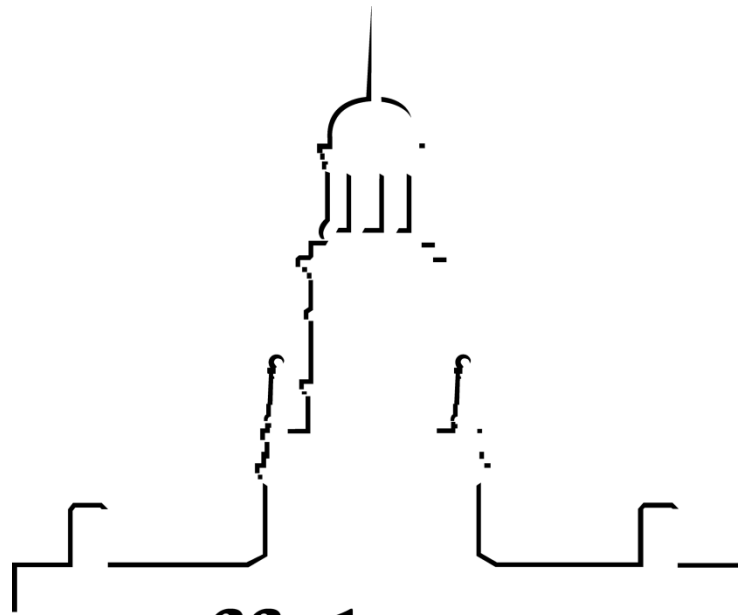


**Strategic Plan
School of Education**

2017-2018



Buffalo State
State University of New York

**“We have a strategic plan. It’s
called ‘doing things!’”**

Herb Kelleher, Southwest Airlines

Consistent with the Buffalo State Strategic Goals, the School of Education continues to frame our work around 6 priority areas that are specific to teacher and leader education and align well with campus wide goals.

SIX PRIORITY AREAS in the SCHOOL of EDUCATION

- 1. Curriculum Renewal**
- 2. Border Crossing**
- 3. A Shared Culture of Doing**
- 4. Impact and Partnerships**
- 5. Growth Mindset**
- 6. Exemplars of Teaching**

Buffalo State College Strategic Goal 1: Provide an Excellent Education Inside and Outside the Classroom

College Focus Area 1: Create Engaging and Distinctive Academic Programming SOE Priorities 1, 2, 5

Goal Statement 1.1.1 (BSC Goal: Focus Area: SOE Goal)

In the School of Education, creating engaging and distinctive academic programming begins with strong curriculum. In 2015 we began researching how to offer a streamlined dual certification curriculum for Childhood Education and Exceptional Education. We also closely examined how to make our Educational Leadership program distinctively different from other similar programs in Western New York. Curriculum re-visioning, new program submissions and the development of multiple pathways from undergraduate to graduate programs will continue to be the number one goal for the School of Education.

Key Performance Indicators/Assessments

- The Faculty in those departments with our largest enrollments, Elementary Education and Reading and Exceptional Education, along with consulting faculty from the Department of Social and Psychological Foundations of Education re-assessed the current curriculum of the dual certification undergraduate program to determine where credit hour economies, co-teaching, collaborative field placements and internal learning communities better meet the assessed needs in the educational community. They collaboratively developed a new plan that will synergize program elements and take greatest advantage of resources across departments. The resulting proposal will be approved by the College Senate Curriculum Committee by spring of 2018, and

submitted to SUNY and SED following that approval. Success on this aspect of goal 1 will be that the new program will be ready for enrollment by fall of 2019.

- The Educational Leadership program is in its second year of incorporating leadership training from *Franklin Covey* into courses in the program. Six of the workshops offered for no fee to our candidates include: the *4 Imperatives of Great Leaders*; *7 Habits of Highly Effective Leaders* (signature); and the *Principals Academy*. No other EDL program in New York State offers this distinctive “value-added” programming. Satisfaction with the new program elements will be assessed with current candidates through surveys and focus groups. Results will determine which elements have had the greatest impact and may suggest where reorganization of curriculum and Covey modules may be advantageous for our candidates.
- 4 + 1 programming will continue to be developed to provide multiple graduate pathways from all undergraduate programs into all graduate programs in elementary and exceptional education. Information on all 4 + 1 programs will be available for advisors and will be promoted by the Graduate Office and College Relations.
- Adult Education will solicit UG programs outside of the SOE (such as Psychology, Business, Social Work) to develop additional 4 + 1 pathways into Adult Education.
- An accelerated admissions option for high performing students in undergraduate literacy classes will be implemented to enroll recommended students in the Literacy Specialist GR program. Candidates selected for this option will be assessed for their success in the entry courses of the Literacy Specialist program. This may require 2 years of follow-up into the graduate program.
- Steady increases in enrollments in undergraduate and graduate education programs will demonstrate success of the 4+1 and accelerated admissions programs.
- A new “Prequel” program for educational leadership candidates will be developed in collaboration with Erie I BOCES. This program will recruit inaugural candidates in the spring of 2018 with potential matriculation to Buffalo State’s Educational Leadership Program in fall of 2018. Enrollment in our fall 2018 EDL/SDL entry cohort will include candidates who completed the Prequel.

