wide impact.

3b.9. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the design, implementation, and evaluation of field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Teaching Fellows consultants
Part time field and clinical supervisors

See **Attachments** panel below.

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

3c.1. On average, how many candidates are eligible for clinical practice each semester or year? What percent, on average, complete clinical practice successfully?

Yearly Averages are as follows: Early Childhood: 100 candidates, Childhood 100 candidates, Adolescence and Special Subjects 170 candidates, School Counseling 80 candidates, Special Education 20 candidates, School Leadership 60 candidates, and School Psychology 25 candidates. On average 98% of candidates across all programs are successful in the completion of their clinical practice.

3c.2. What are the roles of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice?

School personnel (cooperating teachers) and allied professionals in the field (clinical site supervisors for school counseling and school psychology candidates) serve as cooperating practitioners with an active role and responsibility for the supervision and evaluation of candidates. The school partners observe, mentor, and give feedback to candidates throughout their placement.

Candidates receive feedback from their cooperating teachers/allied professionals and their college supervisors in joint meetings and from the cooperating teachers or allied professionals that take place during face to face, individual meetings. Candidates in all programs across the unit debrief in weekly seminars, discuss problems and explore strategies and solutions for the effective resolution of clinical situations that are challenging for the candidate. This is a collaborative process. Joint planning meetings involving the college supervisors and cooperating teachers result in the decision to allow candidates to assume greater responsibility for teaching during their placement.

3c.3. How is time for reflection and feedback from peers and clinical faculty incorporated into field experiences and clinical practice?

Critical self-reflection and reflective practice is one of the unit's conceptual framework themes and therefore all candidates have numerous opportunities in course work and in field and clinical experiences to develop proficiency in this very important domain. Candidates keep journals and/or logs of their experiences and reflect privately on their experiences as well as sharing reflections with seminar instructors and seminar classmates. Most program candidates develop philosophy of teaching statements or ethos statements for their student teaching portfolios. Videotaping of lessons and sharing these with faculty and classmates occurs in some programs (Music and Special Education) but is not a unit wide requirement. Student teachers meet regularly with their cooperating teachers for feedback on lessons written and presented. At the minimum, candidates meet their college supervisors three times a semester for feedback on lesson presentation and to discuss the experience in general. Written comments on observation reports are shared with candidates for reflection and to identify, with their supervisor's support, ways to improve specific skills. Adolescence and special subjects undergraduate candidates are required to present a micro teaching lesson to their instructor and classmates in two of the methods courses that precede student teaching. Candidates are assessed using a rubric (see 3c.7) and use feedback for reflection and improvement of oral communication skills. This assignment was developed based on feedback from school based faculty that the oral communication skills of some candidates needed improvement as did their physical presence in front of students. Candidates in the Educational Leadership program receive extensive feedback from colloquium faculty on the progress of their colloquium plans and portfolios. School counseling and school psychology candidates reflect on the feedback from their small group counseling instructors.

3c.4. What data from multiple assessments provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice?

All unit programs are recognized by the New York State Education Department for meeting standards with regard to preparing teachers and other school personnel to work with diverse students, including students with special needs and English language learners. Unit candidates perform very well on the New York State Assessment of Teaching-Written exam, the state wide assessment of pedagogical skills, knowledge and professional dispositions. Unit candidates develop knowledge, skills and professional dispositions for helping all students learn through extensive fieldwork in a variety of very diverse school settings. Unit candidates demonstrate their knowledge, skills and dispositions during student teaching and clinical internships. Observation forms as well as internship assessments used in School Counseling, School Psychology and Educational Leadership are aligned with professional, state and unit standards and dispositions. Unit wide data from the Spring 2009 Field Evaluation Summary form, serves as an example of strong evidence that our candidates in all programs, including Other School Personnel, meet

or exceed expectations in Diversity(100%), Social Justice (99.9%), Pedagogical Knowledge (98.9%) and Critical self-reflection (97.6%). Additional unit wide data and data disaggregated by program for multiple semesters can be found at:

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Tables.htm>

The unit receives feedback from cooperating teacher evaluations of candidates. Some examples to note are: Adolescence and special subject candidates from across all content areas consistently fall within the range of acceptable to exceed expectations on their ability to create activities utilizing current methodology and knowledge of curriculum to address the differing needs, capacities, interests and learning styles of all students. Early childhood candidates consistently score high in Knowledge of Children: Learning differences, diversity and development. School Psychology internship candidates consistently score high in the area of Student Diversity in Development and Learning. The Employer survey indicates that graduates now working in public schools have had excellent, good or adequate preparation in: Incorporates the belief that all students can learn into their practice. Data from Childhood education cooperating teachers indicates strong performance and can be found at: <http://portal.cuny.edu> and then using the SOE Childhood Education link.

3c.5. What process is used to ensure that candidates collect and analyze data on student learning, reflect on those data, and improve student learning during clinical practice?

Candidates in student teaching develop lessons and unit plans and then present those lessons while being observed by their cooperating teachers and by their college supervisors. Candidates collect student work samples to enact the process of applying the assessment skills and knowledge they learned in methods courses to the analysis of student performance. With the support of college supervisors and seminar instructors candidates receive feedback on areas where improvement is needed such as the elements of lesson planning, lesson delivery and assessment of student learning. Candidates write about this process in reflective journals, they discuss their lessons with supervisors and with seminar instructors, they share their experiences with peers in seminar classes. They re-write lessons to demonstrate knowledge and skill for improving any and all aspects of the curriculum design and delivery process. Candidates reflect on the performance of diverse students including English language learners and students with special needs and adapt lessons to meet the needs of these students. The process is on-going throughout the student teaching experience and culminates in a portfolio that includes samples of student learning. This process is documented on observation reports and in SPA aligned addendums to observation reports. See the observation reports exhibit

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/StandardThree.htm>

3c.6. How does the unit ensure that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups?

All unit candidates keep field logs in courses prior to student teaching where they identify how they are meeting the New York State requirement for field experiences across the age and grade range of the certificate including students with disabilities and English language learners. By the time the candidates transition into the student teaching experience they have already had very extensive field opportunities with diverse students that is the hallmark of New York City public schools. Candidates in School Psychology and School Counseling programs have their internship plans approved by faculty thus ensuring that they will have experiences with very diverse students. The selection of school sites always includes diversity of students as a critical element for the approval of a site. New York City public schools and agencies are extremely diverse but it is faculty oversight and knowledge of the schools and agencies that is the quality assurance that candidates will have experiences across a wide range of diversity.

3c.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the

development and demonstration of knowledge, skills, and professional dispositions for helping all students learn may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

ED 69 micro teaching rubric

See **Attachments** panel below.

Optional

1. What does your unit do particularly well related to Standard 3?

The diversity of our clinical experience sites and of school based faculty is outstanding. The engagement of college faculty with schools in the selection of highly qualified school based faculty and engagement of faculty in selecting school sites deserves mention. The qualifications of Teaching Fellow consultants and college supervisors, are in the unit's estimation, outstanding and provide wonderful opportunities for mentoring or our candidates.

2. What research related to Standard 3 is being conducted by the unit or its faculty?

Professor Wayne Reed studies and writes about Community Teachers and the need for them to mentor our candidates.
Professor Michael Meagher's research with MetroTech and mathematics teachers.

