

Investment Fund for Core Needs (IFCN)

Entry #227

A. PROPOSAL SUMMARY

Title: Professional development for accreditation

Project Lead Name: Janka Szilagyi
Education and Human Services

Project Lead email address: jszilagy@brockport.edu

Amount Requested: \$44684

Checked

Name of Sponsor 1: Thomas Hernandez
Education & Human Services

Name of Sponsor 2: Jose Maliekal
Science & Mathematics

Name of Sponsor 3: Darwin Prioleau
The Arts, Humanities & Social Sciences

A-1. Description of the Initiative

In New York State, all registered teacher and school leader preparation programs must be continuously accredited by the Council for the Accreditation of Educator Preparation (CAEP); see: <http://www.highered.nysed.gov/ocue/accred/Edprogramaccred.html>

CAEP accreditation requires that each of our initial certification programs meet various, and different standards generated by Specialty Professional Associations (SPAs). The Department of Education and Human Development (EHD) recently submitted 8 successful SPA reports, which played an important role in the reaccreditation of The College by CAEP. However, one area that all of our SPAs struggled with was the development of rubrics that met the standards.

Since The College (the Professional Education Unit) had the CAEP accreditation visit in spring 2016, each of our eight (or however many) SPAs have generated new standards that we are required to meet in the next round of SPA Reports that we start submitting in 2020. This means that we need to have new assessments in place by 2018 to be able to collect data in 2019.

In order to be prepared for the new SPA report submissions in 2020, a complete reevaluation and revision of our curricula and assessments will need to be done before fall 2018. In order to accomplish this, we will need to map the curriculum in each of our programs to make sure that the new standards are addressed and we will also need to develop new rubrics that assess the new standards. The standards represent both pedagogy and disciplinary knowledge and skills. Strong collaboration between

EHD and the disciplinary department faculties is necessary to ensure that all standards, both pedagogical and disciplinary, are met.

The goal of the initiative described here is to provide professional development to our SPA writers, including faculty in EHD and the disciplinary departments (see listed below). This type of professional development will allow our faculty to gain knowledge about CAEP accreditation, SPA standards, continuous improvement and assessment/rubric development.

Sixteen (16) EHD faculty and 16 disciplinary faculty (two from each of the disciplinary departments, including Mathematics, Chemistry, Biology, Earth Science, Physics, English, History, and Modern Languages and Cultures) will be involved in this initiative. We plan to engage in robust curriculum planning and professional development on rubric development at the end of the spring 2017 semester. In addition, we plan to send 16 faculty members (8 from EHD and 8 from the disciplinary departments) to attend the annual conference of their Specialty Professional Association, where they will participate in SPA writer training to learn about standards and expectations. Our goal is to make sure that our programs empower our teacher candidates to teach all children by meeting the new rigorous accreditation requirements.

The eight Specialty Professional Associations are:

Council for Exceptional Children for Special Education (CEC)

National Council of Teachers of Mathematics (NCTM)

National Science Teachers Association (NSTA)

National Council for the Social Studies (NCSS)

National Council of Teachers of English (NCTE)

American Council on the Teaching of Foreign Languages (ACTFL)

CAEP for Childhood

International Literacy Association (ILA)

[A-2. Impact Statement: What change will this project deliver in the short term? What are the expected longer term impacts?](#)

Short-term Changes:

1. Collaboration: EHD and Disciplinary faculty will have the opportunity to work and learn together toward a shared objective in a supportive collaborative environment.
2. Accreditation: EHD and disciplinary faculty will gain knowledge about CAEP accreditation, SPA standards, continuous improvement and assessment/rubric development
3. Curriculum Mapping: Teacher Education Program curricula (including the disciplinary majors) will be mapped with the new SPA standards
4. Assessment/Continuous Improvement: EHD and disciplinary faculty will gain knowledge on rubric development

- a. New assessments and rubrics will be developed to collect data for accreditation
- b. Assessments and rubrics will be embedded in the education programs to measure both pedagogical and disciplinary knowledge and skills. In addition, assessments will be embedded in the disciplinary majors to measure disciplinary knowledge and skills.