Goal Statement 1.1.2

The unique International Professional Development School Consortium (IPDS) has become a distinctive hallmark of teacher education programs at Buffalo State. Original International school sites in the program will continue to be developed and extended. Faculty/ student exchanges and school improvement research done by students and faculty will be logged and impact studies developed to assess the value of the program. The IPDS program will be expanded to new international sites, made available to majors outside of education, and organized to assure regular travel and collaboration among the faculty who supervise the projects in IPDS countries.

Key Performance Indicators/Assessments

- Aggregate IPDS participation will demonstrate that 20% of the eligible education majors across all certification areas have applied for and/or traveled on IPDS journeys.
- The number of faculty in the SOE who participate in international programs will continue to increase so that the percentage of SOE/TEU faculty who participate in international programs will increase each year.
- Students and faculty will present individual research resulting from IPDS projects at the National Professional Development School yearly conference and at Student Research and Creativity Day.
- IPDS projects will become the foundation for Undergraduate summer research opportunities and Graduate projects.

Goal Statement 1.1.3

Employment data and teacher shortage data currently available in New York State point to a chronic need for teachers of Career and Technical Education and Technology Education. Our goal this year will focus on curriculum revision in undergraduate and graduate majors accompanied by recruitment and investment in new programs connecting our CTE and TED programs with school districts and BOCES across the state.

Key Performance Indicators/Assessments

- The Dean and chair will complete a 360 review of CTE/TED/FACS/BME programs at the undergraduate and graduate levels to see where economies and synergies can strengthen all of the programs and where shared resources and courses in other departments (such as Design) can be better utilized for our majors.
- We will work with the Master Teachers from technology and/or engineering to assess the relevance of our current programs and the adequacy of the resources that CTE/TED candidates need, and to suggest curricular enhancements that will make our programs relevant and attractive for returning adults and career changers.
- CTE/TED will develop plans for 4 +1 programming with UG majors such as engineering, computer science, hospitality and tourism, and other UG majors connected with CTE programs in high schools. Options for career pathways will be articulated and marketed to industry, two-year colleges and high school programs. Increases in enrollment in TED, FACS, BME, CTE will be monitored and assessed to determine areas of greatest interest.
- New adjunct arrangements allowing us to offer our courses in Wyoming County, Alfred State College, the New York State Department of Correctional Services (NYSDOCS) and as far away as Albany will be assessed for interest (numbers).
- A Middle States application for satellite sites in high needs areas was

submitted for Alfred State College. The SUNY/SED change form will be completed by December of 2017, and a new cohort of joint program candidates will begin as early as summer 2018.

- Collaborative programs with shared resources and courses with SUNY Oswego will be investigated.

Goal Statement 1.1.4

One of the most important ways that we can strengthen recruitment and support successful graduation for all candidates is to offer candidates information and opportunities for employment that lead to jobs. The teacher shortage prevalent in the country is beginning to be felt in specific areas of the state and even in the Western New York region. Career and employment programs for teacher candidates will be responsive to increased employment opportunities for graduates of our teacher education programs.

Key Performance Indicators/Assessments

- Shepherded by PDS Co-Director Sue McMillen, this year launched an innovative program developed in response to PDS partner districts' difficulties hiring substitute teachers. The DeFT (Developing Future Teachers) program, a collaboration between Buffalo State, Maryvale and Lancaster districts, employs current graduate students in professional and advanced programs who are initially certified, to serve one day per week as paid substitute teachers in specific buildings in the collaborating districts. We will continue to monitor increasing interest in the program, larger numbers of DeFT applicants, and new school districts who partner with us for DeFT programs. Options for Masters Including Initial Teaching Certification (MIITC) candidates who do not yet have initial certification will be investigated for potential combinations of DeFT employment and field experiences.
- We will continue to work with the Career Development Office to track student participation on the annual Teacher Recruitment Days and bi-annual Student Teaching Career Development Days. Attendance for student teachers will be judged successful if 80% of the qualified candidates attend Teacher Recruitment Days and 100% of our student teachers attend the Career Development Days prior to their student teaching semester.