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.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4a.1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

Two of the four themes in the SOE Mission Statement and Conceptual Framework ([link](#)) dedicates and embraces the core values of the university and college, especially with respect to issues of diversity, social justice, equity, and individual differences. Our mission states, "...we design our programs in cooperation with liberal arts and science faculties, and in consultation with local schools in order to provide our students with the opportunities to develop knowledge, proficiencies and understandings needed to work with New York City's racially, ethnically and linguistically diverse populations." Seven

diversity and social justice performances provide evidence of the ways we are capturing key behaviors exhibited in a range of required field and clinical experiences and course assignments across the curriculum that are aligned with institutional, state, and national standards. Our teacher candidates and other school personnel: (1) reveal in their practices a sensitivity to, knowledge about, and understanding of their own and others' racial, ethnic, religious, class, sexual, gender, cultural, and linguistic identities; (2) are prepared to integrate multicultural educational theories and approaches into all dimensions of their professional practice; (3) demonstrate a capacity to understand students' families, cultures, and communities, and use this information as a basis for connecting instruction and professional practices to students' experiences; (4) make appropriate provisions for individual students who have particular learning needs, differences or varying abilities; (5) bring to their critical reflective practices an ability to examine educational policies and practices in ways that take into account race, class, ethnicity, gender, sexual orientation, linguistic and cultural diversity and special needs; (6) are prepared to demonstrate a knowledge of, language for, and the ability to create educational environments based on various theories of social justice; and are prepared to develop strategies that create classrooms and other educational settings that favor inclusiveness over alienation and promote high expectations for students from historically oppressed groups.

In addition to the unit's assessment of these performances in coursework, field and clinical experiences, our Dispositions form (link), four of the eight dispositions capture whether the candidate's self-evaluation and the faculty member's evaluation of the candidate match in their ratings, as below expectations, meets expectations or exceeds expectations. This is used as a guide to help supplement other learning opportunities to ensure all candidates acquire the knowledge, skills and dispositions needed to help all children learn. Also, NYS standards and other professional standards with regard to diversity are reflected throughout the approved programs.

4a.2. What required coursework and experiences enable teacher candidates and candidates for other school professional roles to develop:

- **awareness of the importance of diversity in teaching and learning; and**
- **the knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities?**

All Initial Teacher Candidates (ITCs) are required to complete courses, key assessments, field and clinical experiences related to diversity and social justice. Across all NYS teacher certification areas (B-2; 1-6; 5-9; and 7-12) these two themes are integrated throughout the required coursework in multiple ways. Each certification area has two required core courses which deal extensively with diversity and social justice themes - Ed 16 (The Art, Philosophy and Culture of Teaching) and Ed 34 (Urban Children and Adolescents). ITCs are integrated within each section and are required to complete a total of 50 hours of field experiences across grade and age spans. Proficiencies in these two courses and all others are aligned with INTASC and New York State standards which require teacher preparation programs to prepare ITCs for effectively teaching the diverse student population in NYS; focuses on a sound understanding of the developmental levels and learning needs of all students; and meets the needs of English Language Learners (ELL) and students with special needs. Examples of course assignments and multiple key assessments are illustrated throughout the course syllabi (<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/syllabi.htm>) for each of the four NYS certification areas.

In addition, the SOE provides shared learning opportunities for our ITCs such as Shadowed Dreamer performed by our Visiting Performing Artist (link), presentations at the Wolfe Institute , field experiences at the National Parks of New York Harbor ,invited guest speakers from around the country , and other learning experiences across the city such as the Lincoln Center Institute, the American Museum of Natural History, etc. . Our philosophy of education embraces placed-based learning and partnerships with PreK-12 and other cultural institutions around the city and metro area. These demonstrate our commitment to access and equity. <http://depthome.brooklyn.cuny.edu/schooled/>

4a.3. What key assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?

All of our major surveys: Program Completers survey, alumni survey, employer survey, dispositions forms, course assignment data have multiple elements that address candidates' proficiencies related to diversity. All survey instruments and data can be found at exhibit <http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ncate/Tables.htm>

Candidates across all programs and levels are meeting our standards on the elements related to diversity. It is an area of strength in the unit.

4a.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to diversity proficiencies and assessments may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

4b. Experiences Working with Diverse Faculty

4b.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with higher education and/or school-based faculty from diverse groups?

Our New York City Teaching Fellows have access to all campus resources, including faculty and support staff. The Teaching Fellows are integrated into all SOE activities and are registered in courses with our traditional students. They are teachers of record following their first summer institute and are assigned to teach in the most diverse, high needs schools in Brooklyn and beyond. Through our campus student email system, campus and SOE events are announced and they have full access in addition to the special events designed for in class experiences. For example, the recent Haitian Crisis Workshops were open to all. (link)

4b.2. What knowledge and experiences do faculty have related to preparing candidates to work with students from diverse groups?

The School of Education faculty meet monthly and topics of diversity continue to be items on the agenda. Some of the ways we have enhanced the knowledge base is by inviting guest speakers to join us

to discuss topics such as inclusive practices (Prof. Deborah Deutsch Smith from The IRIS Center for Faculty Enhancement at Vanderbilt); English Language Learners (Prof. Ofelia Garcia from the CUNY Graduate Center); Understanding Haitian Language and Culture (Nicole Rosefert from HBETC); social justice and mathematics (Prof. Robert Moses from the Algebra Project and BC Professors Laurie Rubel and Betina Zolhower). Ongoing conversations to refresh and integrate new thinking about diversity, social justice, access and equity is noted in SOE minutes and small group conversations prior to the meetings based on targeted shared readings.

A special note should be made of our diverse faculty that has been a core value and focus in our hiring procedures. Our faculty are evidence of the range of local, state, national and international experiences that align with the populations we serve. Several examples are included a Summer Institute with the University of Puerto Rico (link) to provide embedded learning experiences on island for teachers working within the PR communities of NY. Professor Rubel Lopez wrote an autobiography of her early years that describes the PR experience and its impact on children living in NYC and moving back and forth from the island. Professor Hanna Hadar joins the Math faculty from Beirut and worked with the RAND Corp. in the Middle East to create learning standards. Professor Namulindah Florence from Kenya shares her experiences as an immigrant teacher in her classroom text, trips involving students back to her home village and public presentations on multiculturalism. New faculty demonstrate our commitment to a deeper understanding of the world through the eyes of others: Professors Wen Song Hwu, Lisa Li and Yoon Joo Lee (East meets West); Prof. Priya Parmar from India (Cultural Media); Professors Sharron Del Rio, Sanchez and Nunez (the Latina point of view) and so many others (link).

4b.3. How diverse are the faculty members who work with education candidates? [Diversity characteristics in addition to those in Table 8 can also be presented and/or discussed, if data are available, in response to other prompts for this element.] Please complete Table 8 or upload your own table at Prompt 4b.5 below.

**Table 8
Faculty Demographics**

	Prof. Ed. Faculty Who Teach Only in Initial Teacher Preparation Programs n (%)	Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%)	Prof. Ed. Faculty Who Teach in Both Initial Teacher Preparation & Advanced Programs n (%)	All Faculty in the Institution n (%)	School-based faculty n (%)
American Indian or Alaska Native					
Asian					
Black or African American, non-Hispanic					
Native Hawaiian or Other Pacific Islander					
Hispanic or Latino					
White, non-Hispanic					
Two or more races					
Other					
Race/ethnicity Unknown					
Total					
Female					
Male					
Total					

4b.4. What efforts does the unit make to recruit and retain a diverse faculty?

