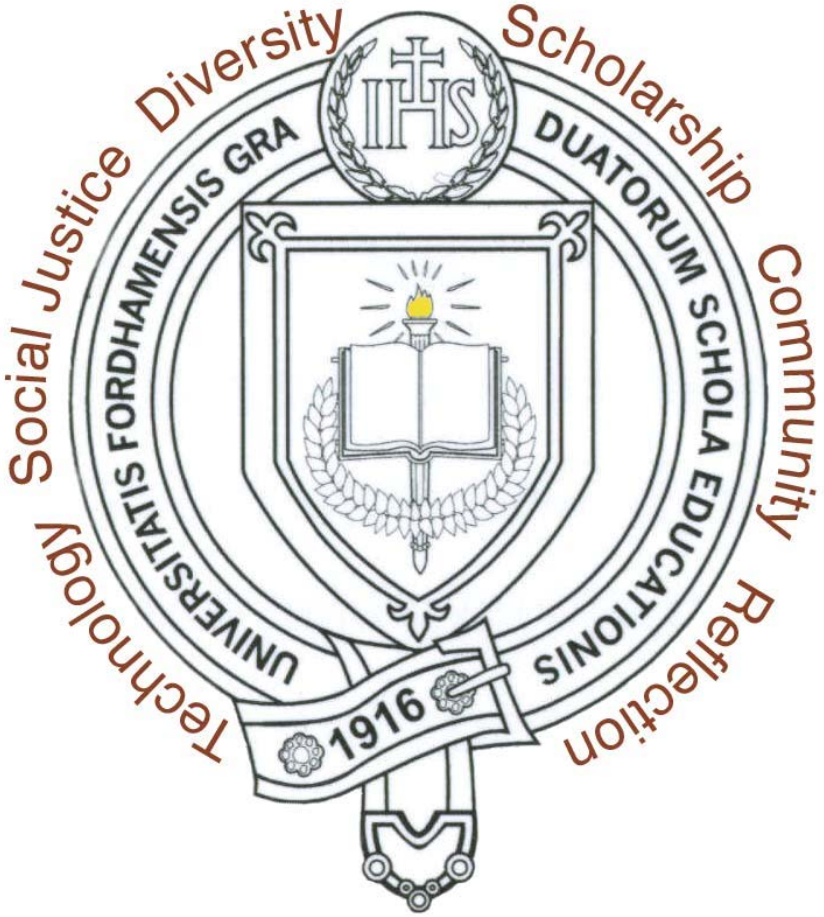
Fordham University

Graduate School of Education



GSE Evidence-Based Program Evaluation Handbook

April 2015

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GRADUATE SCHOOL OF EDUCATION
Evidence-Based Program Evaluation

Overview

The Graduate School of Education (GSE) has adopted policies and procedures related to the systematic use of data to evaluate the effectiveness of its programs in preparing educational professionals consistent with GSE and program standards. The results of these evaluations are used to guide GSE in planning its future. The purpose of this handbook is to provide a description of this evidence-based program evaluation system.

GSE Conceptual Framework

The Conceptual Framework of the GSE is the statement of what we believe to be the encompassing design features that underpin our programs of study for teachers, counselors, psychologists, administrators, and other education professionals. This framework is derived from several sources: The mission of the university as a Jesuit institution, the mission of the GSE, our values and commitments, the philosophical and pedagogical beliefs we hold, and the needs of the communities we serve. The framework and the related knowledge bases of our programs are consistent with current scholarship in the fields in which our graduates reside, and together they enable us to prepare our candidates for best practices in contemporary society.

GSE Standards

There are six standards driving unit assessment processes in the GSE. These are: Diversity, Scholarship, Community, Reflection, Technology, and Social Justice (aka: DiSCReTe Social Justice). Rooted in the Conceptual Framework and evolving from a unit-wide iterative process of reflection on, and discussion of the institutional mission and goals, the six GSE standards represent a shared vision of outcomes across all programs. These GSE standards incorporate candidate proficiencies outlined in professional and state standards across the various school professional organizations. The GSE conceptual framework and GSE standards are included in Appendices A and B.

GSE Programs

All programs in the GSE that lead to degrees and diplomas are offered through the three GSE divisions and the doctoral program in Contemporary Learning and Interdisciplinary Research (CLAIR). The divisions of the GSE are: Curriculum and Teaching (C&T), Psychological and Educational Services (PES) and Educational Leadership, Administration and Policy (ELAP). A list of these programs within each division in the 2014-2015 academic year is included in Appendix C.

Purpose

The evidence-based program evaluation system was developed to ensure that information was available to examine the success of the GSE and its programs through the use of evidence gathered with empirically-sound assessment systems. Several major changes have occurred in the GSE since the adoption of the evidence-based evaluation system. Specifically, through its use

the deans and faculty have articulated and made transparent GSE standards and dispositions and established processes to evaluate the impact our candidates have on children and clients. These new developments have helped clarify our mission and establish a culture of organizational learning guided by a common purpose.

In Fall 2009, at the behest of the Dean of the Graduate School of Education, a comprehensive evidence-based program evaluation system was developed. The design of the system was accomplished through a collaborative efforts of the GSE Dean, the Associate Dean for Academic Affairs, the GSE Director of Assessment, members of the School Council through the Program Review and Evaluation Committee (PREC), division chairpersons, and program coordinators.

Program Review and Evaluation Committee (PREC)

PREC is a standing committee of the GSE School Council and advises on matters related to protocols for the continuing evaluation of the School's programs in order to propose directions for GSE's ongoing program improvement and to fulfill requirements/standards of professional associations and accrediting agencies. PREC facilitates the gathering of relevant data from multiple sources, including candidates, graduates, faculty, other instructional staff, administrators, and stakeholders outside the GSE. Membership on the committee is composed of faculty and staff members from each GSE division, the Director of Assessment, the Associate Dean for Academic Affairs (ex officio), and the Director of Assessment Technology.

Through PREC, the compliance of programs with GSE assessment policies and procedures is monitored through the school's Biennial Program Review Report (BPRRs). BPRRs are filed with PREC in the fall semester of each academic year documenting the degree to which graduates have met program and GSE standards and dispositions. In the report, programs also identify the goals of the program for the next year, detail strategies they will use to accomplish their goals, and explicate methods they will use to judge their success in meeting these goals. These reports are reviewed by PREC which then prepares a report for the faculty and dean.

All PREC activities and reports are posted for all faculty to review on Blackboard. Programs are required to post all electronic data they used in completing the BPRR on the same Blackboard site,

Director of Assessment

To help ensure the success of the system, the position of GSE Director of Assessment was created to emphasize the importance of the new system to the faculty and other stakeholders and was designed to be filled by a senior faculty member with expertise in large system evaluations.

The GSE Director of Assessment oversees the integrity of the assessment system, monitors its overall implementation, consults with the deans and members of the faculty on all matters related to the system, and serves as chair of PREC. Specific details about the role of the GSE Director of Assessment and a flowchart of the organizational structure developed for the overall GSE evidence-based evaluation system are included in Appendices D and E.

Components of the System

At the core of the GSE evidence-based evaluation system is the evaluation conducted by each of the degree and diploma bearing programs in the GSE. To this end, PREC established processes for programs to 1) report the alignment of all of their candidate assessments with both GSE and the program's standards, and 2) complete a standardized report on the evaluation of the effectiveness of the program. With respect to the former, all programs in the GSE are required to keep updated a *Program Assessment Alignment Matrix*. With respect to the latter, PREC implements a *Biennial Program Review* process through which the results of the evaluation of each GSE programs is reported in a *Biennial Program Review Report* (BPRR).

Program Assessment Alignment Matrix

All assessments of candidate performance in the GSE are aligned with both program and GSE standards. The GSE prepares several types of education professionals including teachers, school counselors, school psychologists, and school administrators/leaders. In order to align the assessments with GSE standards, a matrix was originally created to map the professional standards to a set of "Unifying Professional Standards." The unifying professional standards were formed through an abstraction of the competencies articulated across the various professional standards. They were developed to provide a conceptual map for organizing the professional standards used to prepare the various types of professionals educated in the GSE (Appendix F). The professional standards in the unifying professional standards matrix include the Interstate New Teacher Support and Assessment Consortium (INTASC), NBPTS for School Counseling, NASP domains for School Psychology, and NPBEA standards for School Administrator/Leader Candidates.

Next, the unifying professional standards were aligned with the GSE standards (Appendix B) providing a framework for linkages between the GSE Standards and other state/professional standards at the program level.

Thus, aided by the matrices described above, programs were able to complete the Assessment Alignment Matrix (Table 1), linking specific information about the assessments they conduct with both program and GSE standards. Assessment information in the matrix includes (1) the assessments used to evaluate candidates at admissions, mid-point, and end-point, (2) the assessments used to evaluate candidates' impact on students/clients, and (3) the point in time when the assessments are conducted.

The Assessment Alignment Matrix is completed by each program and updated periodically. A sample of a completed matrix is included in Appendix G.

Table 1. Assessment alignment matrix template

UNIT-WIDE STANDARD	PROGRAM STANDARD	ASSESSMENTS USED (1)	GATEWAY ASSESSMENT (2)	CANDIDATES' IMPACT ON STUDENTS/ CLIENTS (3)	WHEN ARE THE ASSESSMENTS CONDUCTED (4)

(1) Identify assessment used in the program by title. Please describe it with sufficient detail to identify the name as well as type of assessment.
(e.g., web postings of reflections on required course readings; PD comprehensive exam; ethics question, etc.)