Goal Statement 1.1.4

SUNY has recently issued a draft of a discussion document developed by a Task Force on Micro-credentialing, a term used in industry to certify competency training in specific sub-areas of employment. They offer this rationale for investing in SUNY micro-credentials:

As the pace of technological developments continues to increase, higher education has a responsibility to provide cutting-edge teaching and learning that prepares students for the workforce. A combination of applied learning

experiences, credentialing, and a quality degree stack the competencies needed for graduates to succeed in today's highly competitive job market. (SUNY Micro-Credentialing Task Force; *Report and Recommendations*; September, 2017)

Because the School of Education has recently developed highly specialized areas of study in TESOL, Urban Education, and International Education, we see great potential in adopting this workforce training model to advance our candidates' employability and distinctiveness. As a goal for this coming year, the School of Education will work with the Office of Continuing Education and Professional Studies to investigate the potential and viability of micro-credentials in TESOL, Urban Education, International Education, Autism, Severe Disabilities and other cluster areas naturally occurring in School of Education programs.

Key Performance Indicators/Assessments

- Micro-credentialing options for the programs and courses in the School of Education will be defined and a process for offering these "badges" to candidates will be explicated and presented to the faculty.
- Recruitment and marketing plans for micro-credential options will be developed and made available to faculty advisors.
- Candidates will participate in a micro-credential workshop in urban education in the summer, 2018.

College Focus Area 2: Academic Support Services

SOE Priorities: 3,4,5,6

Goal Statement 1.2.1

In 2014, the Department of Exceptional Education was named an Outstanding Assessment Department. Faculty in the SOE have been honored with awards for providing significant student support, from Presidential recognition for faculty advisement to Chancellor's Awards for Excellence in Teaching and Service. These awards bear evidence to the continuing commitment of the SOE faculty to high quality academic advisement, teaching and strategies that support student success. Our goal for this year's strategic plan will be to carefully examine advisement practices across departments and to disseminate and implement the most successful practices across the SOE.

Key Performance Indicators/Assessments

- Perhaps the most challenging student support that the faculty in the SOE are called upon to provide is supporting candidates to successfully navigate the requirements of NYS teacher certification (NYSTCE). The faculty will continue to offer the already successful "edTPA Bootcamps" prior to and during student teaching along with "Digging Deeper" workshops to help candidates practice their written expression of foundational

understanding behind lesson planning and learning success. This will result in an improved submission rate for edTPA of at least 30%, with the goal of attaining 80% submission rates accompanied by 90% pass rates for program completers on the edTPA and 85% pass rates for all other NYSTCE.

- The changing demographic of Buffalo State's student clientele including the increase of international students from the 3+2 China program and ever-increasing numbers of local Buffalo State students from multi-ethnic origins has prompted SOE staff development programs on the characteristics of Asian students and dealing with multicultural differences in teacher dispositions, and focused our attention on providing regular support for writing in English. This year the Dean asked faculty with multicultural teaching experience to participate in a new support program for peer faculty called the *Faculty Intercultural Resources and Support Team (FIRST)*. In the coming year, the success of this team's efforts to support faculty in teaching and advising international students will be assessed by surveying and interviewing international and multicultural students to determine patterns of success and to suggest areas for improvement.
- The Department of Elementary Education and Reading (EER) funds an adjunct faculty member who devotes the equivalent of 6 credit hours of time to writing support services for international and local teacher candidates. An assessment of the impact of these services on student writing will be done in the fall of 2017 and again at the end of the spring 2018 semester. Results will be examined to suggest if the services are fully utilized and to develop plans to increase student participation in the service.
- The Department of Exceptional Education (EXE) instituted a "Writing Consultation Form" following the recommendation of a faculty writing taskforce. The form identifies students who present difficulties and can benefit from structured support. The number and nature of these forms will be assessed, and the impact of this support on the quality of writing assignments within courses will be researched and shared with the faculty.
- The largest departments in the SOE, EER and EXE, rely on their Associate Chairs for oversight of comprehensive advisement for all candidates. All faculty have regularly assigned advisees, but Associate Chairs serve to oversee all advisement, troubleshoot across campus areas and participate in campus activities that promote excellence in student service. We will log hours of service and assess the impact of that model of advisement this year.
- The Department of Elementary Education and Reading (EER) focused again this year on high quality responsive advisement. Students will be surveyed in December of 2017 and May of 2018 regarding their satisfaction with advisement. Results will be examined for improvements and/or continuation of practices that benefit our students. A model will be developed that can be shared with other faculty on campus.
- The Department of Exceptional Education (EXE) developed a *Student Advisement Survey* that will be piloted this year.
- The Department of Elementary Education and Reading (EER) updated its Candidate Consultation Committee and processes to identify students who had difficulty with the required dispositions of teaching. Remedial plans were developed for these candidates. A renewed focus on dispositions will continue this process in the coming year, and the