For over 10 years, the Dean of the SOE, in partnership with the faculty and campus wide effort, has developed targeted recruitment strategies to increase a diverse pool of hired faculty. Job announcements are placed in the Chronicle, the NYTimes and appropriate professional journals. The Dean and faculty participate in targeted outreach at state and national conventions as well as draw from their professional networks to advertise openings. In addition, we send targeted mailings to recent doctoral graduates from underrepresented groups and work with CUNY Graduate Center to place more Graduate Teaching Fellows in the SOE. Most importantly, we have used The Chalkboard (and Holiday card), both through stories and pictures, to illustrate how we walk the talk and promote our commitment to diversity and inclusiveness.

4b.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Table 8

See **Attachments** panel below.

4c. Experiences Working with Diverse Candidates

4c.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with candidates from diverse groups?

All BC candidates in NYS approved programs have access to all campus activities as well as those in the SOE and across CUNY that address issues of diversity, social justice, access and inclusion. Across the university and within our campus we celebrate similarities as well as differences. We embrace the combined strength of abilities, cultures/ethnicities, experiences, genders, religions, and talents that each of us brings to our work at Brooklyn College, our community organizations and our partnership schools. Within the SOE, all opportunities are documented in The Chalkboard and individual faculty websites. We bring students together in open dialogue with each other in multiple ways. A few examples follow that illustrate these forums outside of the traditional classroom: (1) the Graduate Special Education Program holds an Annual Research Forum where students present their findings to their peer group but also to other students across the campus; (2) the Teaching Artists from our Lincoln Center Initiative provide opportunities for students to respond to both visual and performance pieces with each other that reflect the diversity across the arts; (3) the annual Teen Summit and Day of the Poet bring Brooklyn high school students to campus where SOE students in our undergraduate English Education classes and core Ed 16 classes plan together activities, facilitate group sessions and document the work; and (4) our Lesson Study groups in mathematics teach meet on a regular schedule to discuss their work with each other.

4c.2. How diverse are the candidates in initial teacher preparation and advanced preparation programs? [Diversity characteristics in addition to those in Table 9 can also be presented and discussed, if data are available, in other prompts of this element.] Please complete Table 9 or upload your own table at Prompt 4c.4 below.

**Table 9
Candidate Demographics**

	Candidates in Initial Teacher Preparation Programs n (%)	Candidates in Advanced Preparation Programs n (%)	All Students in the Institution n (%)	Diversity of Geographical Area Served by Institution (%)
American Indian or Alaska Native				
Asian				
Black or African American, non-Hispanic				
Native Hawaiian or Other Pacific Islander				
Hispanic or Latino				
White, non-Hispanic				
Two or more races				
Other				
Race/ethnicity unknown				
Total				
Female				
Male				
Total				

4c.3. What efforts does the unit make to recruit and retain candidates from diverse groups?

The School of Education has reached out in multiple ways to recruit and retain diverse candidates. Several specific examples will be used to illustrate the efforts. First and most recent, the SOE has joined the Pol Science Department and ERISS to successfully obtain grant funding to recruit and retain men of color into our teaching ranks. Second, we joined hands with the James Murphy Center to recruit, support and retain men and women of color from our NYC DOE paraprofessional ranks to make the transition from para to teacher. Third, we actively sought the support and advocated to build a data system within CUNY to qualify for the funding from the Federal Government TEACH Grants to support our students from underrepresented groups and beyond to seek graduate studies in shortage areas. (Fourth, in Bilingual School Psychology and School Counseling we actively pursued and was awarded state funding for students that chose these high need areas of practice .

The SOE Council of Program Heads and Coordinators design brochures, serve as advisers and mentors at our college fairs and reach out to a range of campus support services to increase the probability that the students recruited will be retained.

4c.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to candidate diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Table 9

See **Attachments** panel below.

4d. Experiences Working with Diverse Students in P-12 Schools

4d.1. How does the unit ensure that candidates develop and practice knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice?

The School of Education is in a fortunate position of being located in one of the most diverse educational environments in the world. Over 95% of all fieldwork and clinical experiences take place in the NYC DOE where the demographic background of the students are: 48% Hispanic, 28% Black, 15%

Caucasian and 11% Asian. The latest data base also reported that nearly 75% of the students attending public schools participate in free or reduced lunch programs. In addition, over 135,000 out of over 1 million are English Language Learners and approximately 150,000 have individualized education programs (IEPs). We strive to ensure that our students move outside of their neighborhood comfort zones and explore and participate in other community and school cultures that reflect this diversity. The unit faculty ensure this in multiple ways and use multiple sources of data for guiding their students' growth and for program improvement. Survey data from both our candidates and employers, noted that understanding issues of social justice, and how to build socially justice classrooms was not captured on the survey. Our questions were unclear and in need of revision. So, for the past year we have been revisiting the question of how one demonstrates socially just practices in a classroom and how to assure they are observable and measurable. In the pedagogical core, common assignments are designed to begin to gain insight into the students' knowledge, skills and professional dispositions. For example, the Reflective Response to 25 hours of required fieldwork in Ed 16 is one method of collecting data from the narratives developed by our students on how they weave ideas of diversity together and begin to document best practices. In the required curriculum and methods courses our candidates are required to practice and demonstrate their ability to meet the diverse learners in their assigned classrooms. Through supervised fieldwork and ongoing feedback on their practice by field faculty and in partnership with the assigned classroom teachers, candidates are guided, provided additional coaching and mentoring based on direct observations and reviewing the academic work of the students they are assigned to. In addition, video taping, photographs, audio tape as well as written reports are shared during the feedback session to ensure the standards are met.

4d.2. How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice? Please complete Table 10 or upload your own table at Prompt 4d.4 below. [Although NCATE encourages institutions to report the data available for each school used for clinical practice, units may not have these data available by school. If the unit uses more than 20 schools for clinical practice, school district data may be substituted for school data in the table below. In addition, data may be reported for other schools in which field experiences, but not clinical practice, occur. Please indicate where this is the case.]

**Table 10
Demographics on Sites for Clinical Practice in Initial and Advanced Programs**

Name of school	American Indian or Alaska Native	Asian	Black or African American, non-Hispanic	Native Hawaiian or Other Pacific Islander	Hispanic or Latino	White, non-Hispanic	Two or more races	Other	Race / ethnicity unknown	Students receiving free / reduced price lunch	English language learners	Students with disabilities

4d.3. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

The Dean of the School of Education holds monthly meetings with the Council of Program Heads/Coordinators to guide, support and monitor the ways program leadership ensures that candidates use feedback from peers and supervisors to improve our candidates' skills in working with students from diverse groups. As one example of several, there is an assigned Coordinator of Student Teachers that brings together field supervisors to discuss the data collected during the formal observations and post observation sessions with their candidates. The rubric guides the discussion between the candidate and faculty supervisor. In the case of a candidate not meeting the diversity standard as outlined, the faculty

collectively discuss and plan next steps of support to address the weaknesses. If the strategy for improvement does not improve the candidate's performance, the faculty come together to discuss next steps for the student to be dropped from the program and to explore other career opportunities. Additional professional development workshops are developed for our candidates to attend that align with our diversity standards . Our candidates are also invited to part of the PD opportunities in our partnership schools. One example is our Ensemble of Learners with Brooklyn College Academy.

4d.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the diversity of P-12 students in schools in which education candidates do their field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Table 10 Demographics on school sites
Internship demographics school psychology

See **Attachments** panel below.