(2) Identify those assessments that your program considers as "gateway" assessments by placing an "A" (admissions), "M' (midpoint), "E" (endpoint), or "ME" (both midpoint and endpoint) in the box next to the gateway assessment.

(3) Place an "X" next to those assessments used to judge the candidates' impact on students/clients.

(4) Indicate the point in the program when the assessment is administered (e.g., teaching/internship, required courses [specify course titles and numbers], or completion of the program).

Biennial Program Review

The Biennial Program Review was designed for GSE programs to evaluate their effectiveness and to report their findings to PREC. Each GSE program completes the BPRR online (https://www.surveymonkey.com/r/BPRR_2015) in the fall of every other academic year describing the outcomes of its review. One report is filed by each program or set of programs with common standards.

To complete the BPRR, programs are required to review several distinct sets of data. Specific to candidate performance, these include: 1) all end-point data identified in their *Program Assessment Alignment Matrix*, 2) GSE disposition data, and 3) impact data. Another set of data come from an exit survey of graduating students' perceptions of their program. Last, programs gather and report individual candidate review data on the BPRR.

End-Point Data. All end-point data used by a program in its review are listed as data sources in the BPRR. Typically, these include comprehensive examinations, portfolio reviews, reports on class performance, reports from field personnel, case studies, and the NYS Content Specialty Exam scores.

GSE Dispositions. GSE dispositions are assessed by programs in a variety of different ways and in a manner specific to the candidates' discipline. However, a common set of items were approved by the faculty for the assessment of school-wide dispositions. The adopted dispositions are based on the GSE conceptual framework and standards and embody, regardless of program, the dispositions we expect all of our graduates to hold.

When identifying our unit-wide dispositions, “professionalism” was added to the six elements emphasized in the conceptual framework. Items were created to assess the dispositions and included on the GSE Disposition Assessment Rating Scale (DARS). Some programs administer the DARS as a separate survey while others include the DARS items in the surveys completed by field supervisors. The DARS items are found in Appendix H

All newly admitted GSE candidates receive an e-mail from the Dean drawing their attention to the School's expectations of them regarding their professional dispositions. Embedded in the e-mail is a link to the dispositions and their descriptions, which are located on the GSE website.

The school-wide dispositions are again brought to the attention of candidates in the syllabi of those courses and field experiences during which the demonstration of school-wide dispositions will be assessed.

Impact. Three Jesuit principles undergird the Conceptual Framework -- *Cura personalis* (care of the whole person), *Homines pro aliis* (people together for others) and *Magis* (doing more, i.e., an aspiration to doing better). The principles also motivate our search to understand the impact that GSE activities have on others as we fulfill our commitment to social justice and service to the underserved. Accordingly, as a body, we strive to examine, and reflect upon, the impact each of our programs has on those they serve. Furthermore, we are dedicated to seeking appropriate, valid and refined methods for evaluating that impact. Through the guiding Jesuit principles, we acknowledge the many forms that *impact* may take beyond the academic. We also recognize that our capacity to examine *impact* is evolutionary and shaped both by the questions we raise regarding the purpose and goals of our programs as well as the availability of infrastructural supports (including appropriate technologies and streams of information). And, in the spirit of healthy skepticism, we recognize the limitations of our quest for understanding our impact as we are guided by the principles and guidelines articulated by the scholarly academies that speak to such endeavors..

All GSE programs assess impact through the use of student/client outcome data supplemented by field supervisor judgments.Given the unique impact candidates from different GSE programs are expected to have on children/clients, most assessments of impact are program specific. Teacher preparation programs, for example, have adopted an assessment system that starts with candidates uploading to Tk20 an electronic copy of a lesson plan and sharing a hard copy of the plan with their field supervisor. In a first visit, the field supervisor observes the implementation of the plan (or an aspect of the plan). Subsequent to implementing the plan, the candidate prepares a reflection on the implementation of the lesson plan. In the reflection, candidates provide student outcome data (e.g., scores, grades, evaluations), their interpretation of the outcomes, a statement describing the feedback the candidates provided students-based on the outcomes, what the candidates intend to do as a follow-up, and a summary statement describing the impact the candidates have as teachers on student learning. This reflection is uploaded to Tk20 and shared with the field supervisor who reviews the reflection with the candidate and provides feedback. Subsequent to this review with the candidate, the field supervisor completes an on-line survey specific to the impact the candidate had on student learning. An overview of the roles and responsibilities involved in this process as well as a copy of the survey completed by the field supervisor are included in Appendix I.

Exit Survey. Evidence of the success of programs is also assessed through a graduating student exit survey. When candidates qualify for graduation, an e-mail with an embedded link is automatically generated and sent to them. The surveys consist of four parts. Parts 1 and 2 contain common items for all graduates, regardless of the program from which they are graduating. In Part 1, graduating candidates are asked to respond to items related to those aspects of their program that supported their professional growth. These items are keyed to the GSE standards. Part 2 of the survey asks about the academic rigor of the program they graduated. Part 3 of the survey presents the candidates with the standards of the program from which they are graduating and asks them to rate the degree to which the program was successful in preparing them to meet each of the standards. The last part, Part 4, asks about the degree to which they were prepared to make a positive impact on the children or clients with whom they will work. A copy of the exit survey is included in Appendix J.

Individual Candidate Review. Each GSE program has identified the procedures it uses to review individual candidates on an ongoing basis. The purpose of the review is to ensure that candidates are on track and making satisfactory progress towards graduation. When problems arise, program faculty are expected to help identify ways for the candidate to complete the program. Data from these reviews are used to report the effectiveness of this process.

Below is a description of each of the seven BPRR sections program faculty complete.

Section 1 - Candidates' performance in meeting program standards.
Includes a report of the program faculty's analysis of the performance of their candidates on the end-point assessments identified in their *Program Assessment Alignment Matrix* during the two-year period prior to the completion of the report. After identifying the data sources used in their review, this section requires program faculty to examine candidate performance in (1) meeting the program's standards, (2) demonstrating GSE dispositions, and (3) impacting children's/client's behavior. Programs are asked to report the strengths and challenges in each of these areas.

Section 2 - Candidates' performance in meeting GSE standards.
After referring to their *Program Assessment Alignment Matrix*, program faculty are asked to report, for each GSE standard, the degree to which candidates in their program, on average: (1) did not meet the GSE standard, (2) approached meeting the GSE standard, (3) met the GSE standard, (4) exceeded meeting this GSE standard, and (5) excelled in meeting the GSE standard.

Section 3 - Graduates' perceptions of the program (exit survey)
Examines the results of the exit surveys completed by graduates of each program over the last two years. Graduates assess the quality of the education and educational experiences, the academic rigor of their program, the degree to which the program provided the education necessary to meet program standards, and how well the program prepared them to have a positive impact on students/clients.

Section 4 - Overall judgment of your program's strengths and challenges
Based on your review of all data, including candidate performance and exit survey, programs provide an overall assessment of the strengths of their program as well as the challenges they face.

Section 5 - Results from individual candidate reviews
Reports on (1) actions program faculty took with specific candidates over the previous two years during the normal course of the program's review of candidates; and (2) the number of candidates who left the program during last two academic year, and the reasons for incompletion. Also, doctoral programs are required to indicate on the BPRR the range and average number of years graduates took to complete the doctoral program.

Section 6 - Program goals
Reports on the degree to which program goals established during the last biennial review were met and identifies program goals moving forward, the strategies programs will use to accomplish the goals, and the means by which the program will evaluate the effectiveness in meeting the goals.

Section 7 - Resources
Lists the resources programs need to achieve their goals.

The BPRR is completed through an online survey sent to program directors by PREC.

PREC Review

Subsequent to submitting the BPRRs, members of PREC review the comprehensiveness of the reports and the performance of program graduates on GSE standards. For each program, PREC teams list the percentage of graduates meeting each standard and evaluate the program's report on the relative strengths and weaknesses in meeting these GSE standards. PREC next prepares a report summarizing the performance of its graduates on the GSE standards. The report will be available to the faculty and dean. All BPRRs and the report completed by PREC are uploaded to PREC's Blackboard site (see below).

In addition to the use of the reports by PREC to monitor the performance of graduates against GSE standards, the reports are also used by the divisions and dean to discuss program goals and resources needed to meet the goals.

Use of Information Technologies

All data used by programs to conduct their Evidence-Based Program Evaluation, must be stored electronically. Three information technologies are used to help maintain the GSE's assessment system. The first information system is Tk20 which some programs used to gather, store, and access program information. At the school level, Tk20 is one of the systems used to store, organize, and share documents critical for accreditation reviews.

The second information system regularly used by faculty is Blackboard. At the program level, faculty may choose to use Blackboard in the assessment of candidate performance in coursework. At the school level, Blackboard houses the virtual space created by PREC (GSE PREC) for the storage of all electronic data-bases used by programs to judge the success of their graduates during the Biennial Program Review. GSE PREC also serves as a space for disseminating a host of material relevant to the GSE evidence-based program evaluation process including: 1) exit survey data gathered by the GSE, 2) procedures used by programs to conduct

individual evaluations of candidate progress, 3) PREC membership, agenda, and minutes of all PREC meetings, and 4) the year-end report filed by PREC with the faculty and dean on the success of GSE candidates meeting GSE standards.