number and results of these conferrals will be examined to determine patterns of problems and suggest potential changes. The consultation process will be carefully recorded and monitored for CAEP reporting. Recommendations from this process will be shared at SOE Chairs' meetings.

- In preparation for the 2022 CAEP Accreditation review, faculty in the SOE will review their use of *TaskStream* LAT for posting common assignments with faculty evaluation and assessment. This year will require review and revision of common tasks and assessments where the need is identified. These new or revised assessments will be implemented in spring 2018 and data collection will commence in order to collect the required data for SPA review prior to CAEP accreditation review.
- PDS Directors and student assistants will report on impact data they have been collecting over the 2017 year to document the concrete value for learners and schools demonstrated in PDS schools and mini-grants. This information will be reviewed and published on our website and submitted for publication to NAPDS professional journals and newsletters.

College Focus Areas 3 & 4: Faculty and Staff

SOE Priorities: 2, 4, 5, 6

Goal Statement 1.3.1

While Buffalo State places high priority on effective teaching through more active engagement of learners, the School of Education's core mission to prepare teachers for the 21st century suggests that we might offer expert consultation to non-education faculty whose pedagogical preparation is not clearly a requirement for teaching in college. This year's goal will be the development of a pilot program in collaboration with the School of the Professions that will successfully launch a *Master Educators Program*. The goal of this pilot project is to use the pedagogical knowledge and research of SOE faculty to help faculty in non-education fields to identify effective teaching methods for their respective disciplines so that they may use that knowledge to provide professional development for their peers and to help all faculty develop a culture of expectation for successful teaching practices in all areas.

Key Performance Indicators/Assessments

- The SOE will continue to use the Final Friday meetings to highlight and promote the faculty's knowledge and implementation of High Leverage Practices such as cooperative learning and co-teaching and to examine and address other complex issues in education. These Final Friday meetings will be assessed at the end of each semester with a "growth mindset" survey to determine their impact on faculty knowledge and teaching.
- The successful elements of the *Master Educators* collaboration between SOE and SOP will be documented and disseminated through the new Center for Teaching and Learning (John Draeger).

Goal Statement 1.3.2

An important goal for the School of Education this year, as it was last year, will be to continue to develop and pursue our plan to recruit, develop and retain a diverse faculty from all areas of expertise represented in the SOE. National statistics on the composition of P-12 teachers across the country still demonstrate a population that is primarily Caucasian and female. We will focus on breaking through the stereotypical teacher demographic on three fronts:

- 1) Deliberately recruiting and successfully employing faculty from ethnic and cultural groups representative of children and families in today's schools;
- 2) Promoting activities and focusing attention on the value of diverse experiences for teacher candidates and their accompanying faculty members including travel abroad;
- 3) Developing programs to "grow our own" by attracting diverse school children and adolescents to the profession, offering college credit for early coursework in teaching and developing pipeline programs to move "teacher wannabes" through high school into Buffalo State's teacher education programs (see BSC Goal Area 2).

Key Performance Indicators/Assessments

- We applied for and received a *SUNY Diversity Fellowship* for Dr. Gliset Colon, Ph.D., in Exceptional Education and Bilingual Education (BXE). This year we will catalog and assess the impact Dr. Colon's efforts have had on recruiting multilingual teacher candidates, reviving the bilingual special education program, and developing support systems for new Puerto Rican teachers in the BPS. Enrollment of these candidates in necessary courses will be the measure of our success on this goal.
- Successful incorporation of the TESOL program into 4 + 1 planning and the move of TESOL from SPF to EXE under the direction of Dr. Awilda Ramos-Zagarrigo coupled with the employment of Dr. Colon will strengthen enrollments in the TESOL program and allow us to examine ways to engage bilingual candidates in both TESOL and BXE. Increasing numbers of enrollments in TESOL and successful graduation of our first candidates will be key performance indicators.
- The School of Education now includes faculty from all major ethnic groups represented in the greater Buffalo demographic area. Faculty from Muslim, African American, Chinese, African, and Hispanic cultural, ethnic and religious groups are now active members of the SOE faculty. We will assess the changes in the student demographic to determine if there are trends toward improved diversity of our teacher candidate population. Suggested recruitment programs to target underrepresented groups will be developed.

