



To: Higher Education Committee
From: John L. D'Agati *John L. D'Agati*
Subject: Update on Teacher Preparation Support Program
Date: April 21, 2014
Authorization(s): *J. B. 959.*
SUMMARY

Issue for Discussion

This item provides an update on the achievements of the Higher Education Faculty Development Program Memoranda of Understanding with SUNY, CUNY and the respective single-source agreement with the Commission on Independent Colleges and Universities.

Reason(s) for Consideration

For information.

Proposed Handling

This item will come before the Higher Education Committee for discussion at its April 2014 meeting.

Background Information

In April 2012, the Office of Higher Education announced the creation of a set of agreements with SUNY, CUNY and the Commission on Independent Colleges and Universities ("clcu"). Funded with \$10 million in Race to the Top (RTTT) funds, the Higher Education Faculty Development Program is intended to strengthen teacher and leader preparation programs by providing professional development for deans, department chairs, faculty members (full- and part-time), program directors/coordinators, mentors/supervisors, and their respective colleagues in the Colleges of Arts and Sciences.

The MOU for SUNY was signed in June 2012, followed by the MOU for CUNY in July 2012. The single-source contract with clcu was finalized in December 2012. Over the past year and a half, each sector has implemented a variety of professional development activities and events focused on aligning higher education with the current P-12 reforms. The scope of work for each faculty development project includes preparation for all new certification exams (Academic Literacy Skills Test, Educating All Students test, Revised Content Specialty Tests, and edTPA), and includes aspects of the reform agenda such as Common Core, teacher and principal evaluations, Data Driven Instruction, and clinically rich teacher and leader preparation. A vibrant collaborative forum for this work is now in place on campuses across the State as faculty and staff members work to successfully prepare our future teachers and leaders.

In October 2013, the U.S. Department of Education approved NYSED's request for a no-cost extension through June 2015 for the current scope of work for each sector. An additional \$1.5 million was allocated to support the development of a new scope of work by each sector with topics derived from recommendations from the field. The Office of Higher Education continues to negotiate the new scopes of work and subsequent new MOU agreements, contract amendments, and budgets with each sector. Specific examples of work proposed to date include:

- increasing partnerships with community colleges,
- implementing strategies for recruitment of a more diverse educator pipeline,
- offering certification examination "retake" coursework,
- focusing on enhancing preparation curricula to include content addressing all new certification exams, and
- sponsoring regional P-20 collaboration projects to further enhance teacher and leader effectiveness.

Further, each sector has the opportunity to receive an additional award of \$500,000 to use for activities in one focus area provided by NYSED. Each sector must choose and create a work plan from the following areas of focus which align with current State goals and initiatives including: "P-20 collaboration," "educator diversity," or "communication and bringing work to scale."

Cross-Sector Challenges

Each sector has worked to increase communication and collaboration to solve implementation challenges occurring over the past year and a half. Some of the challenges reported by the sectors include:

- Placing student teacher candidates in certain regions of the State;
- Creating preparation materials and support for students taking the Educating All Students examination;
- Preparing candidates for the Academic Literacy Skills Test (ALST); specifically creating preparation materials and support for the writing portion of the ALST;

- Engaging P-12 partners in the work; creating new partnerships with BOCES, Teacher Centers, etc.
- Communicating new certification examination requirements to leadership programs (e.g. SDL will have to take EAS starting in 2015);
- Making adjustments to coursework and preparation programs without examination results data to inform these decisions;
- State’s timeframe to implement changes has accelerated institutions’ response to these changes;
- Necessary amendments for changes in budgets, drawing down funds in a timely manner; and
- Reacting and responding to concerns and challenges to the programmatic changes expressed by some faculty, students, parents, and union representatives.

In spite of these challenges, each sector has implemented a variety of professional development activities and events focused on aligning higher education with the current P-12 reform, ensuring college and career readiness, and increasing student achievement over the past year and a half. The desired outcome of these professional development activities is to influence course redesign and program changes at the college level, bring the realities of the P-12 reforms to light, and to prepare the type of candidates who are able to teach and lead effectively in those schools. The chart below is a summary of the faculty professional development meetings conducted during this academic year alone across the State on a variety of topics including all new certification examinations (Academic Literacy Skills Test, Educating All Students test, Revised Content Specialty Tests, and edTPA).

