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Our Students. Their Moment.

Update on Higher Education Faculty Development Agreements

Board of Regents
April 2014



SED Support for Educator Preparation Programs

\$10 million Race to the Top investment to support SUNY, CUNY and the Commission on Independent Colleges and Universities (clcu)

- **New and Revised Certification Examinations**
- **Integration of Common Core**
- **College and Career Readiness**
- **Clinically Rich Teacher and Leader Preparation**
- **Data Driven Instruction**
- **Annual Professional Performance Reviews**



An additional \$1.5 million in RTTT funding has been made available to further this work through 2015

Faculty Professional Development


Summary of Meetings and Participants (as reported by the sectors to NYSED) 2013 – 14 Alone

	# of Quarter 1 Meetings	# of Quarter 2 Meetings	Total # of Meetings (July 2013 – January 2014)
SUNY	253	311	564
CUNY	70	247	317
clcu	504	664	1168

CUNY Highlights and Events

- Queens College created an “Educational Leadership and Teacher Education Collaborative Learning Clusters” pilot project.
- Arts and Sciences faculty members are identifying and integrating edTPA components into course content and have changed course syllabi (e.g. Medgar Evers and Staten Island).
- NYCDOE is partnering with CUNY to provide Professional Development. For example, a workshop entitled Connecting Common Core Learning Standards (CCLS) and the *Danielson Framework for Teaching* focuses on the instructional shifts of the CCLS and how the *Framework* reflects those shifts.
- Since its creation in March, the CUNY teacher education resources webpage is the 8th most viewed academic page CUNY-wide.

clcu Highlights and Events

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- An “edTPA Retake Guidance” webinar with SCALE, clcu and NYSED was held on February 19, 2014. The webinar and a set of FAQ’s is currently posted on the clcu website.

- 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.

- Nazareth College faculty and candidates are featured on the AACTE website in a series of video clips offering perspective on edTPA in an inclusive teacher education program.



SUNY Highlights and Events

- A pilot for a Clinically Rich Model in Early Childhood Education has been developed at SUNY Cortland and is being implemented.

- 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 exams.

- Stony Brook University is producing instructional videos through role play scenarios to highlight effective administration and instructional practices across disciplines.

- SUNY Plattsburgh's Queensbury branch campus is sponsoring a "Great Teacher Academy" event which is open to all P-20 educators.



Planning for the Future

- Commissioner’s Regulations provide, among the requirements for a program to be registered, that a program must:
 - recruit qualified student bodies for teacher education,
 - prescribe study and experiences that will enable students to develop the knowledge, understanding, and skills necessary to successfully meet the requirements for certification (8 NYCRR 52.21(b)(2)).
- Therefore, a program is responsible for providing instruction sufficient to ensure all candidates are adequately prepared for certification.
- Further, CAEP requires a program “demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that [candidates] are prepared to teach effectively and are recommended for certification.” (See CAEP Standard 3).

Examples of Proposed Future Initiatives

- 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.

OHE Support for the Work

- Provides support to Regents Reform Agenda implementation and new certification exam preparation
- Direct liaison to the field with quarterly reporting and monthly monitoring calls and ongoing communication
- Attendance at regional/statewide meetings and events
- Print and web-based resources
- Collaboration with each sector's design and implementation plans, execution of plans, and follow-up evaluations
- Sponsorship of webinars, conferences, and meetings where certification exams are discussed

OHE Program Monitoring

- **Bi-weekly calls**
- **Quarterly reporting**
 - **Programmatic**
 - **Fiscal**
- **Data portal**
 - **Monitoring & Vendor Performance System**
- **Event participation**
 - **Presentations**
 - **Attendance**



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The following videos were viewed during this presentation:

- <http://edtpa.aacte.org/resources/candidate-to-candidate-reflections-on-taking-edtpa> (Takeaways from the edTPA experience)
- <http://edtpa.aacte.org/?s=Nazareth> (Kate DaBoll-Lavoie)
- <http://edtpa.aacte.org/?s=Nazareth> (Molly Keogh)

Thank you.