Buffalo State Goal 2: Continue to Create an Engaged Community

College Focus Area 1: Recruit New Students for Undergraduate and Graduate Programs

SOE Priorities: 1, 2, 3, 4, 5, 6

Goal Statement 2.1.1

As explained in Goal Statement 1.3.2, lack of diversity among the population of teachers has been a significant problem in the United States for some time. By adding programs that are specifically geared to multicultural populations and by giving our teacher candidates diverse experiences in urban, rural, and international schools, we will continue to build teacher candidates' competence and effectiveness in teaching all children. Curriculum, field experiences, student teaching, and study abroad options will bring the world to our teacher candidates and our teacher candidates to the world.

Key Performance Indicators/Assessments

- The Professional Development School Consortium will use our 2017-18 SUNY Office of Equity and Diversity Grant to develop expanded follow up activities and to pilot an "IPDS fellows" program for returning students who will assist in assuring continuation of learning from these transformational international projects and recruiting new IPDS travelers.
- IPDS participants will be assessed for distribution of ethnic and cultural diversity to determine if the program is an effective recruitment tool particularly for candidates who are underrepresented in education majors.
- Service learning projects for early field hours such as the Global Book Hour and the West Buffalo Charter School After-school Tutoring Project will be examined for impact including participant hours and academic impact on student clients.
- New projects serving immigrant and refugee populations and bilingual Western New York students will be investigated in collaboration with the Community Academic Center.
- Associate Dean Kathy Wood authored and implemented a "grow your own" program in collaboration with the Buffalo Public Schools. The launch and planning phases of the *Urban Teachers' Academy* project were completed this year. The first cohort of 20 eighth grade students began this fall. We will continue to provide mentoring support for the BPS teacher selected for the program and work with her to determine where the program could be supported. We will begin to track progress of the candidates at the end of the first and second semesters of 2017-2018, and work with BPS to recruit a new cohort for the fall of 2018. The future result (perhaps 3-4 years) will be

successful matriculation of a majority of students who began in the UTA into teacher education programs at Buffalo State.

- As a partner to this effort at the graduate level, the Master of Science in Urban Education program will be aggressively marketed to teachers who are currently employed in urban schools, and a 4 + 1 program will be developed for undergraduates who choose Urban Ed for their Masters work. The Graduate School will facilitate advertising the new program to cross-disciplinary majors.
- We will develop a micro-credential or certificate plan to be offered to any interested post-baccalaureate level candidates who do not possess teacher certification, but who wish only to complete the four core courses in the Urban Education Masters' degree program.
- In collaboration with Assemblywoman Crystal Peoples-Stokes' Office and the Office of Continuing and Professional Studies, we will develop a program for teacher aides and/or assistants who wish to continue to obtain their teacher certification. Courses and options for experiential credit will result in a successful cohort of BPS teacher aides advancing toward certification in teaching as early as the summer of 2018.
- We will continue studying the impact of the internal "learning communities" specifically designed to support CEDW potential majors. This will require the continued engagement of successful early majors supported by the new EURO program as peer tutors for EDU 201, *Introduction to Teaching*, with the end result projected to successfully enroll 60% of these early pre-majors in Childhood, Early Childhood or Exceptional Education majors or secondary subject majors.
- The 3+2 China program will continue to maintain or grow the number of candidates recruited from teacher education programs in China. We will do follow-up studies on those candidates who have already graduated, recounting their successful teaching careers through our "Where are they now?" website feature. Modifications to the program and the courses offered will be suggested through interviewing current and former 3+2 students.

Goal Statement 2.1.2

In the coming year, we will assess the impact of the programmatic and support strategies we have employed this year that focus on recruitment and retention of candidates from pre-major to major to graduation to determine which activities should be yearly events and to suggest where we might strengthen these efforts.

Key Performance Indicators/Assessments

- A sample survey of Graduate students in SOE programs who completed Undergraduate Programs at BSC will be developed and piloted to assess the factors that contributed to their decisions to enroll in Graduate programs at BSC.