Optional

1. What does your unit do particularly well related to Standard 4?

The School of Education demonstrates its commitment to social justice, diversity and inclusion, equity and access, in multiple and complex ways. First, teams of faculty work with partner school teachers and leaders to improve student achievement. Specific examples are illustrated in our Chalkboards with the Brooklyn College Academy (note work done in Mathematics with B. Zolkower and the Host School model with the Teacher Academy), the founding of the Bushwick High School for School Justice, and the Performing Arts and Technology High School . Second, we recognize and draw upon the richness of living in the most diverse city in the world by facilitating and planning multiple opportunities, both on campus and off, with school partners, cultural institutions and other community based organizations. Thirdly, we promote and actively recruit diverse full and part time faculty and staff. We demonstrate how diversity of ideas, perspectives and approaches to the world are important to our candidates' development as educators. Through the faculties diverse racial and ethnic identities and experiences we ensure and cultivate an intellectual community of educational scholars for the children, families and communities of NYC and beyond. Fourth, we stand up publically for what is right and just to model for our students the importance of voice in a democratic society. Many members of the SOE and liberal arts faculty along side our school partners have joined us through our association with the National Network for Educational Renewal, to center conversations around a shared understanding of the public purpose of schools.

2. What research related to Standard 4 is being conducted by the unit or its faculty?

Some current research examples are:

Prof. Laurie Rubel Teacher Learning: Centering the Teaching of Mathematics on Urban Youth
 Prof. Betina Zolkower Mathematics and Language
 Prof. Wayne Reed Developing Community Teachers
 Prof. Kostas Alexakos Peer Kinship in Developing Physics Understanding in Underrepresented Groups
 Prof. Priya Parmar Matters of the Tongue: The Multiple Literacies of Youth Culture

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.

[In this section the unit must include the professional education faculty in (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

5a. Qualified Faculty

5a.1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)? Please complete Table 11 or upload your own table at Prompt 5a.5 below. [Professional Education Faculty information compiled by AIMS from earlier reports submitted for the national review of programs and updated by your institution (see Manage Faculty Information page in your AIMS workspace) can be imported into Table 11. For further guidance on completing this table, see the directions provided below (select link "click here") as well as in the Help document (click on "Help" in the upper right corner of your screen.)]

**Table 11
Faculty Qualification Summary**

FacultyInfo_2626_979_29435.xls
See **Attachments** panel below.

5a.2. What expertise qualifies professional education faculty members who do not hold terminal degrees for their assignments?

The School of Education's Personal and Budget Committee reviews the qualifications of all FT and PT faculty scheduled for undergraduate and graduate courses recommended by the Program Heads/Coordinators of each of the NYS approved programs. Resumes are compared with the proposed course assignments, student evaluations reviewed each semester along with peer observation evaluation reports. Our faculty's research demonstrates that they are active scholars in their fields and bring updated evidence-based practices to our BC candidates. For the PT faculty, the Committee looks for 3 or more years of teaching and/or related educational experiences, successful annual evaluations in their schools and strong recommendations as "distinguished" practitioners in their field of expertise. All full time tenured and tenure track faculty have earned terminal degrees (PhD, PsyD, JD or EdD) in their discipline. Our clinical faculty without terminal degrees have documented evidence of numerous years of successful classroom and/or administrative practice and expressed commitment to our mission and conceptual framework. (link)

5a.3. How many of the school-based faculty members are licensed in the areas they teach or are supervising? How does the unit ensure that school-based faculty members are adequately licensed?

Over 90% of our current school-based faculty are licensed in the areas they are supervising. All required resumes include information regarding current teaching licenses and certifications areas. (link) Faculty not meeting all criteria outlined above, have demonstrated other involvement in schools and participate in ongoing professional development activities to ensure the highest quality of supervision to our candidates.

5a.4. What contemporary professional experiences do higher education clinical faculty members have in school settings?

Currently, the School of Education does not have designated clinical faculty appointments. However, we do hire distinguished practitioners that have been former classroom teachers, school counselors, school psychologists and/or building leaders that supervise students along with our full time faculty. The part time faculty teaches no more than 9 credits and are awarded 15 additional hours at the teaching rate to spend additional time outside the seminar and direct supervision activities for additional support and guidance.

5a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty qualifications may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5b. Modeling Best Professional Practices in Teaching

5b.1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?

The School of Education faculty articulate the unit's Conceptual Framework from the first class meeting on course syllabi or through the separate distribution of the SOE mission, conceptual framework and professional performances hand-out. It is clearly aligned on the course syllabi for required assignments. The faculty also incorporate evidence-based practices into lectures, discussions, readings, place-based learning opportunities, supervised clinical experiences and through the use of technology. There are multiple examples of how the four themes are included and promoted by faculty:

Theme 1: Collaboration is an attitude of mutual respect and demonstrated teamwork. Our faculty require our candidates to collaborate on class projects and in field experiences with families, teachers, building administrators, other support personnel, cultural institutions and community stakeholders. In addition, the unit offers a range of opportunities to observe and participate in collaboration in action through our existing partnership programs that reach out to the community and beyond.

Theme 2: We believe that Critical Self-Reflection and Reflective Practice on both personal knowledge and professional practice is critical to developing the self-awareness and intellectual curiosity that encourages lifelong learning and ongoing professional growth. Across the unit, the faculty hold public forums to share community assignments, unit plans and other lessons that proved effective in their field assignments. Many students also join faculty at professional conferences to present their research.

Theme 3: Social justice is core to our preparation of the next generation of educators and permeates all we do and stand for as professionals. The faculty prepare candidates to structure their classrooms for academic success to increase the probability that all students can reach their highest potential. Our faculty assist students in creating classrooms and other educational settings that support socially just practices.

Theme 4: The commitment to diversity and the development of cultural competence is at the core of our work. It is demonstrated by the range of school experiences our faculty develop for our students, the ongoing dialogue they engage in with the other through readings, attending presentations and developing

teaching strategies that address our most academically challenged students.

5b.2. How do unit faculty members encourage the development of reflection, critical thinking, problem solving, and professional dispositions?

The faculty in the School of Education encourage the development of reflection, critical thinking, problem solving and professional dispositions in a variety of ways. Most importantly, the unit's Mission Statement and Conceptual Framework identifies critical self-reflection as a core value of the learning experience. Critical self-reflection supports the concepts of diversity and social justice by encouraging both candidates and faculty to not only examine their own cultural biases, but also to appreciate the wealth of understanding and experience that a diverse learning environment offers to all. These reflections are commonly noted in daily journals, shared conversations in class through the use of guiding questions, problem-solving case study scenarios in which candidates are asked to consider a teaching dilemma, identify the facts that will inform their decisions and provide evidence of the results. Advanced level candidates in research courses identify relevant problems/questions as their action research projects. They review literature, choose appropriate methodology for data collection, design data collection instruments, analyze data and consider implications for practice based on data. Other school personnel candidates craft an internship plan that is approved by faculty. The plan must include evidence of the development of professional knowledge, skills and dispositions and engage the candidate in issues that are relevant to urban schools and communities.

5b.3. What types of instructional strategies and assessments do unit faculty members model?

The School of Education faculty model a of instructional strategies and assessments throughout all programs. For several examples:

- * the Early Childhood Program is anchored in the arts and support by a partnership with Lincoln Center where gallery walks and "talk backs " following performances are common with the Teaching Artist
- * the Childhood faculty use videotaping in student teaching to evaluate the implementation of new strategies and to measure knowledge and skill levels based on the established rubric
- * Art Education uses a portfolio; English Education uses literature circles and critiques; Science Education poster sessions and lab reports; Social Studies Education democracy walks and collaborative learning and flexible grouping to target place based activities; Math Education uses poster sessions , lesson study groups and research forums

5b.4. How do unit faculty members incorporate the use of technology into instruction?