Long-Term Changes

1. Faculty will be prepared to write successful SPA reports that meet the more rigorous expectations for the assessment of pedagogical and disciplinary knowledge and skills. SPA reports take a lot of time to develop and resubmissions increase the amount of time faculty spend on tasks other than teaching, research, and service. With this high-quality preparation, the likelihood of the SPAs needing to be revised and resubmitted will be reduced. In addition, faculty who participate in this professional development will be able to train new faculty who join The College.
2. The College will be accredited by CAEP. This allows us to continue to serve as a premiere teacher preparation institution and attract new students to Brockport.

B. STRATEGIC ALIGNMENT

B-1. To be a Great College at which to Learn

Through this project faculty from multiple departments will learn together to reach a common goal. EHD and disciplinary faculty will continue to work together to strengthen our programs, which will make Brockport a great college at which to learn. This will help develop and sustain positive new relationships among departments, which ultimately impacts our students' experiences as they interact with EHD and disciplinary faculty throughout their programs.

B-2. To be a College engaged with its Community

Strengthening our programs will attract new students which will allow us to engage more with our school community partners.

B-3. To be a Sustainable Institution for the 21st Century

This project will allow multiple faculty members in EHD and disciplinary departments to participate in professional development and work together over time to be prepared to submit successful SPA reports in the future. This will allow The College to maintain accreditation. Without CAEP accreditation our education programs will be deactivated, which hurts sustainability for the 21st century.

B-4. To be a Great College at which to Work

This project supports collaboration across departments, development of meaningful assessments and successful accreditation, all of which are key components to this pillar. Stronger relationships among EHD and disciplinary department faculty will contribute to an overall positive working atmosphere for all involved.

In addition, providing professional development in SPA writing and rubric development will set faculty up for success.

Without this support, faculty have been working on the SPA reports with minimal support. This has resulted in the need for multiple revisions, which are extremely time consuming and a challenge to

overall morale. We believe that with this additional support, our faculty will be more successful writing the SPA reports at the original submission.

C. IMPLEMENTATION PLAN AND BUDGET

C-1. Identify the specific activities to be funded from the Investment Fund, estimated time-line for implementation, and for activities anticipated to be ongoing, plans for continued funding.

Item 1: Professional Development Provider consulting fee

Item 1 Amount: \$800

Item 2: Professional Development Provider expenses (travel and lodging)

Item 2 Amount: \$700

Item 3: Food for professional development days

Item 3 Amount: \$1320

Item 4: Faculty stipend

Item 4 Amount: \$19200

Item 5: Conference travel

Item 5 Amount: \$22664

Item 6:

Item 6 Amount: \$

Item 7:

Item 7 Amount: \$

Item 8:

Item 8 Amount: \$

Item 9:

Item 9 Amount: \$

Item 10:

Item 10 Amount: \$

TOTAL EXPENSES, ALL ITEMS: \$44684

Matching Fund: \$

In-Kind Services: Provide FTE and name of personnel who have committed to in-kind services.

D. ASSESSMENT PLAN:

D-1. What are the anticipated outcomes and specific measurements for success?

Anticipated outcomes:

1. EHD and disciplinary faculty will be prepared to create rubrics that meet SPA standards
2. Curricula aligned with SPA standards
3. Rubrics aligned with SPA standards
4. Student success (Since the standards set by each professional organization represent best practices, alignment of standards, assessments and rubrics positions our teacher candidates to excel with their own p-12 students, and prepares them to be more marketable and employable.)

Specific measures of success:

1. Successful SPA reports earning national recognition for our programs in 2020-2023
2. Successful CAEP visit and accreditation for The College in 2023.

E. ADDITIONAL INFORMATION

E-1. Please provide any additional information to assist in the review of the proposal, including why the initiative cannot be funded from divisional resources.

With the newly strengthened collaboration between the Department of Education and Human Development and the disciplinary departments, the scope of this project far exceeds the funding available in the EHD budget.

Upload up to three supplemental files here (not required): [On file]

Signature of Project Lead: [on file]

Email: jszilagy@brockport.edu

Signatures of sponsors are on file in the Administration and Finance Division.

Sponsor 1 Comments:

Sponsor 2 comments:

Sponsor 3 Comments: Darwin Prioleau's Approval is attached via pdf.

Date Created: 2017-03-22 20:59:19