



To: Higher Education Committee  
From: John L. D'Agati *John L. D'Agati*  
Subject: Update on Teacher Preparation Support Program  
Date: September 9, 2013  
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**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 September 2013 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 funds, the Higher Education Faculty Development Program is intended to strengthen teacher and leader preparation programs by providing professional development for teacher and school building leader education program 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, as we implement the Regents Reform Agenda, including the Common Core Learning Standards (CCLS).

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, each sector has implemented a variety of professional development activities and events focused on aligning higher education with the current P-12 reforms. A vibrant collaborative forum for this work is now in place on campuses across the state as faculties and staff work to successfully prepare our future teachers and leaders.

Although each sector has both developed and implemented initiatives aligned with the Regents Reform Agenda, there is still much work to be done. Challenges include:

- Communication. Although the field was notified of the move to new and more rigorous certification examinations in 2009, the Department continues to receive reports from faculty members and candidates who report having received insufficient information from their colleges and universities about the changes to the certification examinations that could impact course design and candidate preparation.
- Engaging Colleges of Arts and Sciences Faculties. The work on the CCLS requires a fundamental shift in the way in which faculty members in schools of education and colleges of arts and sciences teach content areas.
- Collaborating with P-12. Schools of education continue to report challenges in partnering with P-12. These difficulties include finding enough placements for student teachers – particularly as district hiring has slowed dramatically – and securing approval for candidates to complete the video recording component of the edTPA.
- Faculty Schedules. In some sectors, faculty employment and payment policies limit the amount of time allowable for “paid, non-teaching assignments” to 150 hours per semester which has impacted attendance at some scheduled events.
- Technology Expertise. Two sectors utilized a regional structure for the professional development and faced challenges in identifying efficient and affordable instructional technology, including technological support, to serve the regions, and creating an efficient process for communicating a large number of questions and answers from each region
- MOU Implementation Dates. As noted above, each sector began this work at a different time. clcu’s funded project was launched nearly 6 months after SUNY and CUNY had already begun their faculty development work. As a result, the independent campuses did not have a formal structure in place for collaboration.

An update by sector of accomplishments in Year 1 of implementation follows.

### **SUNY Update**

As stated in its MOU, the focus of SUNY’s work is “to provide high quality professional development to SUNY faculty who prepare future teacher and educational leaders and to create a broad networked learning community focused on current issues relating to the Regents Reform Agenda and Race to the Top.”

## Key Accomplishments

- The organizational structure of the project was established: Design Team I was created (a group comprised of eight SUNY Deans functioning to develop and guide the operational structure of the Faculty Development work). The framework for the structure of project activities rests on communication and collaboration at each of the following levels: 1) SUNY Teacher and Leader Education Network (S-TEN), 2) Campus Teacher and Leader Education Network (C-TEN), and 3) Regional Teacher and Leader Education Network (R-TEN). Attachment A includes the list of Design Team I members.
- Design Team II, comprised of faculty experts in each topic and/or subject area, was tasked with collaboratively planning MOU activities and events. Design Team II developed video vignettes to demonstrate best practices in Data Driven Instruction, which are posted online and are accessible to every region. Attachment A includes the list of Design Team II members.
- Curriculum mapping meetings were conducted both online and in person to develop crosswalks between the new certification examinations, School of Education courses, and Specialized Professional Associations (“SPA”) standards. These maps then drive curricular change at the campus level.
- Procedures and guidelines were established for the submission of Scopes of Work and budgets for the campus-based Clinically Rich projects and the Regional P-20 Collaborative projects. C-TENs initiated meetings and local events to expand partnerships within their colleges and with external partners, including community colleges and the P-12 community. For example, this past summer meetings were conducted with partner schools with the goal of aligning a collaborative literacy project to CCLS and to design training for cooperating teachers.
- Comprehensive action plans specifically focused on CCLS, clinically rich preparation, edTPA, Data-Driven Instruction and APPR were submitted to SUNY central office with implementation of curricular and course changes to begin immediately in the Fall 2013 semester.
- SUNY continued development and expansion of materials and resources on the S-TEN repository site and the development of the SUNY Learning Commons at <https://sites.google.com/a/fredonia.edu/sten-repository/>.
- Project staff visited Montclair State’s Centers of Pedagogy. This framework and design will directly influence the creation of four Centers of Pedagogy and a corresponding online resource center in New York by September, 2014.
- SUNY conducted an asset survey of clinically rich practices currently in place in each C-TEN. Results were subsequently utilized to perform a “gap analysis” and will drive future clinically rich professional development activities and, ultimately, drive the creation of campus action plans.