The School of Education received a grant to build one static lab and purchase 4 mobile carts to enhance the integration of technology through out the curriculum. Most of the instructional classrooms are SMART rooms and if not faculty have available presentation carts to model the latest strategies to enhance instruction and improve academic performance. Use of Podcasts, wikis, chat rooms and discussion boards are frequently used - some on the campus Blackboard platform.

5b.5. How do unit faculty members systematically engage in self-assessment of their own teaching?

Several faculty in the unit participated in the Teaching Portfolio effort sponsored by the Provost's Office to encourage improvement in pedagogic practice. The majority of the unit faculty are guided by the feedback of others. Each semester faculty are evaluated by students as to their effectiveness. In the new system, the students not only rate the faculty on key elements but have open-ended questions that are only viewed by the individual faculty member and their chairperson during the Annual Conference. Faculty are also observed by a peer for an entire class period with a required written report for feedback and a post observation conference. The results from both are filed in the faculty's files and used for tenure and promotion decisions.

5b.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty teaching may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5c. Modeling Best Professional Practices in Scholarship

5c.1. What types of scholarly work are expected of faculty as part of the institution's and unit's mission?

The School of Education faculty are required to set research and scholarly goals annually with the Chairperson and then meet to discuss progress or completion of goals at the end of each year. Faculty members are expected to demonstrate substantive scholarship that informs their teaching and contributes to the field of education. The unit expects faculty to submit work to peer-reviewed journals, complete books, contribute chapters to edited books, complete White Papers and/or newspaper articles, columns, letters to the editor, etc. on critical issues facing the field, publish in referred Books of Proceedings, serve on Editorial Boards, write book reviews, serve as grant reviewers, write grants, curricula, and develop instructional materials/products. Faculty are also encouraged to present their research and scholarship in public professional venues where it is assessed in terms of substance, quality, and level of impact. Forums can be at local, state, national or international conferences or professional development workshops. Recognized expertise in the schools, district or system level is rewarded as well as other media exposure. Awards, Special Recognition and Honors from the profession and within school communities are recognized too.

5c.2. In what types of scholarship activities are faculty members engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship? (Review the definition of scholarship in the NCATE glossary.) [A table could be attached at Prompt 5c.3 below to show different scholarly activities in which faculty members are involved and the number involved in each activity.]

Over 95% of the faculty are engaged and produce substantial research and scholarship each year. Since 2007, over a dozen books have been published including: American Public Education Law (D. Bloomfield); Paths to Teaching the Holocaust (T. Dubois, ed.); Clio in the Classroom: A Guide for Teaching US Women's History (B. Winslow, co. ed.); Causality and Modern Research (M. Martinez-Pons); Doing Science with Children (E. Miele); Knowledge Reigns Supreme: The Critical Pedagogy of Hip-Hop Activist KRS-One (P. Parmar); Evidence-Based Practice in Infant and Early Childhood Psychology (F. Rubinson co.ed.); Teaching by Numbers: Deconstructing the Discourse of Standards and Accountability in Education (P. Taubman); Multiculturalism 101 (N. Florence); Education as Freedom: African American Educational Thought and Activism (H. Kharem co.ed); and Globalization: Technology, Literacy and Curriculum (S. O'Connor-Petruso). Dozens of reviewed articles, book chapters, essays, columns, contribution to peer-reviewed journals, etc are all noted by title and venue in the Chalkboards.

5c.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty scholarship may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5d. Modeling Best Professional Practices in Service

5d.1. What types of service are expected of faculty as part of the institution's and the unit's mission?

The School of Education faculty are expected to participate and make substantive contributions within their assigned programs, the unit (SOE/Dept), college- and university-wide(CUNY), in Birth-12 educational settings, in local communities and cultural institutions, and other state, national or international organizations. Examples of service within the unit are: 17 faculty members serving as program heads/coordinators of NYS approved certification programs; 4 members are elected to the SOE Curriculum Committee, 4 members are on the Personal and Budget Committee and 4 on the Assessment Committee; 5 members are on the Teacher Education Advisory Panel; multiple faculty (at least 4) service on search committees; Program Curriculum teams; Undergraduate and Graduate Grade Appeals Committees; NCATE and SPA writing teams, one member represents the SOE on the Social Science Promotion and Tenure Committee and 6 SOE faculty are elected to serve as representatives are on the BC Faculty Council. As campus citizens, the BC Strategic Plan asks the faculty specifically to become model citizens in the borough of Brooklyn. Current examples include but are not limited to: the Dean co-chairs, the Floyd Bennett Field Blue Ribbon Panel for Sen. Charles Schumer and Rep. Anthony Weiner; D. Bloomfield Past Vice Pres. of the Citywide Council of High Schools and frequent writer for Gotham Schools; W. Reed and H. Kharem organizers of the East New York Teen Summit; M. Scharron del Rio and F. Rubinson facilitators of Crisis Intervention and psychological impact workshops for teachers working in the school communities serving Haitian children and families; B. Winslow director of the Shirley Chisolm Project of Brooklyn Women's Activism; M. Schoenfeld Project Coordinator National Parks of New York Harbor Faculty Guide Project; M. Debey EC coordinator of the JumpStart Program for children and families in early childhood settings in Brooklyn; M. Costantino Coordinator Each One Teach One Prog.

5d.2. In what types of service activities are faculty members engaged? Provide examples of faculty service related to practice in P-12 schools and service to the profession at the local, state, national, and international levels (e.g., through professional associations). What percentage of the faculty is actively involved in these various types of service activities? [A table could be attached at Prompt 5d.3 below to show different service activities in which faculty members are involved and the number involved in each activity.]

Several faculty serve on university-wide committees (3) including the CUNY Graduate School (6). In addition, faculty serve as officers within their professional organizations, participant in shaping city, state and national policy, grant reviewers in Washington, members of editorial boards and participants on Commissions and other distinguished panels (note individual websites).

As true collaborators in the P-12 schools, the following are examples and the faculty involved and work: Prof. H. Kharem, A. Rubel Lopez, L. Sarnoff, M. Scharron del Rio, L. Rubel and D. Sanchez-embedded in a East NY Public HS (assisted in raising graduation rates); B. Zolkower & H. Hadar co PIs on Mathematics Lesson Study Groups; E. Miele Co PI on NYCEST Summer Institute for Middle School Earth Science Teachers; J. Siegel The NYC High School Journalism Program; P. Taubman HS Day of the Poet; E. Branch-Smith The Teacher Academy Host Schools; M. Schoenfeld Pathways to PATHS

Tutoring Program; L. Rubel Math Teacher Learning Communities in local high schools; J. Shannon BC ECC Graduate Student Research Projects; SOE GLARE Committee offering Shadowed Dreamer to local high schools with talk back; P. Parmar taught at George Wingate HS the Critical Pedagogy of Hip-Hop; V. Nunez Ensemble of Learners at BCA; E. Miele TRUST Project with American Museum of Natural History 4 year PD Project for Earth Science teachers and member of the College Partnership Program at P.S. 247.

On the professional level faculty continue to provide leadership and support within their professional groups: E. Miele NSF grantee providing testimony to a House Appropriations Committee on STEM issues; P. Parmar Guest Editor of the journal SOULS at Columbia U; F. Rubinson Past President and P. McCabe President of the Association of Early Childhood and Infant Psychologists; F. Rubinson Associate Editor The Journal of Early Childhood and Infant Psychologists; P. McCabe Associate Editor of School Psychology Forum

5d.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty service may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5e. Unit Evaluation of Professional Education Faculty Performance

5e.1. How are faculty evaluated? How regular, systematic, and comprehensive are the unit evaluations of adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants?