The third information system involves use of Fordham's servers to distribute and collect the results of surveys for gathering vital assessment information from field personnel and graduates. These electronic surveys provide information used by programs to judge the success of candidates and their program.

Field Personnel Surveys

All assessments provided by field personnel who work with GSE candidates are submitted through electronic surveys. Through links embedded in e-mails, field specialists, field supervisors, cooperating school leaders, and teachers complete their evaluations of candidates on-line. In addition to judgments specific to the field experiences, all surveys include items measuring candidates with respect to GSE dispositions and candidate impact on students and clients.

Fairness, Accuracy, Consistency, and Reduction of Bias

The Unit ensures that its assessment procedures are fair, accurate, consistent, and as free of bias as possible via a system of checks and balances. This assurance process begins with the development of assessments within programs. Subsequent to the development and review of assessment procedures within programs, the checks and balances process continues with reviews at the division, and school levels.

Program Development of Assessment Procedures

Issues of fairness, accuracy, consistency, and reducing bias are important considerations in the development of assessments.. All programs require a review of these properties when considering the adoption of an assessment procedure.

Fairness. Assessments are fair when they assess what has been taught. In their development, faculty are vigilant in ensuring that all assessments fairly reflect the knowledge, skills, and dispositions included in the content of a course or program.

Also, to help ensure fairness, instructions and timing of all assessments are clearly stated and shared with candidates. Candidates are also given information on how the assessments are scored and how they count toward completion of courses and programs. Specifically, this information is provided to candidates in syllabi for all courses and field experiences.

Accuracy. Assessments are accurate when they measure what they purport to measure. To help ensure accuracy, program faculty as a whole review all assessments to make sure that they are carefully aligned with both program and GSE standards (see GSE Program Alignment Matrices on p. 5). The accuracy of the assessments used to judge the performance of candidates is also supported by the relation between the assessment results and the performance of candidates on related assessments, grades, and program completion.

Consistency. Assessments are consistent when they produce reliable results or results that would remain constant on repeated trials. Many of the assessments designed for use by the GSE are completed independently by different reviewers. This consistency is found, for example, in scoring comprehensive examinations and in the review of candidate field experience performances. Using multiple raters helps demonstrate the inter-rater reliability of the assessments.

Consistency is also established when the same assessment is used repeatedly with different reviewers who are judging the same skills, knowledge, or dispositions, across time and setting. For example, when using the same assessment in different settings, consistency is found when faculty have ratings from different field supervisors on the performance of the same candidate. If different ratings are reported for the same candidate, faculty are challenged to explore the reason for the difference in the ratings by answering the following question: Is there a problem with the consistency of the assessment used or is there something about the difference in settings that resulted in different judgments?

Reducing Bias. To ensure that the results of assessments adequately reflect what candidates know and can do, it is important to remove any contextual distractions. The potential for bias in assessments can be reduced by eliminating distractors. It is also important to ensure that assessments are free of gender, racial, and ethnic stereotypes, poorly conceived language and task situations, and other forms of cultural insensitivity.

As reflected in our mission, issues of cultural sensitivity and fairness are central to our approach to education. Indeed, one of the six GSE standards addresses the issue of social justice. This standard clearly states the GSE commitment "to dismantling all forms of inequity/injustice, including discriminatory practices and everyday microaggressions, which violate the dignity and oppress the freedoms of people locally, nationally, and globally and belief in the Ignatian mission of 'cura personalis' – a deep respect for the individual and his/her potential." The principles stated in the standard are reflected in our admissions policies, our research, and the way we engage our candidates, including our judgments of their successes. Consequently, issues surrounding differences in performance across groups that make up our diverse body of candidates are of paramount importance when developing, implementing, and evaluating our assessments.

Division Review

The system of checks and balances next involves a committee review in each of the three GSE divisions of all courses and programs, including their assessment procedures, before recommending their approval. In the Division of Curriculum and Teaching, a review is conducted first by the Curriculum and Teaching Assessment Committee (CTAC). Subsequent to this review CTAC submits the course or program to the entire faculty of the division for review and approval. In the Divisions of Psychological and Educational Services and Educational Leadership, Administration and Policy programs courses and programs go directly to the faculty as a whole for review and approval.

School Review

Subsequent to the review and approval by divisions, courses and programs are sent to the Curriculum Committee and ultimately the School Council for final review and approval. The

Grievance Committee provides another means for gathering information about the assessments used with candidates.

Curriculum Committee. The Curriculum Committee is composed of several faculty and candidate representatives from the three divisions. The major function of the committee is to review and approve all courses and programs proposed for adoption by the faculty.

If approved by the Curriculum Committee, the recommended course(s) or program, including their methods of assessment, are brought to the School Council (i.e., all full-time instructional staff) for review and approval.

School Council. Members of the School Council review and approve the recommendation made by the Curriculum Committee. Next, the course or program of study is offered and then monitored carefully by the PREC, the committee responsible for ensuring that the School's programs of study are reliable and valid as well as viable and feasible.

Grievance Committee. Another oversight committee in the GSE that functions directly in response to candidates and instructional staff is the Grievance Committee. This committee is comprised of instructional staff and candidates from the School's three divisions. A grievance that involves academic policies and procedures may be filed by a candidate or an instructional staff member. As a result of a formal grievance, specific feedback and recommendations may be made regarding courses and/or programs of study. Feedback and recommendations can be brought to PREC and then to the division in which the course or program is offered. The Chair of the division and the instructional staff may then make changes to procedures, the course(s), or program of study.

Appendices

Appendix A: Graduate School of Education Conceptual Framework

Appendix B: GSE Standards

Appendix C: GSE Programs

Appendix D: Role of the GSE Director of Assessment

Appendix E: Evidence-Based Evaluation System Flowchart

Appendix F: Tables Linking GSE and Program Standards and Sample of Assessment Alignment Matrix

Appendix G: Sample of Program Assessment Alignment Matrix

Appendix H: Disposition Assessment Rating Scale (DARS)

Appendix I: Impact Survey Overview and Impact Survey

Appendix J: Exit Survey

Appendix A

Graduate School of Education Conceptual Framework

Shared Vision and Coherence

Values and Commitments

What do we value as a school community? Briefly stated, we value diversity, the individual, the community, excellence, research, reflection on and about theory-based practice, collaboration, leadership, ethics, and social justice. These values are reflected in the commitments enumerated in our mission statement and are acted upon through the design, content, and experience of our academic programs. We are committed to:

1. The Jesuit tradition of rigorous intellectual endeavor, service to complex metropolitan communities, and development of the whole person;

2. Personal and institutional excellence;

3. Application and expansion of theory and knowledge to meet all students' and clients' educational and counseling needs; and

4. Recognition of and response to the changing demands of our multilingual, multicultural communities.

Philosophical and Pedagogical Beliefs

In addition to our shared values and commitments, a set of philosophical and pedagogical beliefs drive the design and implementation of the programs and help define the academic culture of our graduate school so that our student candidates become theory-guided practitioners. We believe successful study for professional practice begins with an adequate foundation of knowledge, and then requires the acquisition of specific knowledge of pedagogical contents and pedagogical practice, the skills in applying this knowledge, and the knowledge and dispositions essential to respond appropriately to individual learners from diverse backgrounds and in a variety of learning and work-related contexts. These beliefs, though expressed in many forms, are shared by faculty and staff across programs and divisions.

Each of the three divisions in the GSE has based its programs on the conceptual framework described above and on individual knowledge bases particular to its respective programs. The divisions' knowledge bases begin with the shared vision and mission of the GSE, its philosophy, purpose, and goals, and then identify the various theories, research, practices, knowledge, understandings, candidate proficiencies, assessment systems, and applicable standards for the respective programs.

These knowledge bases have been reviewed and revised since our previous NCATE review, in response to advances in the fields, New York State standards, and new standards for professional accreditation. But, the essence of the framework and knowledge bases remains. As was the case when the knowledge bases were originally developed and expressed, that essence is similar across each of the three divisions and all of the Graduate School's programs. Best practice must be informed by research, applied in the context of the modern, complex, dynamic, multicultural educational world in which we now live, and demonstrate the values and dispositions which support the growth of the whole person—intellectually, morally, and professionally.

The Reflective and Inclusive Educator and Professional

The initial and advanced teacher education programs are based on reflective practice, the goal of developing teachers who are reflective educators. These are individuals who apply best practice in the design, development, delivery, and evaluation of inclusive instruction for all students. Best practice, in turn, is something derived from study and reflection, inquiry, and research that spring from collaboration among and between researchers and practitioners.

The Scientist—Practitioner

The psychology programs are based on the "scientist-practitioner" model of professional preparation. Collaboration to develop and apply best practice is key here, too, as it is recognized as fundamental that practitioners and scientists need each other to advance theory and practice. While the scientist may design research and utilize experimental and statistical methods to test hypotheses, the practitioner must validate those hypotheses in real settings. It is the practitioner that can identify questions in need of investigation and it is the researcher that can evaluate whether answers to those questions apply beyond a narrow range.