## CUNY Update

As stated in its MOU, CUNY has the following goals: “enhancing the clinical experience provided to candidates by the university, including [familiarity and fluency] with differentiated, data-driven instruction and CCLS, as well as preparation for the new performance based assessments and certification examinations.”

### Key Accomplishments

- A Teacher Education Council (“TEC”) and a MOU faculty development planning committee were established. The groups are led by Joan Lucariello, University Dean of Education, and are comprised of the leadership (deans and chairs of education) from the nine CUNY campuses involved in the MOU work. Attachment A includes the list of TEC members.
- CUNY Lehman College and College of Staten Island are requiring all teacher candidates to participate in a fall 2013 edTPA pilot and created a “checklist” of best practices aligned with the edTPA. Additionally, Lehman College revised its Methods courses to include guided journal responses for every candidate modeled after the edTPA narrative requirement.
- At Brooklyn College, the Childhood Education and the Special Education Departments are piloting the edTPA in fall 2013. Faculty members in these departments collaborated to integrate the edTPA knowledge, skills and practice across all required courses, rubrics, and clinical experiences. Faculty members also wrote an Introductory edTPA Guide to provide consistent information and guidance for their candidates.
- Approximately 145 faculty members completed training in the Charlotte Danielson Framework for Teaching and are certified to teach the Danielson framework to CUNY’s current teacher candidates.
- Curricular redesign related to enhanced clinical skills and integration of the CCLS is occurring on each campus. For example, each of CUNY’s five largest campuses hosted half-day workshops focused on topics such as “Literacy and Implementing Writing across Content Areas” (CCLS), Data-Driven Instruction, Writing and Academic Vocabulary, and Elementary Mathematics. The College of Staten Island developed and initiated a “Writing for Teachers” course (fall 2013) to strengthen both oral and written communication skills of candidates. Brooklyn College held two hands-on workshops focused on text complexity in the CCLS, which was attended by over 40 students and faculty, including teachers from its partner P-12 schools. At Medgar Evers College and Brooklyn College, faculties revised syllabi to add activities and assignments that integrate CCLS English Language Arts and Mathematics into instruction.
- Hunter College held a two-day conference for faculty members on curriculum mapping and current course analysis. By cross-walking elements of the edTPA

rubric with courses currently offered in the Education program, faculty members were able to identify existing gaps in the current course design and prepare an action plan to more appropriately align coursework to the edTPA framework. Specifically, various aspects of the edTPA (academic language, critical self-evaluation, and strong writing) are being integrated into classes for candidates and being developed into “anchor syllabi” in order to implement changes and be used CUNY-wide. At Queens College, School of Education and Arts and Sciences faculty are currently engaging in work to review changes in Content Specialty Tests (CST), the requirements of the new Academic Literacy Skills Test (ALST), and the alignment of the college’s liberal arts courses with the CCLS.

- Hunter and Queens Colleges re-organized field experiences to enhance clinical skills, including the designation of “Clinical Professors” or “Distinguished Lecturers” designed to increase participation by outstanding K-12 educators (such as master teachers) in clinical training.
- CUNY designed and established unique Campus Faculty Development Teams (campuses working with partner schools) that meet 40 hours per semester to collaborate on the MOU project. These teams include CUNY faculty members by major program area, K-12 school representatives, the NYC Department of Education Office of Teacher Education (“OTE”) Project Director, and a CUNY faculty Leader-Coordinator.