- As a result of D'Youville College's decision to suspend its teacher education programs until at least 2020, the School of Education made arrangements with D'Youville's Dean and associates to automatically accept any transfers from either their undergraduate or graduate programs. We will follow up with these students to assess their success.
- This year Elementary Education and Reading reported a 33% increase in accepted graduate students for fall 2017 (60) and a 26% increase (110) in undergraduates. These metrics will be shared with the SOE to develop a yearly process of reviewing the data provided by Institutional Research to suggest recruitment modifications or to support the continuation of current activities.
- Multiple 4 + 1 pathways and accelerated admissions programs have been offered throughout the academic year. We will continue to work with the Graduate Office to monitor candidates enrolled in the 4 + 1 pathways as they progress through their majors.
- This past year 58 pre-majors (CEDW) in childhood/early childhood education successfully transitioned into the majors. We will continue to monitor and track successful matriculation of pre-majors into our majors and to assess DW and Starfish data to determine if there are patterns of success or failure that can be addressed to increase the yield.
- The "Hometown Advantage" program encourages enrollment of graduating seniors into Graduate programs. This past year was a significant success. We will continue these programs this year, track the resulting enrollments and add a new layer of contacts called "Bring the Bengals Home" which will allow those individuals who did not take advantage of the earlier offer in the Hometown Advantage program to apply for graduate studies without having to pay for the application fee, submit additional test scores, or submit the supplemental application materials. Faculty from each department will call and email these individuals to assess their needs and propose practical resolutions to common impediments to registration in graduate programs.
- An EER departmental learning community focused on EDU 201, *Introduction to Education*, utilized EURO funds to provide tutorial support from successful early majors for new pre-majors. Early assessment of results suggested a high rate of student-reported satisfaction and a successful retention of 94% of the 48 participants. This format will continue in the coming year. Student retention and successful matriculation into education majors will be assessed at the end of each semester. We will work with AVP Maldonado to determine how the model may become part of the college-based learning community design.
- The Civic Engagement minor, housed in SPF, grew from early classes with enrollments of 2 to current maximum capacity with consistent course enrollments of 20+ candidates from education and sociology majors. We will expand the courses in the SOE that may be included in the CE minor.
- The Master of Arts in Teaching (MAT) addresses a pressing need to make our teacher education certification programs more attractive to post-

baccalaureate career changers. This will be especially important as the teacher shortage continues to offer more job opportunities in all regions of the state. The Letter of Intent was accepted by SUNY in spring 2017. The program will be submitted for state approval in fall 2017 with a projected approval by SED in spring 2018 and enrollment as early as summer 2018 pending approval.

- The annual “Teacher Tailgate” event markets activities and opportunities across the Teacher Education Unit has been gaining interest. This year’s event attracted more than 100 students. Lists of attendees will be used to determine where successful enrollment in education majors may have been supported by the event. Follow-up recruitment communications will be made for those attendees who showed interest in specific activities and majors.
- We will continue to market and assess resulting enrollments of 3+2 students from Chinese universities. As numbers climb, we will study the courses where candidates are most and least successful in order to determine better advisement choices. Issues in scheduling including prerequisites and major codes that inhibit choice will be resolved through Enrollment Management and the Office for International Programs.
- Potential recruitment for CTE/TED programs connected to the Advanced Manufacturing grant under the Office of Professional Studies will be explored.

Focus Area 3: Support an Engaging Co-Curricular Program.

Focus Area 4: Serve as an Anchor Institution.

SOE Priorities: 3, 4

Goal Statement 2.3.1

As in former years, the School of Education requires that 100% of our childhood, early childhood and exceptional education candidates participate in service learning as a required project in EDU 211, *Introduction to Literacy*. This required commitment led to the growth of many of our most meaningful service projects. Because all teacher education candidates are required to log over 100 field hours prior to student teaching, participation in community activities is a necessary co-curricular requirement for most of our majors. In the coming year, we will develop a system of accountability that will accurately assess and record the number of hours contributed by faculty and teacher candidates to community agencies and events sponsored by our partner schools so that we can better communicate with civic leaders the comprehensive nature of our involvement.

Key Performance Indicators/Assessments

- We will work with CEURE to collect specific data for the Anchor Institution dashboard.
- Graduate Literacy interns provided school-year tutoring for 26 students and summer reading support for 75 students at the Charter School for Applied Technologies. The

Literacy Clinic will report the number of clients and positive results on improving literacy for each region/school district represented in their clientele.