Effective School Learning Leaders

The master's degree program leading to certification as a school administrator or school district administrator has been designed to prepare effective school learning leaders. Given the difficulties of education today and the numerous calls for school reform, the view of "administration as management" is viewed as inadequate. Managerial skills are important and necessary, but they are not sufficient. Education learning leaders are needed—individuals who have vision, who understand learners and their communities, are knowledgeable about modern theories and practices of effective instruction derived from research, and who can apply their knowledge and skills to improve students' learning. The program in educational administration and supervision strives to develop the knowledge, skills, and dispositions essential for individuals to become effective school learning leaders.

Professional Commitments and Dispositions

Foundations for Professional and Graduate Study

A substantive general intellectual background is a prerequisite for advanced undergraduate, graduate, and advanced professional study. This belief is consonant with our valuing of excellence and reflection and our commitment to intellectual endeavor in the Jesuit tradition, to personal excellence, to the expansion of knowledge, and to service in complex communities. Establishing the satisfactory completion of a liberal arts and sciences background as a prerequisite to professional study is one example of how this belief is operationalized across our programs.

Knowledge of the Field

The preparation for professional life as teachers, counselors, psychologists, administrators, and other educators must include a firm grounding in current research and theory and best practices related to the areas of professional study. Our program and course designs ensure that students are exposed to theory and current best practice models before they engage in student teaching, internships, practica, or other field experiences.

Briefly, the knowledge we have identified as essential to the development of school personnel include broad and general knowledge about school culture and processes, philosophy of education, learning and memory, emotion and motivation, human growth and development, individual and group differences in human behavior, curriculum practices, human relations and classroom management, assessment and evaluation of learning, educational and psychological research, and technology. Additional knowledge specific to different disciplines and our programs in reading and literacy, special education, bilingual education, counseling, school psychology, and school leadership is reflected in the individual program curricula.

Application of Knowledge

Professional preparation should include instruction and opportunities to develop the skills, tools, understandings, and dispositions that lead to habits of reflection, analysis, and improvement as theory-guided practice. This belief flows from our valuing of excellence, reflection, leadership, theory- and research-based practice. It also relates to our commitment to use our disciplines, knowledge, and methods to meet all students' and clients' needs. Our programs, through courses and field experiences, are designed to develop the necessary skills and tools and to provide structured experiences for their application through such activities as large and small-group instruction, discussion, journal- or log-keeping, integrative seminars, pre- practica experiences, role-playing, modeling, simulations, research, problem-solving projects, reflective essays, etc. The reflective process also assists in the development of ethical practice and deepening of personal professional perspectives.

The skills we have identified as essential to the development of school personnel also include applications of the knowledge bases described above in such areas as curriculum and lesson planning, adapting instruction to students with different needs, curriculum evaluation, assessment of students and clients, working effectively with professional colleagues, parents, and other stake-holders in the educational (or administrative, supervisory, counseling, or therapeutic) process, conducting or evaluating research, and reflecting on one’s and others’ instructional and/or other professional practices. Numerous additional professional skills are identified and developed within the specialty areas and programs.

Dispositions

Finally, the values and dispositions we regard as essential to the development of theory- guided practitioners who are reflective teachers, scientist-practitioner psychologists and counselors, and effective school learning leaders include the belief that all children can learn, that behavior can be changed, that organizations (for example, schools) can be more effective in support of learning goals, that the individual (the teacher, administrator, counselor, psychologist, and the learner/client him- or herself) can be an effective agent for

problem solving and change, that diversity is a strength, that fairness is an indispensable disposition, and that learning is a life- long process.

Commitment to Diversity

Response to the Individual

We value the individual and diversity. We value excellence, reflection, research, and theory-based best practice, ethical behavior, and social justice. Throughout our programs and practices, we strive to support and develop these values in ourselves, our organization, and in our candidates.

Individuals have a wide range of experiences and beliefs (including those that are culturally and/or environmentally-based) that influence their personal and academic development and needs. Recognizing and valuing learning differences, cultural, linguistic, socioeconomic, and experiential backgrounds and committing to work with individuals in complex metropolitan communities, demand that we intentionally, actively address issues of diversity including, but not limited to race, ethnicity, gender, language differences, disability, multiculturalism, and how these attributes affect and are affected by education and/or counseling.

The importance of these issues to the Graduate School of Education has been evident in our specialized programs (for example, bilingual school psychology, bilingual school counseling, early childhood special education) and our multicultural/urban education core degree requirements. But because we believe specialized foundational courses alone such as “Race and Multicultural Education,” “Historical, Philosophical, and Multicultural Foundations of American Education,” “Including Exceptional Students”, or more advanced courses, such as “Multicultural Counseling” and “Impact of Prejudice on Minority Groups in America” are not sufficient support to help our candidates meet the needs of all of their future students and clients, GSE faculty have endeavored to incorporate these issues purposefully and appropriately throughout GSE courses.

Context for Learning and Work

Many human activities and needs are context-dependent. We value community and collaboration and commit the School’s efforts to serve in complex metropolitan communities. We recognize the influence of family and community on individuals, the benefits and constraints of group experience, and the power of collaborative effort toward mutual goals. Curricula address the individual in family and community settings, the development of professional interactions for the benefit of students and clients, and context-sensitive strategies for educators, administrators, psychologists, and counselors to meet needs within the community.

We also recognize that a contributing factor to program excellence is the level of meaningfulness, or “fit” with the needs of the programs, participants and stakeholders. Thus, our programs are designed, reviewed and refined with formal and informal input from the candidates and graduates, and from our school, university, local, state, national and professional communities they serve. This extended sense of community is also a means by which we participate in the nationwide effort for education reform and model an understanding of the systemic relationships that exist in and beyond the classroom and school.

Commitment to Technology

The University has made major strides in developing technological resources for its instructional and administrative functions during the past few years (e.g., the use of Tk20, Blackboard, and SMART board technology in each classroom).

With respect to the Graduate School of Education, it may briefly be stated that its programs are committed to developing candidates' knowledge and skill in the use of technology to improve student learning. In the GSE there are specific courses in computer technology and multi-media applications and within other program courses there are activities and assignments involving technological applications (for example, data retrieval for research, lesson plan development, networking and communication).

Most candidates come to the GSE with their own e-mail addresses and familiarity with common software applications (for example, word processing, spreadsheets) and the internet. However, the University provides all students and faculty with a free email account and access to several computer labs and a variety of software applications. Within the GSE, there also exist specialized computer facilities—a dedicated instructional technology center for GSE candidates and faculty, and a portable internet-capable facility with 30 laptop computers, for use by candidates and faculty in their classes.

In addition, the University maintains a Media Center with a variety of equipment that is used by candidates and faculty—overheads, Powerpoint, slide projectors, video players, tape recorders, movie projectors, etc.

Faculty now make extensive use of Blackboard for support of their instructional activities, communicate with candidates extensively over email, and maintain their own websites with instructional and research materials. All faculty are expected to utilize our electronic submission system with students in courses that contain assignments in our aggregate evaluation system. Applications for admission to all programs are submitted on-line and reviewed by faculty online. Final course grades for all courses and programs must be submitted electronically.

Candidate Proficiencies Aligned with Professional and State Standards

The initial and advanced programs for the preparation of teachers and school personnel have been designed and implemented to adhere to the professional standards of the appropriate professional societies and organizations representing their respective disciplines, as well as those standards mandated by the New York State Education Department.

The various professional groups promulgating specific minimum standards to which our programs have been designed to comply include:

Interstate New Teacher Assessment and Support Consortium (INTASC), National Board for Professional Teacher Standards (NBPTS), Educational Leadership Constituent Council (ELCC), American Psychological Association (APA),
The New York State Education Department (NYSED), Commissioner's Regulations, and

Specialty Professional Associations (SPAs) in the discipline areas of:

Childhood Education (Association for Childhood Education International—ACEI), Early Childhood Education (National Association for the Education of Young Children
—NAEYC),
English Education (National Council of Teachers of English—
NCTE), Literacy Education (International Reading Association—
IRA),
Mathematics Education (National Council of Teachers of Mathematics—
NCTM), School Psychology (National Association of School Psychologists—
NASP), Science Education (National Science Teachers Association—NSTA),
Social Studies Education (National Council for Social Studies—
NCSS), Special Education (Council for Exceptional Children—CEC),
and Teachers of English to Speakers of Other Languages (TESOL)

Appendix B

GSE Standards

Graduate School of Education
Standards

Diversity
Graduates of the GSE respect cultural diversity and individual differences as strengths; hold the belief that individuals can learn, regardless of exceptionalities, background, or circumstance; and are committed to the education of individuals in complex urban and richly diverse communities. They recognize individual differences, unique qualities and diverse characteristics of the population of youth they work with in schools and they treat students with respect, fairness and equity.

Scholarship
Graduates of the GSE are committed to integrating theory, research and evidence in guiding practice; and believe in life-long learning and professional education as integral to continuing development of expertise; providing evidence that they can use their knowledge in light of available data to apply best practice to promote positive impacts on student lives thereby supporting the role and goals of school mandated by the broader community.

Community
Graduates of the GSE value community committed to communication, through a variety of venues, with all members of school/educational community. They know and understand the role and function of home/school/community connections in the context of creating support mechanisms for youth and student development.

