

**Impact on Student Learning and Development: SPA Assessment #5 – Impact on Student Learning  
AY 2016-2017**

The following table provides summary data on the degree to which our SUNY Fredonia College of Education teacher candidates positively Impact on P-12 Learning and Development. Based on results of our Specialized Professional Association (SPA) results, results show the vast majority of our teacher candidates have demonstrated they can positively impact P-12 student learning and development. The table below shows that a high percentage of our teacher candidates demonstrated positive impact on P-12 student learning and development. The SUNY Fredonia College of Education programs listed in the table below have been Nationally Recognized by their Specialized Professional Program (SPA) and as such each program has demonstrated excellence in teacher preparation.

Specialized Professional Association (SPA)	Program	Degree	Assessment Used to Measure Candidate Impact on P-12 Student Learning	Percentage Meeting Target Performance
<b>Association for Childhood Education International (ACEI)</b>	Childhood Education	BSEd	Impact on Childhood Gr. 1-6 Learning – Outcome Assessment	> 90%
<b>American Council on the Teaching of Foreign Language (ACTFL)</b>	Adolescent Education - French, Spanish	BA	Impact on Foreign Learning – Outcome Assessment	> 90%
<b>Council of Exceptional Children (CEC)</b>	Childhood Inclusive Education	BSEd	Impact on Inclusive Childhood Gr. 1-6 Learning – Outcome Assessment	> 90%
<b>Education Leadership Constituent Council (ELCC)</b>	School Building Leadership	CAS	Collaborative Inquiry Project	> 90%
<b>Education Leadership Constituent Council (ELCC)</b>	School District Leadership	CAS	District Project	> 90%
<b>International Literacy Association (ILA)</b>	Literacy B-12	MSEd	Case Study	> 90%
<b>International Literacy Association (ILA)</b>	Literacy 5-12	MSEd	Case Study	> 90%
<b>National Association for the Education of Young Children (NAEYC)</b>	Early Childhood Education	BSEd	Impact on Early Childhood Learning – Outcome Assessment	> 90%
<b>National Council on the Social Studies (NCSS)</b>	Adolescent Education - Social Studies	BA	Cause & Effect Lesson Assignment in StT	> 90%
<b>National Association of Teachers of English (NCTE)</b>	Adolescent Education - English	BA	Four-Day Teaching Unit	> 90%
<b>National Council of Teachers of Mathematics (NCTM)</b>	Adolescent Education - Mathematics	BS	Student Teaching Impact Portfolio	> 90%
<b>National Council of Teachers of Mathematics (NCTM)</b>	Middle Mathematics	BS	Student Teaching Impact Portfolio	> 90%
<b>National Science Teachers Association (NSTA)</b>	Adolescent Education - Biology, Chemistry, Earth Science, Physics	BS	TWS AOSL during Student Teaching	> 90%
<b>National Science Teachers Association (NSTA)</b>	Adolescent Science Education	MAT	TWS AOSL during Student Teaching	> 90%
<b>CAEP Program Review with Feedback</b>	Bilingual Education	CAS		> 90%
<b>Teachers of English to Speakers of Other Languages (TESOL)</b>	Teachers of English to Speakers of Other Languages (TESOL)	MSEd	Effect on Student Learning during Student Teaching (TWS)	> 90%