All faculty are evaluated by the guidelines outlined in the Agreement between the City University of New York and the Professional Staff Congress/CUNY (link) and CUNY by-laws. These require all teaching faculty members, both full and part time, be subject to a peer observation of teaching (link) and student course evaluations (link) at least once each semester for an entire class period. The peer observation must take place during the first ten weeks of the semester. Each peer observation will be reviewed by the SOE's P & B Committee and is taken into consideration for reappointment, tenure and promotion decisions. For PT faculty, after 10 semesters of service teaching observations may be held at the request of the Chairperson or PT faculty member. The written report from the peer observations and the student evaluations are part of the faculty's file. Student evaluations are completed on line following the last day of class and/or exam and the faculty has access to the results including the open-ended answers. The individual faculty member and chairperson are the only ones given access to this feedback and it is used for guidance purposes and to design an appropriate improvement plan. Graduate Teaching Fellows (GTFs) follow the procedure described above.

5e.2. How well do faculty perform on the unit's evaluations? [A table summarizing faculty performance could be attached at Prompt 5e.4 below.]

In spring 2009, 3234 students out of 5195 completed the Student Evaluation process. On the rating categories for all twelve elements graded excellent and good all were 82% or higher. The highest was "teacher's knowledge of the subject matter of the class - 90% agreed the faculty were excellent to good. Eighty-three percent (83%) said they were very likely or somewhat likely to recommend the faculty member to a friend; 64% found the assignments/projects/creative works as either very challenging (14.39%) or challenging (50.76%); and as to the usefulness of the assignments/projects/creative works 43.69% of the students found them very useful and 36.32% useful. (link)

5e.3. How are faculty evaluations used to improve teaching, scholarship, and service?

Annually the FT faculty member meets with the Dean/Chairperson to review the results in the three categories and is evaluated as either exceeds expectations, meets expectations, or did not meet expectations for each. A written plan is co-designed to address possible weaknesses (below expectations) and appointments are made to monitor progress. Typical plans of action include but are not limited to: (1) being assigned a mentor; (2) observing the best practices of a "master" teacher; (3) team teaching with a strong peer; (4) encouraging participation at Professional Development Workshops sponsored by the Roberta Matthews Center for Teaching or the Library Technology staff; and/or (5) designing a teaching portfolio and/or (6) signing up for a CUNY mentor for keeping their writing agenda on track.

5e.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's evaluation of professional education faculty may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5f. Unit Facilitation of Professional Development

5f.1. How is professional development related to needs identified in unit evaluations of faculty? How does this occur?

The Dean(Chairperson) of the School of Education meets with individual faculty members to review each of the areas identified as needing further development or additional support (mentor). The senior faculty are approached first to volunteer to serve in this capacity or if writing is not going as planned, the Dean encourages applying to the CUNY Publication Program coordinated by the Central Office. Some plans have included: (1) attending a workshop at a professional conference on the area of weakness; (2) participating at an all day workshop at the National Parks of New York Harbor to discuss play-based learning opportunities (June 26, 2008); (3) working with a team from k-12 and the arts & sciences faculty at an NNER Summer Institute to strengthen the work in Ed 36 and Pol Sci 23 paired courses; and/or (4) participating in the Lincoln Center Higher Education Faculty Summer Institutes to utilize Teaching Artists in the classroom.

5f.2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and/or the unit's conceptual framework?

Each year faculty are provided the opportunity to apply for grants through the CUNY Diversity Fund Grant Competition. Two years in a row several faculty members were awarded monies to gain a deeper understanding of the impact of stereotypes upon the educational experiences of Black and Latino youth. (link Chalkboard '09) Other examples that are faculty driven are: (1) exploring the use of memoir in English classes (guest speak Edwidge Danticat); (2) exploring differences through the performing arts (visiting Artist Stephan Hart); (3) participating at the Sino-American Conference (East meets West); (4) offering a wide range of technology workshops both within the unit and with the library (Blackboard training, use of podcasts, Web 2.0, asynchronous and synchronous technologies and sourceware, electronic portfolios, etc.); (5) the CUNY 2009 Conference on Current Research and Assessment Practices; and/or (6) traveling to professional conferences that address the issues and present opportunities to learn about cutting edge, research based practices - AACTE, AERA, APA, CEC, IRA, IABA, NCTM, NCTE, NASP, NNER, NARST and NERA - to name a few.

5f.3. How often does faculty participate in professional development activities both on and off

campus? [Include adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants.]

Over 90% of the FT and PT faculty attend on the average one national and/or regional conference per year. A majority of the faculty also avail themselves of multiple on campus and local PD opportunities within CUNY and on other campuses such as NYU, Pace, Columbia Teachers College, St. John's, Fordham and the New York Comprehensive Center.

5f.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's facilitation of professional development may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 5?

The School of Education faculty are consistent in their patterns for taking advantage of the opportunity to renew themselves, update their skills and probe further in their specific content area knowledge. They also share with their colleagues new knowledge when they return from conferences, presentations and/or other professional development opportunities. At our annual days of renewal the Dean invites faculty to present their research and have Q & A periods to learn more about each other across programs. During this January's Days of Renewal, Professor David Forbes presented on his work in mindfulness as it relates to school counseling and Professors Betina Zolkower and Laurie Rubel presented their research in teaching mathematics. One of the most important ways to ensure we are bridging theory with practice is working along side our PreK-12 partners and stay embedded in schools. We are most proud to share that several faculty taught in some of our partnership schools to stay fresh on the teaching-learning patterns of our youth and the way technology is used in classroom Professors Parmar (Media Studies), Kharem (Social Studies), Rubel -Lopez (the use of Autobiography to build self-esteem and deeper understanding of culture and language), Alexakos (Physics), Florence (Business) and Rubel and Zolkower (mathematics).

2. What research related to Standard 5 is being conducted by the unit or its faculty?

Faculty across the unit have been researching many of the themes embedded in Standard #5. Some recent examples:

- *Professor Rubinson - evidence-based practices in infant and early childhood psychology
- *Professor Paul McCabe - Response to Intervention
- *Professor Wayne Reed - Community Teacher
- *Professors Zolkower and Haydar - Mathematics Lesson Study Groups
- *Professor Miele - Environmental Science Education using Place-based opportunities with the National Parks, the Brooklyn Botanical Gardens, the Bronx Zoo and the American Museum of Natural History
- *Professor Rubel - diversity and equity in mathematics education
- *Professor Bynoe - National and State Special Education Policy
- *Professor Meagher - pre-service teachers experiences with advanced digital technologies
- *Professors O'Connor-Petruso and Kaya - Technology, Literacy and Curriculum
- *Professor DeBey - dual language learning in early childhood education

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.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

6a. Unit Leadership and Authority

6a.1. How does the unit manage or coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators?

The SOE has primary responsibility for planning, delivering, and operating programs for the preparation of educators, subject to the procedures, guidelines and regulations (Bylaws) of the City University of New York, the Brooklyn College Faculty Council, and the New York State Department of Education. Several programs leading to NYS certification are located outside the School of Education. Graduate students in the Masters degree program in Speech and Language Pathology may choose of strand of courses within this program that will prepare them to meet requirements as teachers of children with speech/language disorders. This program is located in the department of Speech Communication Arts and Sciences. The program for preparing physical education teachers is located in the Department of Physical Education and Exercise Science. Each of these programs is headed by a Chairperson and has a faculty coordinator, who serves as a liaison to the School of the Education. Program design is done collaboratively with the School of Education. The Dean of the School of Education makes certification recommendations for graduates of the programs. Adolescent education subject programs are jointly designed with the Liberal Arts & Science Departments with regard to content knowledge.