Reflection
Graduates of the GSE value reflection in scholarly learning and professional practice, and are committed to improving practice through personal and collaborative reflection. They continually use tools of self-reflection to evaluate as well as improve as practitioners in schools.

Technology
Graduates of the GSE value the variety of technological resources for enhancing an individual's learning; view growth in technological expertise as integral to professional practice. They have knowledge and are skillful of the current informational technologies used within their field of practice.

Social Justice
Graduates of the GSE are committed to dismantling all forms of inequity/injustice, including discriminatory practices and everyday microaggressions, which violate the dignity and oppress the freedoms of people locally, nationally and globally and believe in the Ignatian mission of "cura personalis" – deep respect for the individual and his/her potential.

Appendix C

GSE Programs

GSE Programs

Adolescence Science
ADOLESCENCE BIOLOGY 7-12 - MST
ADOLESCENCE BIOLOGY 7-12 - TRANS B MST
ADOLESCENCE CHEMISTRY 7-12 MST
ADOLESCENCE CHEMISTRY 7-12 - TRANS B MST
ADOLESCENCE PHYSICS 7-12 MST
ADOLESCENCE PHYSICS 7-12 - TRANS B MST
Adolescence English
ADOLESCENCE ENGLISH 7-12 MST
ADOLESCENCE ENGLISH 7-12 - TRANS B MST
Adolescence Social Studies
ADOLESCENCE SOCIAL STUDIES 7-12 MST
ADOLESCENCE SOCIAL STUDIES 7-12 - TRANS B MST
Adolescence Mathematics
ADOLESCENCE MATHEMATICS 7-12 MST
ADOLESCENCE MATHEMATICS 7-12 - TRANS B MST
Adolescence Special Education
ADOLESCENCE SPECIAL EDUCATION 7-12 MST
ADOLESCENCE SPECIAL EDUCATION 7-12 MST + subject
ADOLESCENCE SPECIAL EDUCATION 7-12 TRANS B MST
Childhood 1-6
CHILDHOOD 1-6 MST
CHILDHOOD 1-6 TRANS B MST
CHILDHOOD 1-6 (WC) MST
Childhood Special Education
CHILDHOOD SPEC EDUC 1-6 MST
CHILDHOOD SPEC EDUC 1-6 - TRANS B MST
CHILDHOOD SPEC EDUC 1-6 MSE
Early Childhood and Early Childhood Special Education
EARLY CHILD ED B-2 MST

EARLY CHILD SPEC ED BIRTH-2 MST
EARLY CHILD SPEC ED BIRTH-2- MSE
Advanced Literacy
LITERACY ED BIRTH-6 MSE
LITERACY ED BIRTH-6 (WC) MSE
LITERACY ED 5-12 MSE
LITERACY ED 5-12 (WC) MSE
TESOL/Bilingual
TESOL - TRACK 1 MST
Bilingual Childhood
BILINGUAL CHILDHOOD1-6 MST
SCHOOL PSYCHOLOGY
BILINGUAL SCHOOL PSYCHOLOGY PD
SCHOOL PSYCHOLOGY PD
SCHOOL PSYCHOLOGY PHD
COUNSELING & PERS SERV
SCHOOL COUNSELING MSE
COUNSELING PSYCHOLOGY
COUNSELING PSYCHOLOGY PHD
MENTAL HEALTH COUNSELING
MENTAL HEALTH COUNSELING MSE
ADMINISTRATION & SUPERVISION
ADMINISTRATION & SUPERVISION MSE
ADMINISTRATION & SUPERVISION
ADMINISTRATION & SUPERVISION EDD
ADMINISTRATION & SUPERVISION PHD
CLAIR
CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH PHD

Appendix D

Role of the GSE Director of Assessment

Director of Assessment

The Director of Assessment is responsible for working with the faculty and administration to ensure that systems are in place to gather data necessary for the evaluation of outcomes. Specifically, the Director of Assessment:

1. Assures that the GSE assessment systems generate valid data for use in judging the effectiveness of programs in meeting GSE standards.

2. Provides consultation services to GSE programs in the design, implementation, and analysis of assessment systems to evaluate students at three transition points or gateways (admission, mid-point, and end-point).

3. Assures that all assessment systems in the GSE are fair, accurate, consistent, and non-biased.

4. Assures that GSE programs are implementing, analyzing, and using data to propose change and evaluate the effectiveness of those changes.

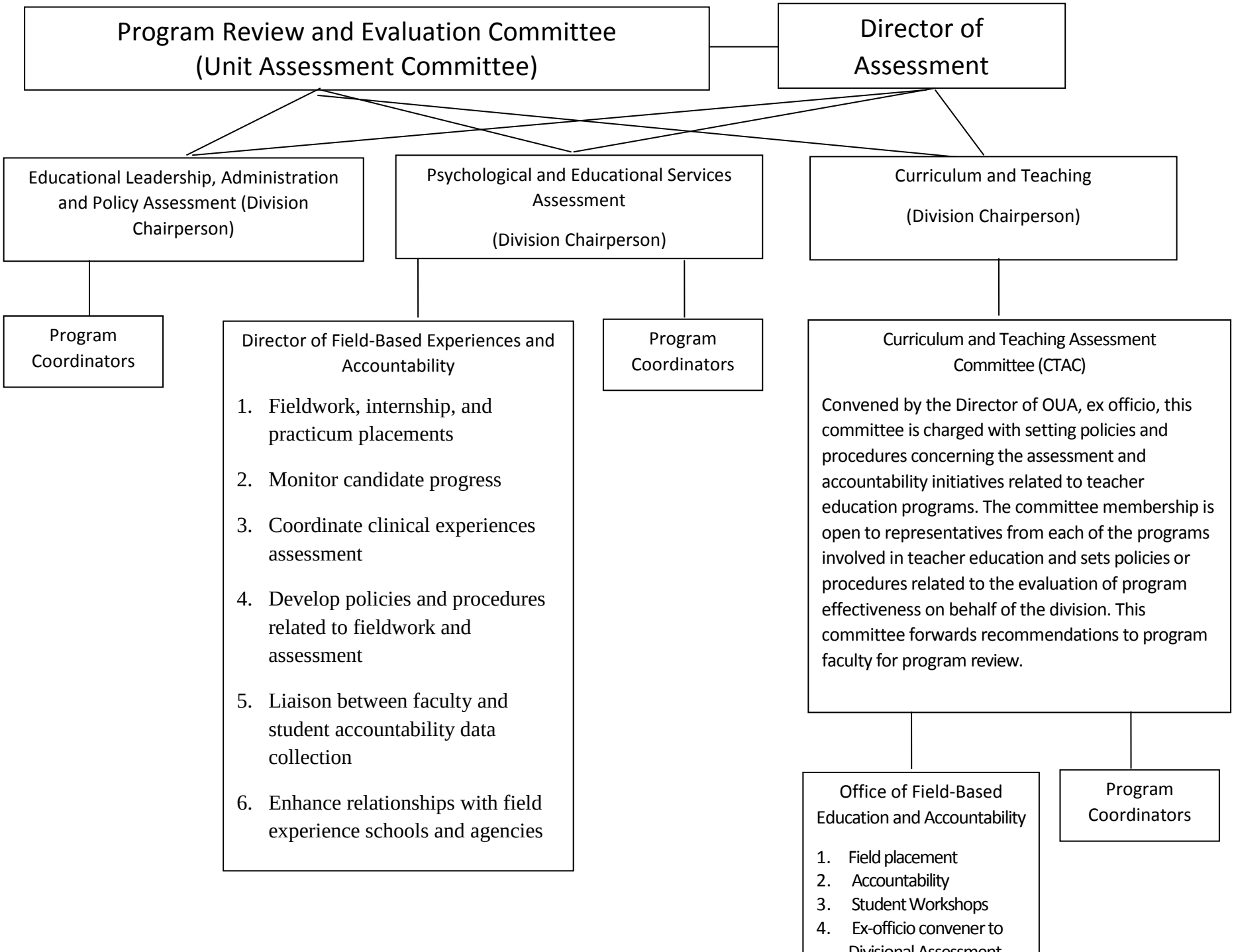
5. Maintains a system by which the results of program evaluations are periodically reviewed at the division level and then by the GSE for the purpose of judging the overall success of the program and determining the efficacy of program goals for improvement.

6. Continuously searches for ways for the GSE to improve its methods for gathering, analyzing, and disseminating results when evaluating candidates, programs, and the GSE as a whole.

7. Serves chairperson of PREC.

Appendix E

Evidence-Based Evaluation System Flowchart


Program Review and Evaluation Committee (Unit Assessment Committee)
Director of Assessment
Educational Leadership, Administration and Policy Assessment (Division Chairperson)
Psychological and Educational Services Assessment
(Division Chairperson)
Curriculum and Teaching
(Division Chairperson)
Program Coordinators
Director of Field-Based Experiences and Accountability
1. Fieldwork, internship, and practicum placements
2. Monitor candidate progress
3. Coordinate clinical experiences assessment
4. Develop policies and procedures related to fieldwork and assessment
5. Liaison between faculty and student accountability data collection
6. Enhance relationships with field experience schools and agencies
Program Coordinators
Curriculum and Teaching Assessment Committee (CTAC)
Convened by the Director of OUA, ex officio, this committee is charged with setting policies and procedures concerning the assessment and accountability initiatives related to teacher education programs. The committee membership is open to representatives from each of the programs involved in teacher education and sets policies or procedures related to the evaluation of program effectiveness on behalf of the division. This committee forwards recommendations to program faculty for program review.
Office of Field-Based Education and Accountability
1. Field placement
2. Accountability
3. Student Workshops
4. Ex-officio convener to
Program Coordinators

Appendix F

Tables Linking GSE and Program Standards and Sample of Assessment Alignment Matrix

Identification of common themes embedded in professional standards for teachers, school counselors, school psychologist and school administrators/leaders. Links to Conceptual are provided in parentheses in the first column.