Faculty Professional Development Summary of Meetings and Participants (as reported by the sectors to SED) 2013-14 Alone				
	# of Quarter 1 Meetings	# of Quarter 2 Meetings	Total # of Meetings occurring July 2013 – January 2014	# of Participants for Quarter 2 Only
SUNY	253	311	564	807
CUNY	70	247	317	850
clcu	504	664	1168	838

CUNY Update

- CUNY held over 300 meetings related to faculty development program initiatives during the six month time period from July 2013 to January 2014. Sixty-four (64) of those meetings included Arts and Sciences faculty and another seventeen (17) involved the New York City Department of Education (NYC DOE). The work plan for the CUNY Faculty Development project can be found online at <http://www.highered.nysed.gov/pdf/cunymou.pdf>.

- CUNY launched a new teacher education website in March which contains a resource page on the certification examinations for candidates, a calendar for the current series of “Thursday Webinars,” which are focused on the new certification examinations, and other resources. Since its creation in March, this page is the 8th most viewed academic page CUNY-wide. The website can be viewed online at (<http://www.cuny.edu/academics/programs/teachered.html>).
- New partnerships have been formed with community colleges housing the largest schools of education with the intent to prepare and train faculty on the Common Core and certification examination requirements. Included in this partnership are the Borough of Manhattan College and Kingsborough Community College.
- On December 6, 2013, CUNY held an edTPA Implementation Conference which provided professional development, support, and training for nearly 100 CUNY faculty members. Staff members from both NYSED and SCALE were also in attendance at this event.
- Queens College created an “Educational Leadership and Teacher Education Collaborative Learning Clusters” pilot project in which education leadership candidates partner with teacher candidates to provide mentoring on Academic Language, Common Core Learning Standards, and the 2013 Danielson Framework.
- Campuses have purchased needed resources (cameras, computers, and electronic portfolio systems) and have hired Computer Learning Technicians to help candidates complete their edTPA.
- Faculty members CUNY-wide are identifying and integrating edTPA components into course content and have changed course syllabi (e.g. Medgar Evers and Staten Island). Resources for candidates preparing for the new certification exams have been developed and shared, including websites, video recording support documents and campus office hours to provide technology support for candidates completing their edTPA.

CUNY Future Activities

The following are examples of professional development activities planned by CUNY for spring 2014 in collaboration with the NYC DOE:

- CUNY has partnered with the NYC DOE to offer Teachscape Training licenses to faculty, providing them with practice in observing and evaluating teacher practice;
- NYCDOE is providing a series of 20 workshops for CUNY faculty. The workshops for spring 2014 include:
 - Practicing the Observation and Feedback Cycle using *Advance* (Introductory and Advanced workshops available): This workshop

takes participants through a calibration training cycle of observing teacher practice and providing feedback using the *Danielson Framework for Teaching*.

- Understanding edTPA and the *Danielson Framework for Teaching: Linking Pre-service and In-service Expectations*: This workshop focuses on how preparing students for the edTPA can also prepare them for in-service expectations.
- Connecting Common Core Learning Standards (CCLS) and the *Danielson Framework for Teaching*: This workshop focuses on the instructional shifts of the CCLS and how the *Framework* reflects those shifts.

clcu Update

- clcu held over 1,100 meetings related to faculty development program initiatives during the six month time period between July 2013 to January 2014. This sector has also engaged Arts and Sciences faculty (49 meetings), P-12 representatives (83 meetings), as well as included Teacher Centers and BOCES.
- clcu has recently posted the following new resources on the faculty development project website at <http://www.isnetworked.org>: the New York City/Long Island Region posted the April 2 webinar “Fostering Candidate Success with EAS and ALST”; the Western Region posted the March 24 webinar “Preparing for ALST”; and ISNetworkED posted the February 19 webinar and responses to questions from the “edTPA Retake Guidance” webinar with SCALE.
- clcu reports accomplishments across the sector in adjusted or redesigned field experiences, evidence of Common Core Standards integrated across subject areas, and courses and programs aligned to include the new certification assessments.
- The sector’s Vimeo video library currently hosts 17 videos and webinars with topics including: the edTPA, Common Core, Dignity for all Students Act (DASA), Academic Language, Academic Literacy Skills Test (ALST) and the Educating All Students (EAS) exam.
- Teacher educators at Nazareth College in western New York are mapping curriculum and using edTPA decisions to support the institution’s vision for inclusive teacher education. Three video clips and a powerpoint presentation are featured on the American Association of Colleges for Teacher Education (AACTE) website <https://secure.aacte.org/apps/rl/resource.php?resid=344&ref=rl>.
- clcu is using the expertise of National Board certified teachers to support faculty and candidates preparing for the edTPA and other certification examinations through a series of webinars.