### **clcu Update**

As stated in its contract, “this initiative seeks to support, develop and deliver professional development activities to institutions’ administration and teacher education, arts and sciences, school leadership faculty, [other] relevant staff and K-12 educators, as appropriate. The project focus will be on integrating changes into teacher education and school building leader preparation programs and providing evidence for those changes. The changes to address include: preparation of teacher and school building leader candidates for the new certification assessments; the inclusion of the CCLS in teacher and school leader and the relevant arts and science programs; incorporation of use of data and data-informed decision making and instructional choices into teacher and school leader preparation programs.”

### **Key Accomplishments**

- The Expert Advisory Group (“EAG”) was established in January 2013 and is comprised of Deans of Education from seven of the Independent sector member institutions. This group guides the project and provides input and oversight on progress towards meeting project goals. Attached is a listing of the members of the EAG.
- The Faculty Development Project dedicated website was launched in April 2013 and provides a highly accessible repository for key state and regional information relating to the project at <http://www.isnetworked.org/index.php>. Each region has

its own page on the site for discussion and posting announcements, materials, research and a calendar of activities.

- At a regional workshop held at Syracuse University, participants received an overview by NYSED staff of the new and revised certification examinations. Presentation topics also included a discussion of effective strategies for implementing and scoring the edTPA and breakout sessions on the “Regents Reform Agenda for PreK-12”, “Academic Literacy across the Curriculum”, “Tying the edTPA to NCATE” and “Regional models for data-driven instruction across K-12 and school building leader curriculum.”
- On Long Island, Adelphi University hosted a workshop with the NYC-2 region on Data-Driven Instruction that was attended by 12 institutions and their corresponding school district (K-12) partners. Workshop participants received a DVD of the presentation(s) and two professional books relating to data literacy and its implementation: *Using Data to Improve Learning for All* (2008, Nancy Love) and *The Data Coach’s Guide to Improving Learning* (2008 Love, Stiles, Mundrey and DiRianna.).
- Deans, faculty and clinical supervisors from 15 institutions in the Western/Finger Lakes region participated in a regional workshop with Carol Tomlinson, Curry School of Education, University of Virginia, on Differentiated Instruction and the CCLS.
- The Sage Colleges hosted “Strategies for Implementing edTPA” and “Integrating Common Core Standards in Math and ELA” for the Central West/East region in June 2013.
- The Mid-Hudson Region produced and posted its first webinar in July 2013 on the edTPA and certification examinations. This is the first of eight scheduled online instructional modules and webinars on topics such as the CCLS, curriculum mapping, academic language and edTPA implementation. These resources are being used this fall at orientation sessions for Field Supervisors and student teaching candidates.
- Based upon data gathered from a needs-assessment survey, clcu partnered college faculty members with P-12 administrators from the Central NY region to create a professional development session entitled, “From edTPA to APPR: Looking at the Professional Continuum.” This session will be recorded and shared with all regions on clcu’s website.

## **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 each regional or state-wide meeting or event
- 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 were discussed
- Quarterly reporting and monthly monitoring calls
- Frequent ongoing communication about the work

### **Year 1 Innovations**

In its 1<sup>st</sup> year of implementation, the Higher Education Faculty Development Program resulted in numerous innovative approaches across sectors that will positively impact the alignment between teacher and leader preparation programs and the needs of P-12 schools and districts. The following statements were included in quarterly reports submitted to OHE:

- *“As a result of the collaborative planning and presentation of workshops, a renewed commitment to transforming the preparation of teachers and leaders as a P-20 educational community has emerged.” ~ Amanda Lester, SUNY Faculty Development MOU Program Coordinator*
- *“This program has brought out an opportunity for collective and collaborative reflection and work that had not occurred before among Independent Sector teacher and school leader faculty.” ~ Susan Nesbitt-Perez, clcu Vice President, Outreach and Financial Aid*
- *“Communications - internal to CUNY, between Central Office and the campuses – and within each campus – are ongoing and frequent. CUNY’s TEC Council serves as a vibrant forum to assess implementation efforts, challenges, and address needs.” ~ Hilary Aylesworth, CUNY Faculty Development MOU Project Coordinator*

### **Recommendation**

It is recommended that the Department continue to partner with each sector to support the full implementation of the Regents Reform Agenda. 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.