- In 2016-2017, 11 faculty in the SOE offered service learning projects in 23 courses at 39 fall and 33 spring sites. This constitutes a total of 12,430 service hours, almost one third of the campus total of 39,069 hours. Despite severe declines in enrollment, the SOE levels of participation in service learning since 2009 at the height of enrollment has actually increased from 10,005 hours in 23 courses to 15,600 hours in 44 courses. The number of VSLC partners served by activities in the SOE has increased steadily from 31 in 2009 to 42 in 2016-17. We will continue to monitor this trend with the goal of adding one new service learning project and one new service fellow from the SOE each year.
- At this year's VSLC *Celebration of Service* event, students from the SOE presented posters from service projects in EDU 211, EDU 311, and EDU 499 (undergraduate research on multilingual teaching). This year we will expect the number of students presenting their work at this event to provide evidence of our strong presence in the community.
- The school improvement and community engaged action-based research projects undertaken by faculty and students in the SOE supported by the PDS are reported on our website. A review of the data on these projects by PDS faculty will suggest where we may make improvements in PDS agreements and/or support stronger communications with our school partners so that projects can report significant results.
- Faculty in the SOE are active presenters in the community, particularly on topics of interest in our partner school districts. We will work with BOCES I to develop and disseminate a catalog of SOE experts who can provide professional development for districts seeking our expertise.
- The Master Teacher program hosted at Buffalo State continues to offer a number of professional workshops in STEM subjects throughout the year for teachers and students. CTLE credits for teachers who attend these workshops will be offered and lists of participation assessed to examine patterns of impact and to suggest potential outreach strategies needed to maximize this resource.
- Faculty in the SOE place high priority on collaborating with our teacher candidates on research done at their PDS sites, including the IPDS sites. This year six EER and EXE teacher candidates presented at the NAPDS along with eight faculty presenters. Thirty (30) students from undergraduate and graduate programs presented at the Student Research and Creativity Day including our two EURO students. Twelve SOE graduate students presented at the spring Graduate Research Fair. Assessments of the number and nature of these presentations will demonstrate that student research continues to expand, and that appropriate student presentations at local or professional organizations follow each of the co-curricular programs we support.
- The faculty and majors in Career and Technical Education offer career fairs for high school students. This past year they offered such fairs for the Buffalo Public Schools, the Royalton Hartland Schools, Buffalo Adult Education and the Oracle Charter School. The number of participants will be reported, and plans for follow-up communication with attendees will be developed by CTE/TED faculty.

Buffalo State Goal 3: Enhance Institutional Effectiveness

College Focus Area 1: Telling Our Story Externally

SOE Priorities: 4

Goal Statement 3.1.1

Educator Preparation has always focused heavily on data-driven decisions supporting program improvement, a requirement of our NCATE/CAEP accreditation. This commitment to focusing on results has been accompanied by deliberate efforts to advertise our work, resulting in multiple forms of recognition in state and national professional communities. Buffalo State was specifically cited as an exemplar of clinically rich practice and school/university partnership in the new TeachNY policy document from SUNY. We have recently received two highly competitive awards from SUNY to support our work in international and bilingual education. This year's strategic goal will be to build on these foundations of public dissemination through publication, participation in SUNY task forces on teacher education and the professional development for educators led by our faculty in WNY districts served by our programs.

Key Performance Indicators/Assessments

- A new book edited by Drs. Pixita del Prado Hill and Keli Garas-York with contributions from many of our faculty recounts the activities and strategies for continuous improvement for our PDS. Publication is scheduled for the coming year.
- Tamara Horstman-Riphahn, Assistant to the Dean, with assistance from our Graduate Assistant, maintains the SOE website as a constant catalog of events and activities in the SOE. The website provides current evidence that reports on the activities of the SOE. The PDS Graduate Assistant monitors "hits" on the website to determine popular links to suggest where we have significant traffic.
- The SOE and TEU will work with the Office for Institutional Effectiveness to develop a timeline for CAEP assessments. A new CAEP coordinator position will be developed and advertised to assure the successful transition from NCATE to CAEP.
- The Dean of the SOE will work with other SUNY campus deans and directors of education programs and with President Conway-Turner to assure that SUNY implements TeachNY recommendations. Buffalo State will collect data to assess our current activity on each dimension of the TeachNY recommendations.
- We will continue to collect recommendations for graduates who can be interviewed and featured on "Where Are They Now?" a unique website feature telling the stories of our teacher education program graduates, their successes, their careers and their observations about their educational journeys at Buffalo State. New graduates will be featured monthly.
- Since 2015, the SOE instituted annual Newsletters to highlight the work of the faculty and candidates in the SOE. The Department of Exceptional Education produced and

disseminated term-end newsletters since 2012 with the Department of Elementary Education and Reading doing the same since 2014. We will disseminate annual newsletters to donors and graduates and to our school partners at the end of each academic year.

