Education Unit Retreat Agenda
February 16, 2012

10:30  Welcome and Focus

10:45  Presentations by 6 committees

11:30  Ken Zeichner: Two Visions of Teaching and Teacher Education for the Twenty-First Century

12:30  Lunch, Fahey Presentation, and Program Conversations

1:30   Programs Share
Standard 1: Knowledge, Skills and Dispositions

Committee Chairs:
Denise Ferrara
Lynn Howell
Standard 1: Highlights

- **Knowledge, Skills and Dispositions for Teacher Candidates**
  - Content and pedagogical content knowledge and skills
    - NYS CST pass rate of 98.5 compared to state-wide rate of 99.5
    - QC Teams acceptable to target on all measures
  - Impact on student learning
    - Candidates scored between target and emerging
    - Higher percentages of candidates, teacher supervisors, and campus supervisors responded
    - Graduate advanced candidates performed higher than did initial certification candidates

- **Professional Knowledge and Skills for Other School Professionals**
  - No NYS exams exist for these three Programs (School Psychology, Counseling, and Educational Leadership)
    - School Psychology and Counseling use discipline-specific cumulative examinations yielding nearly 100% pass rate
  - Candidates’ use of research to inform practice was rated well above target
  - QC Teams target levels on “dispositions” and “impact on student learning”

- **Queens College Core Values**
  - For all programs, QC Teams forms submitted by candidates, site supervisors/teachers, and campus faculty yielded scores above target for adoption of Queens College Core Values
Standard 1: Recommendations

- Refine measures of impact on student learning
- Construct-validate QC Teams forms (or new forms that are used)
- Increase the numbers of candidates, site supervisors/teachers, and campus faculty who respond
- Delineate relationships among measures
- Increase inter-rater reliability of site supervisors and teachers
Standard 2: Assessment System

Committee Chairs:
Alpana Bhattacharyya
Michael Toner
Standard 2: Highlights

- Standards’ reports reflect thorough review of data from assessment system based measures
- Average ratings (means = 3 to 4) are consistent across measures and raters
- Faculty ownership of measures and review of resultant data for program improvement
- Refinement of measures based on program specific need for improvement
- Collaborative decision making regarding measures and changes across committees
Standard 2: Recommendations

- Movement from unit wide to program specific measures are to be emphasized
- Data suggest an attention to measures for graduate professional certificate programs
- Ensure use of measures that produce useful (fair, consistent, and accurate) data
- Refine measures to detect continuous improvement across programs
- Professional development pertaining to assessment system and accreditation updates
Standard 3: Clinical Experience

Committee Chairs:
Jackie Davis
Bobbie Kabuto
Standard 3 Highlights

- Strongest ranked area: Demonstration of Knowledge, Skills and Dispositions to Help All Students Learn
- Strong design, implementation, and evaluation of field work
- Strong partnerships, including school PD
- Results acceptable at both initial and advanced program
- Graduate programs appear to more aligned with Standard 3 elements
Standard 3 Recommendations

- Include video assessments in field experiences
- Remuneration for supervisors and CTs
- Limit supervisory loads
- Continual evaluation of theory-practice
- Continue to build culture of collaboration
- More tenure track faculty supervision
- Strengthen initial certification programs, particularly at the undergraduate level.
- Specific recommendations for programs
Standard 4: Diversity

Committee Chairs:
Yu Ren Dong
Patricia Velasco
Standard 4: Highlights

- Two unit wide candidate assessment rubrics were designed to assess candidates’ knowledge, skills, and disposition of working with ELLs and students with special needs.
- Reports on the QCTEAMS, PARs summaries, and college counts revealed an increased awareness and emphasis on diversity among both faculty and candidates.
- Diverse field placements provided candidates with rich and authentic experiences.
- Specific programs led the efforts in diversifying the curriculum and instruction.
Standard 4: Recommendations

- We need to move forward with the rubric revision and alignment with the course requirements in order to address candidates working with English learners and students with exceptionalities within the unit.
- Data for certain programs is difficult to analyze. PARs summaries need to be better organized and presented.
- Better ways of collecting candidate and faculty diversity data.
Standard 5: Faculty Qualifications

Committee Chairs:
Susan Turkel
Myra Zarnowski
Carole Rhodes
Standard 5: Highlights

- 111 full time faculty: 91.1% hold doctorates and 8.8% hold master’s degrees
- 198 adjunct faculty: 22% hold doctorates and 98% have experience in P-12
- Highest scores: interacting well with students and providing useful feedback
- 33 books, 47 book chapters, 106 journal articles, 247 presentations
- 62 research projects
- Professional development: conferences, brown bags, retreats, workshops
Standard 5: Recommendations

- Continued faculty development in technology
- Increased funding for collaborative endeavors
- Increased funding for travel
- Increased professional development in current topics and innovations in education
Standard 6: Unit Governance

Committee Chairs:
Matthew Day
Michelle Fraboni
Standard 6: Highlights

- The Unit Governance and Resource and Steering committees focused on developing collaboration and communication between the Unit departments, specifically with the satellite certification programs.
- Budget allocations indicated a strong pattern of institutional support for the Education Unit relative to the total Queens College community, receiving 12.8% of the budget for 8.4% of student enrollment.
- Funded grants and increased scholarship gave evidence to the robust development of our full time faculty and part time faculty continue to function at, or have retired from, educational settings specific to our candidates.
- The Education Unit committed to the development and implementation of a new assessment system.
- The Education Unit continued to increase the availability of technology in classrooms and to our candidates.
Standard 6: Recommendations

- Develop a formalized procedure to enhance collaboration and communication in regard to Unit decision-making procedures.
- Continue to pursue grants and supplementary resource support to further augment faculty development.
- Pursue alternatives, enhance existing office space, and possibly create additional space to accommodate new and some existing faculty members.
- Work within the Unit to provide and equip classrooms with consistent technological components (SMART Boards).
- Determine funding sources to hire a full time CLT (College Laboratory Technician) to provide technological support for the Education Unit.