Unifying Professional Standards *(With linkages to GSE Standards)*	Teacher Candidates (INTASC) 10 Principles	School Counseling Candidates (NBPTS) 11 Standards	School Psychologist Candidates (NASP) 11 Domains	School Administrator/Leader Candidates (NPBEA) 7 Standards
1. Knowledge and Application of the discipline *(Scholarship)*	Principle #1: **The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s)** he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	II. School Counseling and Student Competencies (p. 15) **Accomplished school counselors apply deep and broad understanding** of academic, career, and personal/social student competencies.	2.10 School Psychology Practice and Development: **School psychologists have knowledge of the history and foundations of their profession;** of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.	Standard 1.0: Candidates who complete the program are **educational leaders who have the knowledge and ability to promote the success** of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
2. Knowledge and Application of Human Development *(Scholarship)*	Principle #2: **The teacher understands how children learn and develop,** and can provide learning opportunities that support their intellectual, social and personal development.	Standard III: **Human Growth and Development.** Accomplished school counselors apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well-being.	2.4 Socialization and Development of Life Skills: **School psychologists have knowledge of human developmental processes,** techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to	2.3b Candidates **apply human development theory**, proven learning and motivational theories, and concern for diversity to the learning process.

			achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.	
3. Diversity *(Community, Diversity and Social Justice)*	Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to **diverse learners.**	V. Equity, Fairness, and Diversity (p. 29) Accomplished school counselors model and promote behavior appropriate in a **diverse and global society by showing respect for and valuing all members of the community.** They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities.	2.5 **Student Diversity** in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.	Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the **success of all students by acting with integrity, fairly, and in an ethical manner.**
4. Professional Strategies/Best Practices *(Scholarship)*	Principle #4: **The teacher understands and uses a variety of instructional strategies** to encourage students' development of critical thinking, problem solving, and performance skills.	IV. Counseling Theories and Techniques (p. 25) Accomplished school counselors demonstrate a comprehensive understanding of established and emerging counseling theories. **They possess a thorough knowledge of techniques**	2.3 Effective Instruction and Development of Cognitive/ Academic Skills: School psychologists have knowledge of human learning processes, **techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills**. School psychologists, in collaboration with others, develop appropriate cognitive	Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an **effective instructional program, applying best practice to student**

		and processes that form the foundation for effective school counseling with a diverse population.	and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.	**learning, and designing comprehensive professional growth plans for staff.**
5. Knowledge of Human Behavior *(Scholarship, Community and Social Justice)*	Principle #5: The teacher uses an **understanding of individual and group motivation and behavior** to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	*Language can be found in the elements (subcomponents) of the standards for the profession.*	2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated **biological, cultural, and social influences on human behavior.** School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.	*Language can be found in the elements (subcomponents) of the standards for the profession.*
6. Safe Environments *(Community and Social Justice)*	Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication **techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**	VI. School Climate (p. 35) Accomplished school counselors work to establish and **foster an emotionally, socially, and physically safe learning environment** for students, staff, and families.	2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that **create and maintain safe, supportive, and effective learning environments for children and others.**	Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that **promotes a safe, efficient, and effective learning environment.**

7. Community Goals (Community, Diversity, Social Justice)	Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the **community, and curriculum goals.**	I. School Counseling Program (p. 7) Accomplished school counselors develop and deliver a school counseling program that is comprehensive, demonstrates continuous improvement, and **advances the mission of the school.**	*Language can be found in the elements (subcomponents) of the standards for the profession.*	Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, **implementation, and stewardship of a school or district vision of learning supported by the school community.**
8. Assessment *(Scholarship and Technology)*	Principle #8: The teacher **understands and uses formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	IX. Student Assessment (p. 47) Accomplished **school counselors understand the principles and purposes of assessment, and the collection and use of data.** They regularly monitor student progress and communicate the purpose, design, and results of assessments to various audiences.	2.1 Data-Based Decision-Making and Accountability: **School psychologists have knowledge of varied models and methods of assessment** that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.	1.b. Candidates demonstrate the ability to use **data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results**, student and family demographic data, and an analysis of community needs.
9. Reflective Practice *(Scholarship, Community and Reflection)*	Principle #9: The teacher is a **reflective practitioner** who continually evaluates the effects of his/her choices and actions on others (students, parents, and other	XI. **Reflective Practice** (p. 57) Accomplished school counselors integrate their knowledge, skills, and life experiences to respond effectively to new or	2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and	2. a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs **based on reflective**

	professionals in the learning community) and who actively seeks out opportunities to grow professionally.	unexpected critical events and situations. They monitor and refine their work with continuous, in-depth reflection.	statistics in sufficient depth to **plan and conduct investigations and program evaluations for improvement of services.**	**practice** and research on student learning consistent with the school vision and goals.
10. Collaboration with Broader Community *(Community, Diversity, Social Justice)*	Principle #10: The teacher fosters **relationships with school colleagues, parents, and agencies in the larger community** to support students' learning and well-being.	VII. **Collaboration with Family and Community** (p. 39) Accomplished school counselors work collaboratively with families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community. They are knowledgeable of the community and community resources, and they utilize available resources to make appropriate referrals based on the needs of students.	2.8 **Home/School/Community Collaboration**: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **collaborating with families and other community members**, responding to diverse community interests and needs, and mobilizing community resources.
11. Technology *(Technology)*	*Language might be found in the elements (subcomponents) of the standards for the profession.*	VIII. Informational Resources and Technology (p. 43) Accomplished school counselors are skilled in the selection and use of **informational resources and technology** and use them to facilitate the delivery of a comprehensive school counseling program that meets student needs.	2.11 Information Technology: School psychologists have knowledge of **information sources and technology** relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.	*Language can be found in the elements (subcomponents) of the standards for the profession.*

12. Leadership and Policymaking *(Scholarship, Community and Social Justice)*	*Language can be found in the elements (subcomponents) of the standards for the profession.*	X. Leadership, Advocacy, and Professional Identity (p. 51) Accomplished school counselors work as **leaders and advocates** in the promotion of student learning and achievement. They adhere to ethical practices and engage in professional growth and development.	2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. **School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.**	Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context**.
				Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Graduate School of Education unit standards linked to unifying professional standards

Graduate School of Education Standards	Unifying Professional Standards
Diversity Graduates of the GSE respect cultural diversity and individual differences as strengths; hold the belief that individuals can learn, regardless of exceptionalities, background, or circumstance; and are committed to the education of individuals in complex urban and richly diverse communities. They recognize individual differences, unique qualities and diverse characteristics of the population of youth they work with in schools and they treat students with respect, fairness and equity.	**3. Diversity** **7. Community Goals** **10. Collaboration with Broader Community**
Scholarship Graduates of the GSE are committed to integrating theory, research and evidence in guiding practice; and believe in life-long learning and professional education as integral to continuing development of expertise; providing evidence that they can use their knowledge in light of available data to apply best practice to promote positive impacts on student lives thereby supporting the role and goals of school mandated by the broader community.	**1. Knowledge and Application of the discipline** **2. Knowledge and Application of Human Development** **4. Professional Strategies/Best Practices** **5. Knowledge of Human Behavior** **8. Assessment** **9. Reflective Practice** **12. Leadership and Policymaking**
Community Graduates of the GSE value community committed to communication, through a variety of venues, with all members of school/educational community. They know and understand the role and function of home/school/community connections in the context of creating support mechanisms for youth and student development.	**3. Diversity** **5. Knowledge of Human Behavior** **6. Safe Environments** **7. Community Goals** **9. Reflective Practice** **10. Collaboration with Broader Community**

	12. Leadership and Policymaking
Reflection Graduates of the GSE value reflection in scholarly learning and professional practice, and are committed to improving practice through personal and collaborative reflection. They continually use tools of self-reflection to evaluate as well as improve as practitioners in schools.	**9. Reflective Practice**
Technology Graduates of the GSE value the variety of technological resources for enhancing an individual's learning; view growth in technological expertise as integral to professional practice. They have knowledge and are skillful of the current informational technologies used within their field of practice.	**8. Assessment** **11. Technology**
Social Justice Graduates of the GSE are committed to dismantling all forms of inequity/injustice, including discriminatory practices and everyday microaggressions, which violate the dignity and oppress the freedoms of people locally, nationally and globally and believe in the Ignatian mission of "cura personalis" – deep respect for the individual and his/her potential.	**3. Diversity** **5. Knowledge of Human Behavior** **6. Safe Environments** **7. Community Goals** **10. Collaboration with Broader Community** **12. Leadership and Policymaking**