Attachment A – Contact Lists by Sector

<b>SUNY Design Team I Members</b>		
<b>Contact Name</b>	<b>Title</b>	<b>School</b>
Robert Bangert-Drowns	Dean	SUNY Albany
Marley Barduhn	Assistant Provost for Teacher Education	SUNY Cortland
Karen Bell	Associate Professor and Associate Dean	SUNY New Paltz
Peter Brouwer	Professor of Secondary Mathematics Education and Dean	SUNY Potsdam
Christine Givner	Dean and Professor, S-TEN Program Leader	SUNY Fredonia
Douglas Scheidt	Dean	SUNY Brockport
John Siskar	Senior Advisor for Buffalo State Educational Pipeline Initiatives	Buffalo State College



<b>SUNY Design Team II Members</b>			
<b>Member For</b>	<b>Contact Name</b>	<b>Title</b>	<b>School</b>
DDI & APPR PD Workshop	Laura Combs	Supervisor - Instructional Services (Student Support)	Capital Region BOCES
DDI & APPR PD Workshop	Steve Danna	Dean of the Branch Campus	SUNY Plattsburgh at Queensbury
DDI & APPR PD Workshop	Carol Dean	Associate Professor, Secondary Education	SUNY Oneonta
DDI & APPR PD Workshop	Jeffrey Linn	Associate Professor, Department of Educational Administration	SUNY Brockport
DDI & APPR PD Workshop	Lynae Sakshaug	Associate Professor, Department of Education and Human Development	SUNY Brockport
DDI & APPR PD Workshop	Kathryn Schiller	Associate Professor, Department of Educational Administration and Policy Studies	University at Albany
DDI & APPR PD Workshop	Douglas Scheidt	Interim Provost and Vice President for Academic Affairs, Design Team I Member	SUNY Brockport
DDI & APPR PD Workshop	Karen Bell	Associate Dean, School of Education, Design Team I Member	SUNY New Paltz

## CUNY Teacher Education Council (TEC)

Contact Name	Title	School
Joan M. Lucariello	University Dean of Education Professor of Psychology and Educational Psychology, Graduate Center	CUNY Central
Deborah Shanley	Dean, School of Education	Brooklyn College
Mary Driscoll	Dean, School of Education	The City College of New York
Anthony G. Picciano	Executive Officer, Program in Urban Education	The Graduate School & University Center
David Steiner	Dean, School of Education	Hunter College
Harriet Fayne	Dean, School of Education	Lehman College
Tabora Johnson	Assistant Professor, Department of Education	Medgar Evers College
Thomas Wilkin	Chair, Department of Career and Technology – Teacher Education	New York City College of Technology
Craig Michaels	Dean, Division of Education	Queens College
Ken Gold	Associate Professor, Department of Education	College of Staten Island
Lindamichelle Baron	Chairperson, Department of Teacher Education	York College

<b>clcu Expert Advisory Group (EAG)</b>		
<b>Contact Name</b>	<b>Title</b>	<b>School</b>
Deborah Colley	Dean of Education	Niagara University
Douglas Biklen	Dean, School of Education	Syracuse University
Lori Quigley	Dean, Esteves School of Education	The Sage Colleges
Shelley Wepner	Dean School of Education	Manhattanville College
Mary Brabek	Dean of the Steinhardt School of Culture, Education, and Human Development	New York University
James Hennessy	Dean, Graduate School of Education	Fordham University
Jane Ashdown	Dean of Education	Adelphi University