According to feedback received from professional development participants, which were reported to NYSED, this project has facilitated the creation of networks that

did not previously exist. These networks have been beneficial and critical in helping faculties prepare for the changes in preparation programs. Activities that have contributed to the development and strengthening of partnerships created and nurtured in the project include: faculty retreats; collaborating with faculty at other institutions; regional meetings; statewide professional development meetings; attending the NYACTE conference; resource sharing; webinars; trainings; workshop opportunities; regional meetings and regional professional development; as well as the participation in the October edTPA conference. clcu's ongoing communication with the regional facilitators through regular conference calls and meetings has helped the regions to collaborate and share ideas.

The comments that follow were compiled from individual and institutional feedback, and underscore the comments above:

- “Planning sessions and PD activities have brought together leadership from neighboring institutions with teacher preparation programs. A recent PD activity included higher [education] leadership and K-12 faculty, which resulted in an excellent exchange of information from both sectors.”
- “Institutions report being very happy to work with clcu to forge stronger partnerships across programs in our region.”
- “We have worked with institutions in our Region to brainstorm the best ways to prepare our candidates for the new certification requirements.”
- “Excellent exchange of information from both sectors.”
- “The clcu conference calls, webinars, workshops, and training opportunities have been invaluable to us. We do not hesitate to call or consult in person or by email with colleagues from other institutions.”
- “The statewide PD opportunities included both education and Arts and Science faculty participation. It also afforded us the opportunity to learn from, and with Regional colleagues.”

clcu Future Activities

The following are examples of professional development activities planned by clcu for spring 2014:

- A Series of Webinars on the Educating All Students (EAS) certification examination. This workshop will enlist the support of experts in the field to present webinars in their areas of expertise that could contribute to course design for EAS.
- Common Core ELA and Math workshops: Follow-Up Work with Andrew Chen and Heidi Hayes Jacobs.
- edTPA workshop for “Low Incidence Certification Areas.”
- edTPA workshop for “Early Childhood Education.”
- A workshop focused on data driven instruction: “Using Data Effectively for Teachers, Principals and Superintendents.”

- A collaboration with the New York College English Association for its annual fall conference with a Common Core focus.
- Workshop on “Teacher Observations: edTPA to APPR” with Duffy Miller.
- clcu has invited SUNY, CUNY and NYSED to co-plan a sector-wide, statewide conference in Albany on June 18, 2014 on the topic “Using Emerging Evidence to Build Capacity and Inform our Educator Preparation Practices.”

SUNY Update

- SUNY reported a total of 564 meetings from July 1, 2013 through December 31, 2013. Topics included SUNY’s four critical areas of focus: Common Core Standards, teacher and leader certification performance assessments, data driven instruction and APPR, and clinically rich teacher and leader preparation. The work plan for the SUNY Faculty Development project can be viewed at <http://www.highered.nysed.gov/pdf/sunymou.pdf>.
- One of SUNY’s faculty development initiatives is clinically rich family engagement. In partnership with the Fort Ann Central School District, SUNY Plattsburgh at Queensbury has created a family engagement series to prepare pre-service teachers to authentically engage with parents including: Family Math Nights, Common Core Parent Training, Parent-Teacher conferences, and Literacy Lunches.
- Another area of focus has been sustainable P-20 professional development. In an effort to maintain P-20 collaboration, the University at Buffalo provides edTPA support, preparation, and training for both teaching candidates and cooperating teachers including: the development of webinars and learning modules; hands-on workshops to prepare faculty members for the edTPA, connecting to the Regents Reform Agenda; cooperating teacher edTPA introduction and support sessions and school based workshops to introduce edTPA to cooperating teachers.
- At SUNY Cortland a pilot for a Clinically Rich Model in Early Childhood Education has been developed and will be implemented. In collaboration with Broome Community College, and with input from Early Childhood Education faculty at SUNY Cortland, Tompkins-Cortland Community College, and Onondaga Community College, a UPK Clinically Rich Pilot Project is being developed and implemented. The model involves putting small groups of Early Childhood candidates at the same site with hosts to provide stronger on-site mentoring support through a collaborative review and critiquing of candidates’ teaching by host teachers, college faculty and pre-service teachers. Topic specific professional development will be provided for Early Childhood host teachers. An Early Childhood Mentor Teacher training module will be developed through a Professional Learning Community based on pilot results. Faculty members, host teachers and candidates will be surveyed about program effectiveness, and that data will be combined with a comparative study of outcomes for participant candidates versus non-participant candidates.