Appendix G

Sample of Program Assessment Alignment Matrix

Assessment Alignment Matrix – Sample (Childhood Special Education)

UNIT-WIDE STANDARD	PROGRAM STANDARD	ASSESSMENTS USED (1)	GATEWAY ASSESSMENT (2)	CANDIDATES' IMPACT ON STUDENTS/ CLIENTS (3)	WHEN ARE THE ASSESSMENTS CONDUCTED (4)
Diversity, Social justice	1. Foundation. Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education	PSGE 6324: Behavior Management Project		x	PSGE 6324
		DARS: items 1, 6	M		Fall student review
		State licensure exam	E		completion of the program
		The portfolio	E		completion of the program
Scholarship, Diversity	2. Development and Characteristics of Learners. Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community	PSGE 5500: Case Study on an Exceptional Learner	M		PSGE 5500
		PSGE 6324: Behavior Management Project		x	PSGE 6324
		DARS: items 1, 2	M		Fall student review
		State licensure exam	E		completion of the program
		The portfolio	E		completion of the program

Scholarship, Diversity, Social justice	3. Individual Learning Differences. Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.	PSGE 5500: Case Study on an Exceptional Learner	M		PSGE 5500
		CTGE 5161: Writing an IEP			CTGE 5161
		DARS: items 1, 2, 6	M		Fall student review
		State licensure exam	E		completion of the program
		The portfolio	E		completion of the program
Scholarship, Social Justice	4. Instructional Strategies. Special educators posses a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.	PSGE 5500: Case Study on an Exceptional Learner	M		PSGE 5500
		CTGE 5548: Interdisciplinary Theme Unit			CTGE 5548
		Evaluation of Student Teaching in a Special Ed Classroom: Lesson Planning and Instruction		x	Spring student teaching
		DARS: items 2, 6	M		Fall student review
		State licensure exam	E		completion of the program
		The portfolio	E		completion of the program
Scholarship, Community	5. Learning Environments and Social Interactions. Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN	Evaluation of Student Teaching in a Special Ed Classroom: Classroom Organization and Social Interactions		x	Spring student teaching
		PSGE 6324: Behavior Management Project		x	PSGE 6324
		DARS: items 2, 3	M		Fall student review
		The portfolio	E		completion of the program

	in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.				
Scholarship, Technology	6. Communication. Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.	Evaluation of Student Teaching in a Special Ed Classroom: Disposition for Teaching Personal and Professional Qualities		x	Spring student teaching
		CTGE 5159: Educational Assessment of Children with Language Issues			CTGE 5159
		DARS: items 2, 5	M		Fall student review
		The portfolio	E		completion of the program
Scholarship	7. Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.	CTGE 5548: Interdisciplinary Theme Unit			CTGE 5548
		Evaluation of Student Teaching in a Special Ed Classroom: Lesson Planning and Instruction		x	Spring student teaching
		CTGE 5161: Writing an IEP			CTGE 5161
		DARS: items 2	M		Fall student review
		The portfolio	E		completion of the program
Scholarship, Reflection	8. Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify	PSGE 6324: Behavior Management Project		x	PSGE 6324

	exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.	CTGE 5159: Educational Assessment of Children with Language Issues			CTGE 5159
		DARS: items 2, 4	M		Fall student review
		The portfolio	E		completion of the program
Reflection, Professionalism	9. Professional and Ethical Practice. Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.	Application Personal Statement	A		Admissions
		Evaluation of Student Teaching in a Special Ed Classroom: Disposition for Teaching Personal and Professional Qualities		x	Spring student teaching
		DARS: items 4, 7	M		Fall student review
		The portfolio	E		completion of the program
Community, Reflection	10. Collaboration. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community	PSGE 6324: Behavior Management Project		x	PSGE 6324

	agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.	Evaluation of Student Teaching in a Special Education Classroom: Communication and Collaboration		x	Spring student teaching
		DARS: items 3, 4	M		Fall student review
		The portfolio	E		completion of the program

(1) Identify assessment by title used in the program. Please describe it with sufficient detail to identify the name as well as type of assessment. (e.g., web postings of reelections on required course readings; PD comprehensive exam:ethics question, etc)

(2) Identify those assessment that are considered "gateway" assessment (see instructions).

(3) Place an "X" next to those assessments used to judge the candidates' impact on students/clients.

(4) Indicate the point in the program when the assessment is administered (e.g., teaching/internship, required courses [specify course titles and numbers].

Note: DARS = Disposition Assessment Rating Scale

Appendix H

Disposition Assessment Rating Scale (DARS)

FORDHAM UNIVERSITY
THE JESUIT UNIVERSITY OF NEW YORK

Graduate School of Education

Dispositions Assessment Rating Scale (DARS)

	Met	Not Met	No opportunity to observe
Diversity			
• Respects cultural diversity and individual differences. • Holds the belief that all students can learn, regardless of background or circumstance. • Is committed to the education of individuals in complex urban and metropolitan communities. Comment:			
Scholarship			
• Hold as important theory and evidence in guiding practice. • Values the importance of continuing professional development. Comment:			
Community			
• Is sensitive to community and its cultural mores. • Recognizes the importance of communication with parents as well as with members of the school/educational community. • Is committed to meeting the changing educational needs of children and adults from richly diverse communities. Comment:			

Reflection			
• Values reflection in professional practice. • Is committed to improving practice through reflection and collaboration. Comment:			
Technology			
• Values technology for improving students' learning. • Views technology as integral to professional growth. Comment:			
Social Justice			
• Cares about all dimensions of each student's/client's well-being (physical, mental, social, emotional, and spiritual) • Seeks to tap the full potential of mind and heart. Comment:			
Professionalism			
• Is responsible and ethical. • Holds as important professionalism in dress, language, and behavior. Comment:			

Appendix I

Impact Survey Overview and Impact Survey

CANDIDATE IMPACT ON STUDENT LEARNING ASSESSMENT: AN OVERVIEW OF ROLES AND RESPONSIBILITIES

Visit 1.
Candidate Rolesith candidate. Supervisor makes judgment of lesson plan and assessment plans using criteria in the rubric.

Supervisors instructs candidate to be prepared to share student learning outcomes with supervisor on next visit. Supervisor also instructs candidate to present reflective statement along with student outcomes.

Visit 2.
Supervisor Roles:
Conduct routine responsibilities associated with typical site visit.
Supervisor carves out 10-15 minutes to allow time for candidate to present the learning outcomes of the previous lesson.
Supervisor makes judgments on the presentation of outcomes and the candidates reflection using criteria found in the rubric .

Candidate Roles:
Engage in routine activities expected during a site visit.
Provide supervisor with learning outcomes and reflective statement addressing the points identified in the directions and rubric for the Impact on Student Learning Assessment.

Online:
Supervisor accesses and completes online survey using information from Visits 1 and 2.

Candidate accesses TK20 and uploads lesson plan, student outcomes and reflective piece (as one file).

FAQs: Formats

Must the lesson plan be in a particular format?
No. The lesson plan must in the format typically required in the field experience.
Must the lesson be one class period?
The lesson may be one period or it may extend over a period of time (several classes).
Must the lesson be whole class format?
The lesson can be individual, small group, or whole class.
Must the candidate's planned assessment take place immediately upon the conclusion of the lesson?
No. The assessment must, however, tie directly to the lesson's targeted objective(s).
Must I observe the implementation of the assessment plan(s)?
No. You will only look at the end results.

FAQs: On Site Activities

Are my responsibilities significantly different from previous expectations?
They should not be. You are asked to review the candidate's plans for instruction and assessment, observe the candidate teach, and conduct an instructional debrief. YOU ARE, HOWEVER, ASKED TO CARVE OUT 10-15 MINUTES ON THE NEXT VISIT TO REVIEW AND EVALUATE THE PRESENTATION OF LEARNING OUTCOMES AND REFLECTIVE PIECE CONNECTED TO THE LESSON YOU OBSERVED.
Must I observe the lesson?
You should observe at least one instructional period in which the lesson is taught.
Which candidates (student teachers) must be assessed using this survey?
For now, prepare to assess all of the candidates (student teachers) you are supervising. Be prepared to receive more information shortly on this matter.
Does this assessment replace any forms or assessments currently required by the GSE?
No. Please be sure to complete all hard copy and electronic forms required by program.

FAQs: Online Activities

Must I access TK20 or some other electronic storage place to see the lesson?
No. The candidate should give you a hard copy of the lesson and reflection piece.
What if I do not know the candidate's exact program of study?
You will be given the program of the candidates you are supervising in the email you receive containing the link to the online survey.
How many times must I complete the survey?
You must complete the survey ONCE in the semester for EACH candidate you supervise.
If I am given ONE URL address, how do I complete the survey for more than one candidate?
When you are finished assessing one candidate, close the window. Then either click on the URL address in your email again or paste the URL in the address bar on the navigation page and hit enter (or search). A FRESH survey will open for you to complete.
Who shall I contact should I have trouble with the system?
TO BE INSERTED
When must this assessment be submitted?
Your assessment must be submitted before the end of the term (the end of the semester according to the GSE Academic Calendar).

