Current Assessment Activities: Ralph C. Wilson, Jr. School of Education

The Ralph C. Wilson, Jr. School of Education's teacher education program is accredited by the National Council for Accreditation of Teacher Education (NCATE). Program and course goals are aligned with the accreditation standards for NCATE and the professional standards germane to each program area. NCATE has transitioned to the Council for the Accreditation of Educator Preparation (CAEP) and the RWSOE will align program and course goals with the new CAEP accreditation standards. The RCWSOE’s work is based on its mission, beliefs, goals, and a Conceptual Framework as a central philosophy.

The RCWSOE has a system of assessment and evaluation to improve programs and services, and inform planning and resource allocations. Faculty engage in data-driven program review to examine alignment of curriculum, instruction and assessment with college, unit, professional, and state standards; efficacy of courses; efficacy of field experiences and student teaching experiences; and students’ content knowledge, skills, and dispositions. Assessment is collaborative and offers the opportunity for input from students, faculty, and members of the greater professional community. Multiple performance-based assessments are administered in a variety of ways and aligned with standards. Information from external sources including NYS certification exams, survey feedback, employer reports, and professional program reviews. The RCWSOE believes it is critical to focus on student learning, involve the broader professional community in the process, incorporate technology to systematically collect data, and use these data for informed decision-making. Candidate proficiencies are based on the required knowledge, skills, and dispositions identified in the College-wide learning goals, RCWSOE/unit program goals, the Conceptual Framework, State Standards, and Professional Agency of Association Review Standards and are aligned with the College’s Mission. Faculty comprehensively assess candidate performance. Assessment data are collected school-wide for key assessments as identified by professional standards for each program. Key assessments are scored with valid, reliable rubrics. The assessments used have been developed to ensure alignment with the proficiencies outlined in the Specialized Professional Association Standards and New York State requirements for teacher and school leadership programs.

Data are also collected and analyzed on candidate performance on formative and summative performance assessments from field experiences and student teaching experiences, formative and summative assessments in coursework, and state certification exams. Surveys are used to gather information from candidates, school based educators, and college supervisors throughout the program. Candidate proficiencies are based on required knowledge, skills, and dispositions identified in the unit, college, state, and professional standards. Selected artifacts of candidate performance are collected at five gateways in the assessment system. The data collected at each gateway determine whether a candidate may progress to the next level in the system. Progress toward achieving program and Unit objectives is demonstrated by reviewing selected artifacts in the aggregate at each gateway. The primary purpose of the system is to
evaluate and improve academic programs and services, candidate outcomes, and unit operations. Continuous engagement in program improvement activities is informed by assessment data, feedback from professional agency reports, and New York State certification standards and requirements. Program improvement activities regularly entail revisions and refinements of pedagogy and curricula. Practicum evaluation results from student teaching and field experiences are reviewed to determine connection to coursework and the expectations for the experience. Coursework is revised if needed to create a better connection between what candidates learn in the classroom and the requirements/expectations for the practicum experience. The Program Effectiveness Survey is reviewed over the course of several semesters. Revisions are made to the curricula as a result of the analysis of these data.

The RCWSOE regularly and systematically uses data for program improvement. It conducts post-graduation surveys and analyzes New York State Teacher Certification Examination results to ascertain program impact on candidates’ preparation for the demands of the profession. Candidates’ impact on student learning in P-12 schools is ascertained through follow-up surveys and employer satisfaction surveys. Evaluations and survey data are compiled into reports for review by the unit in the continuous improvement process. The data are reviewed by the Dean’s Council, which is comprised of the Dean, Associate Dean, Assessment Coordinator, Department/Program Chairs and Directors, and the Assistant to the Dean. Recommendations for change are made based on data analysis. By continually reviewing summary reports of assessment data, departments and programs reflect on candidate and program performance, identify strengths and weaknesses, and make program improvements accordingly.

For further information or questions regarding the assessment strategies employed by the Ralph C. Wilson, Jr. School of Education, please contact the Assessment Coordinator, Dr. Linda McGinley, lmcginley@sjfc.edu