- SUNY's faculty development project provides sustained P-20 professional development that aligns with their work plan as well as supports teacher candidate success on the edTPA and other NYS Teacher Certification Examinations; informs revised practice and implementation of the Common Core in teacher and leader preparation programs and P-12 classrooms; improves the preparation and selection of cooperating teachers to support the success of teacher candidates; and creates new and expanded models of Clinically Rich Teacher Preparation. For example, SUNY New Paltz is developing online multidisciplinary learning modules designed for a P-20 audience.
- Stony Brook University is producing instructional videos to integrate the Common Core into teacher and leader courses.
- A team from SUNY presented their Faculty Development Project at the National AACTE conference in Indianapolis on March 1 – 3, 2014.

SUNY Future Activities

The following are examples of professional development activities planned by SUNY for spring/summer 2014:

- Science Week for Western NY during which the C-TEN work of Buffalo State College and the University at Buffalo will be highlighted.
- The School of Education Dean's Distinguished Speaker 2014 is Lisa Dieker, Pegasus Professor and Lockheed Martin Eminent Scholar, University of Central Florida. Her lecture is called "Preparation of the Next Generation of Learners: Innovations and Practical Application of Current and Emerging Technology" (TeachLive).
- North Country S-TEN Region is planning a regional P-20 convening to share best practices. Summer Leadership Training with HFM BOCES.
- SUNY Plattsburgh's Queensbury branch campus is sponsoring a "Great Teacher Academy" event which is open to all P-20 educators (register online at www.gcrtc.org) and a "Great Leaders Conference" in August 2014. Both events are at the Queensbury campus.

Related Initiatives

The Department has also initiated strong systems to support the development of clinically rich programs to better prepare new teachers for the classroom. We provided \$20 million to 13 higher education institutions so that they can offer teacher preparation programs that feature longer school based "residencies" for candidates mirroring a medical school model. Grant recipients are preparing candidates to take on roles as teachers in high need, low-achieving schools, and with high concentrations of underserved and/or underprepared students, like those living in poverty, those with special needs, or those who are learning English as a second language. Additional

information about the clinically rich programs can be found online at <http://www.highered.nysed.gov/facesinfield.html>.

OHE Update

The Office of Higher Education continues to provide ongoing support to New York State institutions of higher education with their implementation of the Regents Reform Agenda and their preparation for the new and revised certification examinations in the following ways:

- Designation of OHE staff to serve as direct liaison(s) to the field
- OHE participation in many regional or statewide meetings or events
- Development and distribution of print and web-based resources
- Collaboration and participation in the implementation of each sector's design and implementation plans, execution of the plans, and follow-up evaluations
- Delivery of NYSED presentations on the certification examinations for each sector
- Sponsorship of webinars, conferences, and meetings at which the certification examinations was discussed (e.g. edTPA Coordinator Conference call February 2014)
- Quarterly reporting and biweekly monitoring calls
- Frequent ongoing communication about the work

Recommendation

It is recommended that the Department continue to partner with each sector to support the full implementation of the Regents Reform Agenda and support the successful implementation of the new state certification examinations. The Higher Education Faculty Development Program has fostered an unprecedented level of communication, cooperation and collaboration within and across sectors and has created an increased sense of urgency regarding P-20 collaboration. We are encouraged by implementation activities to date; however there is still much work to be done.