6a.2. What are the unit's recruiting and admissions policies? How does the unit ensure that they are clearly and consistently described in publications and catalogues?

All of the School of Education's admissions policies are clearly articulated and published in the BC Undergraduate and Graduate Bulletins. ([link](#)) These publications and recruitment materials are updated on one to three year cycles but new programs and courses that have been approved through the campus, university and NYS process are changed on line immediately following approval. A part time web master monitors changes and keeps the website current and accurate for each program.

Central CUNY admits undergraduates through a central admissions process. Undergraduates who choose teaching as an area of study enter at the core courses - Ed 16 and Ed 34 - after successfully completing English 1, obtained a 2.5 GPA and complete 60 credits. Transfer students go through a transfer review process and articulation agreements are in place with two of our CUNY community colleges.

Admission requirements vary by program on the graduate level, but all perspective students must have a 3.0 GPA, complete a BC application and provide evidence of a baccalaureate degree from an accredited college, a minimum number of relevant coursework and a personal statement. Some programs require an

interview, especially Early Childhood, School Counseling and School Psychology. The Art Education program requires a portfolio and everyone references. Teams of faculty within programs review the admissions folders and make decisions based on established criteria and the decision is signed off by both the program head and the Graduate Deputy.

6a.3. How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?

At BC, the undergraduate and graduate catalogues are reviewed every 3 years and proofs are sent to the Assistant Dean in the SOE to review with the Program Heads/Coordinators for changes, omissions or additions. The academic calendars are set by the university and grading policies are decided by Faculty Governance and publications such as the college bulletins and faculty handbook document them for faculty, staff, advisors and most importantly for students. Grading policies are both in hard copy and on line. Individual course assessment and grading policies must be aligned with the University policies and are found on course syllabi. All of the above are supervised by the campus Provost, Associate Provost and Assistant Dean in partnership with the department leadership.

Other publications, including recruitment materials, are coordinated by the BC Office of Communications, the Dean, Assistant Dean and the Program Heads/Coordinators.

6a.4. How does the unit ensure that candidates have access to student services such as advising and counseling?

The School of Education has three designated "hubs" for teacher preparation programs: Early Childhood (Birth - Grade 2, Childhood (1-6) and one for Middle (grades 5-9) and High School (7-12). Each hub has a designated counselor/advisor and one part time transfer counselor is shared across the three hubs. In the specialized areas in the Graduate Programs, counseling is the responsibility of FT faculty, most likely the Program Heads/Coordinators. The SOE students also have full access to campus student services.

6a.5. Which members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

The members of the professional community who participate in program design, implementation, and evaluation include teachers, distinguished practitioners who serve as cooperating teachers for the student teaching experience, school-based and regional administrators, teacher candidates, faculty from the School of Education and the Liberal Arts and Sciences, and representatives from the BC administration. Both formal and informal mechanisms are used to elicit the participation of the professional community. Informal mechanisms include consultation with these professionals by individual members of the various committees that support the work of the School of Education. Some of these committees are housed within departments; some function at the unit level. Formal mechanisms for eliciting the participation of members of the professional community include the Teacher Education Advisory Panel (TEAP) whose membership includes professionals outside of Brooklyn College, particularly regional representatives and schools where teacher candidates are placed). Thus, the SOE faculty on an on-going basis elicits input in the creation and implementation of new programs.

For example, extensive in-puT was sought from these constituencies when the program reregistration process was in progress during 2001-2003. Also, extensive feedback was received on all distributed field manuals.

Members of the professional community serve as advisors on the panels described above. They serve as consultants to individual faculty members working on program design or implementation. Cooperating Teachers (master teachers), in particular, participate in the implementation of programs by mentoring teacher candidates and in program evaluation by providing written feedback during the clinical experiences.

6a.6. How does the unit facilitate collaboration with other academic units involved in the preparation of professional educators?

The School of Education interacts with colleagues in other units in a collaborative manner to ensure that candidates meet standards. The collaboration occurs at the college level, where all departments have representatives on the college wide sub-committees of the Brooklyn College Faculty Council. Collaboration occurs at the department level, where the SOE and the Liberal Arts and Science faculty collaborate for example on Task Forces, joint curriculum initiatives, grants and the Teacher Education Advisory Panel (TEAP). The Dean, as Chairperson, meets with the other college chairpersons monthly at the Chairpersons Lunch to discuss academic topics and address challenges.

Collaboration occurs at the program level, where faculty members from the SOE programs meet with different program faculty within departments, e.g. General Science, and participate in the development, implementation, evaluation and improvement of program offerings. Finally, collaboration occurs among individual members of the faculty from different programs and departments who have developed collaborative relationships. Perhaps this collaboration is most formal and most visible in the Adolescence Education programs, and Pre K-grade 12 special subject programs, operated collaboratively by the School of Education and the Liberal Arts & Science departments. One faculty member has a joint appointment in the department of Physical Education and Exercise Science. Faculty from the School of Education also occasionally teach in other departments, e.g. English, mathematics and science courses. When appropriate, faculty across the campus are invited members of our Search Committees and faculty from the School of Education occasionally sit on search committees in other department.

6a.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit leadership and authority may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6b. Unit Budget

6b.1. What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units with clinical components on campus or similar units at other institutions?

6b.2. How adequately does the budget support all programs for the preparation of educators? What changes to the budget over the past few years have affected the quality of the programs offered?

Despite budgetary constraints, the School of Education's budget is adequate to cover both on campus instruction and the clinical work necessary to prepare educators. The NYS State teacher education regulations that require extensive pre-student teaching as well as an expanded student teaching/practicum are one reason for the higher per student expenditure of the School of Education.

These requirements entail faculty field supervision and are therefore quite expensive in terms of faculty time.

6b.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's budget may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6c. Personnel

6c.1. What are the institution's and unit's workload policies? What is included in the workloads of faculty (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, administrative duties, and dissertation advisement)?

The actual loads of faculty are 21 annual credits. In this academic year all faculty members had a 21-credit annual workload; however, many faculty members taught 18 or fewer credits because of non-teaching activities as described above. The distribution of the 21 workload credits among teaching, administrative and externally and internally funded scholarship activities varies..

6c.2. What are the faculty workloads for teaching and the supervision of clinical practice?

The workload of faculty, based on the City University of New York contract, is 21 annual credits for faculty above the lecturer level, equivalent to a total of seven 3-credit courses annually for faculty above the lecturer level. Those 21 credits are not limited to instruction, and may include supervising teacher candidates in the field, administrative responsibilities such as serving as program head /coordinator of a degree program, or engaging in grant funded or institutionally supported scholarship. In the case of scholarship funded by external grants, the grant pays for some re-assigned time, which is then used to hire part-time faculty replacement of the full-time faculty member. Consistent with the contract, non-teaching activities that contribute to workload are generally calculated in teaching-equivalency units of 3 credits. Thus a faculty member may receive 3 or more re-assigned credits (also known as release time) for one of these activities. The SOE receives an average of 73 credits for administrative work carried on by the Program Heads and Coordinators. In addition, all new hires receive 24 credit hours of reassigned time prior to tenure to support their research agendas.