- To honor the work of our majors and of our faculty, we will submit at least one application for a student and one for a faculty member for the President's and Chancellor's Awards each year.
- The SOE will study retention and graduation trends within programs over the last five years. Depending on results of this study, the SOE will raise the level of graduation within four, five and six years undergraduate and after four plus one graduate year programs. We will continue to track graduation rates to assess if there is positive sensitivity to program improvements or new regulatory mandates.

College Focus Area 4: Enhance a Culture of Continuous Improvement SOE Priorities 3 & 5

Goal Statement 3.4.1

Because of the nature of the teaching profession, a requirement for self-reflection and assessment is already high priority for faculty in the SOE. We participate in internal and campus wide assessment of teaching effectiveness. However, student satisfaction data are not internally valid or reliable. As educators, our research base provides strong support for a model of improvement based on formative, rather than summative evaluation. In annual reports, the most useful information is found when faculty describe course or program improvements made based on multiple student assessments and regular feedback. The goal for this year will be to investigate how new computer-based resources provided by the RITE group can assist faculty to assess their courses and address potential changes based on student feedback. At the same time, our goal within the SOE will be to assert the importance of formative feedback, to suggest potential feedback cycles, and to make data driven instructional decisions that benefit student performance..

Key Performance Indicators/Assessments

- Data from the course evaluations will demonstrate that 80-100% of all students in each course will submit a course evaluation.
- Student evaluation data along with internal formative data sources will be studied to suggest a protocol for formative assessment and course improvement based on data. This will be developed by and shared with SOE faculty.
- Peer mentoring and personnel committee support for faculty will be examined for effectiveness in supporting course and program strength, promoting consistency among common courses and increasing student success in achieving important SLOs. Effective program elements will be defined and shared as a potential cross-SOE recommendation for supporting faculty and course development.

- The individual faculty and departmental annual reports will reflect the actions taken to support formative evaluation within classes. The protocols developed from the activities above will be used by faculty in their individual reports to comment on course improvements based on these data.

Buffalo State Goal 4: Provide the Appropriate Resources Necessary to Succeed

SOE Priority: 5

Goal Statement 4.1

Funding for our many programs requires thoughtful management of multiple resource streams: SUNY, Research Foundation, and Foundation monies. The generosity of Hank Mann and the Woods Beals has provided strong foundations for many of the activities undertaken by our endowed chairs, but also for student awards. The SOE supports student and faculty travel through private donations, undergraduate research and SUNY allocations. As the number of our candidates participating in IPDS, traveling to present at professional conferences, and participating in research opportunities increases, so will our need for fiscal support. This year will focus intensely on expenditures to assure the continuation of all major activities in the PDS, IPDS and undergraduate and graduate research. Where potential grant funding can be sought, faculty will be encouraged to apply. Policies on equitable allocation for travel were established last year in collaboration with the Office for International Programs. We will continue to ground our plans in current levels of support, but will seek new opportunities for donors and grants to augment state funds

Key Performance Indicators/Assessments

- New funds from donors will be sought to significantly support key SOE activities.
- Depending on funds available, IPDS student travel will continue to be sufficiently funded by departments (\$300), the Dean (\$300), the Office of Undergraduate Research and the Graduate Students Association.
- Faculty travel to IPDS will be supported by individual departments following the SOE formula for airfare and per diem expenses.
- Donor awards for students will be presented each year.
- Endowed chair annual reports will provide evidence that funding supports activities that promote and extend the vision of the donors.
- Funding resources for international programs will remain part of regularly budgeted allocations, but internal and local initiatives that support activities in the SOE's and college's strategic plans will be likewise supported. Departmental budget committees will work with the chairs who serve as the SOE budget committee to assure that funding

allocations for high priority activities within departments is supported at the SOE level. Competitive levels of support within the SOE budget will be dependent on campus budgetary resourcing. The chairs will work with the dean and the assistant to the dean on resolving any issues relating to budget changes resulting in loss of funds.