Ralph C. Wilson, Jr. School of Education
Assessment Plan Executive Summary

Mission

The mission of the Ralph C. Wilson, Jr. School of Education (RCWSOE) at St. John Fisher College is to provide a quality educational experience that prepares candidates for distinguished careers in their chosen profession and for leadership roles in a diverse, rapidly changing, and increasingly technological society. To this end, we seek to:

- Prepare highly capable and ethically responsible professional educators who are committed to improving educational conditions, opportunities and outcomes for all students
- Prepare candidates who share the belief that all students can and will learn
- Prepare candidates who understand educational theory, research, best practices and the use of various technologies, and how to apply this knowledge in diverse school settings and communities
- Prepare candidates to meet college, state and national standards and requirements for graduation and certification.

Program Goals

The Ralph C. Wilson, Jr. School of Education's Learning Outcomes

Planning: Candidates will demonstrate a thorough understanding of content knowledge and the pedagogical skills required for effective instructional decision-making as they use research based practices in their instructional planning.

Development: The candidate understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social and personal development.

Diversity Outcome: Candidates know, understand, and appreciate diversity and demonstrate this by creating learning experiences that honor diversity.
Content: Candidates have command of the content area(s) they are to teach as defined by the state and national standards and create learning opportunities that are meaningful to their students.

Leadership: Candidates will demonstrate leadership in a multitude of ways. Leaders initiate and implement new ideas to improve the quality of education in the classroom, district and society.

Theory and Practice: Candidates will demonstrate an understanding of the philosophical underpinnings, theories and best practices that promote high quality teaching and learning environments for all students.

Professionalism: Candidates will demonstrate dispositions, behaviors and social skills that reflect professionalism and good moral character.

Community: Candidates foster relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Technology: Candidates use technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

Assessment: Candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Management: Candidates understand that effective classroom management is a blend of effective instruction, attention to affective elements, organization and a myriad of other factors and is able to balance these variables.

Data Collection Tools and Approaches

The Ralph C. Wilson, Jr. School of Education's teacher and school leader education program is accredited by the National Council for Accreditation of Teacher Education (NCATE), the highest level of accreditation available. 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 RCWSOE will align program and course goals with the new CAEP accreditation standards. The knowledge, skills, and dispositions expected of students upon completion of the program are clearly outlined. The RCWSOE’s work is based on its mission, beliefs, goals, and a Conceptual Framework as a central philosophy. The Ralph C. Wilson, Jr. School of Education (RCWSOE) operates in the context of the College’s mission and liberal arts tradition.

The RCWSOE has a system of assessment and evaluation used to determine the extent to which the unit is achieving its mission and learning outcomes are met. The primary purpose is to evaluate and improve programs and candidate outcomes. 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 educational assessment technology to systematically collect and analyze data, and use these data for informed decision-making.

Use of Evidence

The assessment and evaluation system consists of interrelated components. 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. 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. Selected artifacts of candidate performance are collected at major gateways in the assessment system. Progress toward achieving program and unit objectives is demonstrated by reviewing selected artifacts in the aggregate at each gateway. The data collected at each gateway determine whether a candidate may progress to the next level in the system. Summative data are reviewed to determine if all program and College requirements have been met. The RCWSOE conducts post-graduation surveys and analyzes New York State Teacher Certification Examination results to analyze the program’s 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. Recommendations for change are made based on data analysis.