Fordham University
Graduate School of Education
Curriculum and Teaching Division

IMPACT ON STUDENT LEARNING FIELD ASSESSMENT FORM

Introduction to Field Specialists:
In both part-time and full-time field placements, candidates are requested to submit to TK20 an electronic copy of a lesson plan that s/he has taught. Just as you have been sent a link for uploading information, candidates are given a URL address to upload this assignment. As in all well-planned lessons, the lesson plan must include a detailed description of each of the following:

1. Objectives that are:
    - clear
    - grade/age/subject appropriate, and
    - linked to professional learning standards (such as the NYSED)
2. Assessment plans that:
    - are appropriately designed to measure the targeted instructional objectives (congruent to instruction design)
    - contain formative & summative assessments
    - contain clear criteria
    - are shared with students prior to the administration of the assessment

In addition, each candidate must include a reflection piece that speaks to the following:

1. A quantitative and/or qualitative description of the student outcomes (i.e. scores, grades, evaluations)
2. An interpretation of the student learning outcomes (what do the evaluations, scores, and/or grades mean?)
3. A statement that describes the feedback the candidate provided to students based on the learning outcomes
4. A statement that describes what the candidate intends to do next as a teacher based on the learning outcomes
5. A summary statement that describes the impact the candidate has as a teacher on student learning.

FIELD SPECIALISTS:
PLEASE COMPLETE THIS FORM FOR EACH CANDIDATE YOU ARE SUPERVISING IN THE FIELD.

Instructions
Please ask your student teacher for a hard copy of the lesson plan and reflective statement s/he submitted to TK20 for this assessment. Next, review the work using the criteria provided in the rubric. Next, provide the information requested below and evaluate the candidate's response to this task using the online form. The rating scales range from Strongly Agree to Strongly Disagree. You may use the lesson plan, reflective statement and any information gathered during an observation or debrief/discussion to evaluate the candidate on the criteria found below. PLEASE SUBMIT ONE EVALUATION FOR EACH STUDENT TEACHER YOU SUPERVISE.

Have you observed the candidate teach the lesson submitted for this assessment? ◯ Yes ◯ No

Semester

Campus

TEACHER CANDIDATE INFORMATION:

First Name

Last Name

Email

Clinical Level ◯ Part-Time ◯ Full-Time

Identify Candidate Type ◯ Traditional ◯ TFA ◯ Fellows

Please select what program the teacher candidate is presently enrolled:
Initial Teacher Education Programs

Optional:
P.D. Advanced Certificate Programs

Extension Programs

FIELD SUPERVISOR INFORMATION:

First Name

Last Name

Title

Email

SCHOOL/SITE INFORMATION:

School/Site

Street

City

State

Zip

RATING SCALE:

Please rate the level of functioning in the following areas.
4 = Standard met, exemplary performance
3 = Standard met, proficient performance
2 = Standard met, proficiency emerging
1 = No evidence of meeting standard

ELEMENTS: 1: LEARNING OBJECTIVES

Objectives		4	3	2	1
1	Objectives are clearly stated.	◯	◯	◯	◯

Appropriateness		4	3	2	1
2	Objectives are appropriate for the targeted population in terms of age, development and readiness.	◯	◯	◯	◯

Connections to Professional Learning Standards		4	3	2	1
3	Connections to the National Standards and NYSED Learning Standards are clearly identified.	◯	◯	◯	◯

ELEMENTS: 2: ASSESSMENT PLANS

Congruence to Instructional Objectives		4	3	2	1
1	The assessment approach is congruent with the instructional objectives (both in content and process).	◯	◯	◯	◯

Criteria and Standards		4	3	2	1
2	Assessment criteria are clear.	◯	◯	◯	◯

Criteria and Standards		4	3	2	1
3	Assessment criteria have been clearly communicated to students.	◯	◯	◯	◯

Formative and Summative Assessments		4	3	2	1
4	The candidate describes the formative assessment used within the lesson plan.	◯	◯	◯	◯

Formative and Summative Assessments		4	3	2	1
5	The candidate describes the summative assessments used within the lesson plan.	◯	◯	◯	◯

ELEMENTS: 3: DATA (RESULTS AND INTERPRETATIONS)

Presentation of Findings		4	3	2	1
1	Assessment outcomes are presented.	◯	◯	◯	◯

Analyses and Reporting		4	3	2	1
2	Analyses of student outcomes are complete and thorough	◯	◯	◯	◯

Interpretation		4	3	2	1
3	There is a clear and reasonable interpretation and discussion of the results of the assessment.	◯	◯	◯	◯

ELEMENTS: 4: REFLECTIVE STATEMENT OF IMPACT ON STUDENT LEARNING

Overall Impact on Student Learning		4	3	2	1
1	The candidate provides evidence that s/he has a positive impact on student learning.	◯	◯	◯	◯

Feedback to Students		4	3	2	1
2	The candidate describes samples of feedback to students.	◯	◯	◯	◯

Feedback to Students		4	3	2	1
3	The feedback is high quality and appropriate.	◯	◯	◯	◯

Use for Planning		4	3	2	1
4	The candidate identifies how assessment results are used to plan for individuals and groups of students.	◯	◯	◯	◯

Impact on Instruction		4	3	2	1
5	The candidate provides a rich and thoughtful description of the way in which his/her instruction was positively influenced by the findings of his/her assessment strategies.	◯	◯	◯	◯

Comments

IMPACT

1. Please rate the degree to which you agree with the following statement:
"The teacher candidate had a positive impact on student learning."

- ○ strongly disagree
- ○ disagree
- ○ Neither agree/nor disagree
- ○ agree
- ○ strongly agree

2. Please check the types of evidence you used to support your judgment (check all that apply).

- ☐ Pre and post tests used to evaluate student learning
- ☐ Project results
- ☐ Candidate grade books
- ☐ Administrator reports
- ☐ Formal observation
- ☐ Lesson plans
- ☐ Cooperating teacher reports (for use by field specialists)

Submit Reset

Appendix J

Exit Survey

FORDHAM UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

Exit Survey

We are asking recent GSE graduates to take a few minutes to complete the following survey. The survey is designed to gather your views and opinions about the degree or diploma program you recently completed.

The survey collects information anonymously, so be careful not to divulge your identity. Faculty will use the information provided in this survey along with the performance of its students on achieving the program's standards to set goals to improve the program.

There are four parts to the survey.

PART 1 asks general questions about the quality of your education and educational experiences;

PART 2 asks you about the academic challenge your program posed;

PART 3 asks your judgment of the degree to which the program provided the education necessary to meet the program's standards.

PART 4 asks a single question about how well the program prepared you to have an impact with children and clients.

PART 1

Please read each of the following statements and rate the degree to which you agree with it. Please remember that the survey is asking about the degree or diploma program you recently completed.	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1. The program's faculty possess the knowledge necessary to provide students with a quality education.	1	2	3	4	5
2. The program's faculty prepare students to use technological resources effectively as professionals.	1	2	3	4	5
3. The program promotes an inclusive, collaborative, supportive community and culture among its students.	1	2	3	4	5
4. The program's faculty provide the guidance needed to complete the program.	1	2	3	4	5
5. The program's curriculum exposes students to relevant research and practice.	1	2	3	4	5
6. Through its teachings, the program affirms Fordham's commitment to research and education that assist in promoting social justice.	1	2	3	4	5
7. The program's faculty promote ethical professional behavior.	1	2	3	4	5

8.	The program's faculty prepare students to work cooperatively with others in their chosen profession.	1	2	3	4	5
9.	Timely completion of the program is stressed by the program's faculty.	1	2	3	4	5
10.	The program's faculty model the integration of theory and evidence to guide professional practice.	1	2	3	4	5
11.	The program's faculty foster reflective practice.	1	2	3	4	5
12.	The program's faculty provide constructive feedback regarding performance.	1	2	3	4	5
13.	The educational culture of the program heightens awareness of issues of diversity.	1	2	3	4	5
14.	Sufficient technology, library resources, and professional materials are made available to students.	1	2	3	4	5
15.	The program prepares students to work effectively with diverse people and settings.	1	2	3	4	5

PART 2

Please read each of the following statements and rate on a scale from never to always.	**never**	almost never	sometimes	almost always	always
1. To what extent did your program contribute to your knowledge, skills, and personal development in the following ways?	1	2	3	4	5
• Writing clearly, accurately, and effectively.	1	2	3	4	5
• Thinking critically and/or analytically.	1	2	3	4	5
• Learning effectively on your own, so you can identify, research, and complete a given task.	1	2	3	4	5
• Working effectively with other individuals	1	2	3	4	5
• Applying theories and techniques learned in class to real life professional situations.	1	2	3	4	5
2. To what extent did your exams/projects/papers challenge you to do your best work?	1	2	3	4	5
3. How often were you required to include multiple perspectives in class discussions or writing assignments?	1	2	3	4	5

PART 3

Please rate how well the program from which you are graduating prepared you to meet each of the following standards.

Please read each of the following statements and rate on a scale from never to always.	poorly prepared	not well prepared	adequately prepared	well prepared	very well prepared
Program standard 1	1	2	3	4	5
Program standard 2	1	2	3	4	5
Etc.	1	2	3	4	5

Part 4

Please rate how well the program from which you are graduating prepared you to have an impact

Please read each of the following statements and rate on a scale from never to always.	poorly prepared	not well prepared	adequately prepared	well prepared	very well prepared
Overall, how well has the program prepared you to make a positive impact on student/client behavior?	1	2	3	4	5