6c.3. To what extent do workloads and class size allow faculty to be engaged effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses)?

The workloads allow faculty to be engaged effectively in teaching, scholarship, and service in a number of ways. Many courses are either field-based or include a field component, consistently placing faculty members in contact and often in collaborative relationships with schools, teachers and families. This sometimes results in faculty members going beyond the teaching assignment to provide service either by request or voluntarily. Often this service is combined with the faculty research and scholarship plan. The City University of New York recently adopted a new workload policy. New faculty members are provided with a total of 24 credits of reassigned time to be used for scholarship over the first three years after their appointment. Use of these 24 credits must be developed in conjunction with the Dean/department chairperson and approved by the Provost.

6c.4. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?

The School of Education employs an average of 52 full-time and 100+ part-time faculty members in teaching and supervising. Many courses in the unit have a clinical component and faculty members are expected to teach both components. Therefore the unit does not maintain a distinct category of clinical faculty except for the Teaching Fellows consultants.

6c.5. What personnel provide support for the unit? How does the unit ensure that it has an adequate number of support personnel?

There is one Assistant Dean, 10 administrative positions (HEO level) that include a coordinator for the Teacher Academy, advisers in the three Teacher Prep "hubs" Offices, coordinators of College Now and a range of administrative assistants. Additionally there are 16 program heads/coordinators who are also faculty members on reassigned time. There are 16 support staff (secretaries and office assistants). There is adequate support for each program.

6c.6. What financial support is available for professional development activities for faculty?

The Graduate Dean's Office provides a modest allocation of funds each year for faculty travel. This is supplemented by grant support and other support provided by alumni members (Tow Travel Funds).

6c.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to personnel may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6d. Unit facilities

6d.1. How adequate are unit--classrooms, faculty offices, library/media center, the technology infrastructure, and school facilities--to support teaching and learning? [Describe facilities on the main campus as well as the facilities at off-campus sites if they exist.]

Classroom space is limited on the BC campus, and consequently some late afternoon and evening graduate courses must meet in the Brooklyn College Academy High School classrooms on the 1st floor and other field sites, including partnership schools. The unit facilities are quite adequate to support teaching and learning. The School of Education is located in James Hall and occupies space on three floors. Faculty offices are modern and equipped with computers, printers and Internet access; photocopiers are available in program offices. There is one Art Lab, two designated Science Labs, a static computer lab and two math resource classrooms. Administrative functions are largely housed on the 2nd floor, where the Offices of the Dean and Assistant Dean, the Office of Student Advisement and Field Placement, the Teaching Fellows Office, the Office of Off-Campus Programs and over 12 program offices are located.

The Brooklyn College Library (<http://library.brooklyn.cuny.edu/>) is one of the finest in the CUNY system. The library and its affiliate Academic Information Technologies offer a full range of library, teaching and research resources in addition to the collection of books and periodicals. These resources include but are not limited to open access journals, the government science portal, databases with multiple access points to electronic journals, a wide variety of education abstracts, library instructional services to support teaching and foster information literacy services.

How do the unit's facilities support the use of information technology in instruction?

The unit's facilities support the use of information technology in instruction by not only providing access to technology, but assistance with the use of technology, the development of technology skills

and the integration of technology into teaching and learning. There are 4 mobile labs that are supported by a wireless environment in James Hall and one classroom is a designated lab with educational software for instructional use. The unit is supported by the Office of Academic Information Technologies <http://ait.brooklyn.cuny.edu/> and provides a range of services including multiple faculty development opportunities.

6d.2. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit facilities may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6e. Unit resources including technology

6e.1. How does the unit allocate resources across programs to ensure candidates meet standards in their field of study?

The SOE is allocated funds annually directly from the Provost to the Dean. Prior to the decision, the Dean provides a proposed budget based on data from enrollment patterns, number of both FT and PT faculty and support staff available for the following year plus other variables including number of faculty requesting leave and/or reassigned for other unit or college administration and/or research and new faculty reassigned time. Also, there is a formal process for requesting use of reassigned time from faculty grants to ensure replacement costs if part time faculty coverage is needed. Operating costs for general office supplies, the Chalkboard, professional memberships, support for accreditation activities, professional development activities and other projected work are aligned with the yearly goals (PMPs).

Candidates have additional funds available through special funding in partnership with the Graduate Dean's Office and Induction Funds through the CUNY COMPACT to participate at professional conferences with the faculty. Additionally, faculty grants cover student participation on grant related activities.

6e.2. What information technology resources support faculty and candidates? What evidence shows that candidates and faculty use these resources?

The BC Library and Office of Academic Information Technologies provides the latest tools, services, and information resources for faculty and students in and out of the classroom (<http://library.brooklyn.cuny.edu> and <http://ait.brooklyn.cuny.edu>). Library online resources are available 24 /7 and include Iiter, RefWorks, Natural Standard, Mergent Online, ARTSTOR Interdisciplinary Research , the Life Sciences Collection, and many more. The Library offers instructional sessions on a regular schedule and individual students and/or faculty bring classes directly to the library to keep them up on the latest software available and tools needed to access them. The candidates have access to a Library Cafe - open 24/7, free printing, a student laptop loan program and the New Media Center. Sign-in sheets are kept to collect usage data as well as opportunities to provide feedback on the services provided or suggestions to improve.

Funds for the state-of-the-art library and Academic Information Technology is available through separate funding sources.

6e.3. What resources are available for the development and implementation of the unit's assessment system?

Brooklyn College provides several support systems for the development and implementation of the unit's assessment system. They are: (1) part-time

Susan Kessler-Sklar, Ph.D.

Assessment Specialist

Office of the AVP for Finance, Budget and Planning/Comptroller

(2) Part-time support from

Dr. Michael R. Ayers

Director of Institutional Planning, Research, and Assessment

(3) a full time SOE Administrative staff person for entering data that is then forwarded to Dr. Kessler-Sklar or Dr. Ayers

(4) full time program advisers that monitor candidate progress and staff who enter candidate progress through transition points within programs

(5) The Office of Graduate Studies and Research which provides data on graduate level candidates who fall below required GPA standards

(6) the ITS office which scans assessment data for the SOE and provides data files for analysis by Dr. Kessler-Sklar or Dr. Ayers

There is no budget directly allotted to the SOE for an assessment system dedicated solely to the SOE.

6e.4. What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current?

The SOE also has a Library Representative that provides input to the Library and AIT offices. An annual Student Tech Fee "ask" is also available for faculty to request special technology needs over and above what's already available for instructional purposes, candidates and faculty presentations, etc. The Provost also approved the hiring of a Lab Technician that is assigned to the SOE full time.

6e.5. How does the unit ensure the accessibility of resources to candidates, including candidates in off-campus, distance learning, and alternate route programs, through electronic means?

All databases are available from off campus sites 24/7 from the library webpage. The Library Cafe (24/7), the New Media Center, plus multiple computer stations in the library and/or the technology infrastructure in the SOE are available 7 days a week on multiple schedules.
(<http://library.brooklyn.cuny.edu> and <http://ait.brooklyn.cuny.edu>)

6e.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit resources, including technology, may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 6?

The unit excels in braiding available resources to measure the quality of our programs and the impact of our candidates' work to improve their students' academic performances. We continue to work with our central CUNY Office to obtain blended data systems with the NYC DOE and the NYSED. Through additional grant and contract funding, we have successfully planned and aligned our efforts with limited funds.

2. What research related to Standard 6 is being conducted by the unit or its faculty?

None