

AMENDMENT #5
to
THE MEMORANDUM OF UNDERSTANDING (MOU)
between
New York State Education Department (NYSED)
and
State University of New York (SUNY)
for the Higher Education Faculty Development Project

WHEREAS, the original MOU was executed in July 2012, and in October 2013 NYSED and SUNY (Parties) executed Amendment #1 to the MOU, to establish allocations for four regional Centers for Innovation and the establishment of an Online Resource Center to accomplish program goals and deliverables; and

WHEREAS, in June 2013 the Parties executed Amendment #2 to the MOU, to enact a budget modification reflecting adjustments within budget categories resulting in no net increase or decrease in the total project budget; and

WHEREAS, in December 2013 the Parties executed Amendment #3 to the MOU, to move amounts of up to \$68,000 within budget categories for the purpose of funding campus-based clinically rich projects; and

WHEREAS, in July 2014 the Parties negotiated Amendment #4 to the MOU, to provide for a no-cost extension through June 30, 2015 and to modify the budget by shifting line item program costs for the purpose of maximizing resources and better aligning proposed expenditures to project deliverables, and full execution of Amendment #4 is still pending; and

WHEREAS, the Parties desire to execute Amendment #5 to further modify the MOU to include the following:

- 1.) new work plan (Attachment A) and budget (Attachment B) for TeachNY to empanel an advisory council to develop policy and address goals enhancing existing teacher and leader programs across SUNY campuses; and
- 2.) new work plan and budget (Attachment C) for S-TEN Plus to expand and build upon SUNY's regional partnership work of P-20 collaboration, increasing educator diversity, and expanding communications and bringing faculty development work to scale.

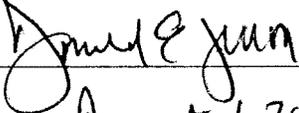
NOW, THEREFORE, IT IS AGREED that:

1. The MOU is amended pursuant to Amendment #5 to add and incorporate Attachments A-C hereto. The total budget for this MOU, as amended through Amendments ##1-5, is \$ 1 million.

2. The Parties agree that, as provided in pending Amendment #4, the Term of this MOU is extended through June 30, 2015, unless sooner terminated in writing as provided in the MOU.
3. The Parties agree that the work included in Attachments A and C to this Amendment #5 will be included in the final report by SUNY to SED for the program(s) contained in this MOU within 45 days after the close of the program(s) to allow time for processing of final payments to coincide with the end of Race to the Top funding. The final report shall be submitted to SED no later than August 15, 2015. The obligation of SUNY to submit a final report by August 15, 2015 shall survive the expiration of this MOU.
4. In all other respects, the original MOU as executed in July 2012 and as amended by Amendments ##1-5 remains in full force and effect.

The Parties have executed this Amendment #5 as the dates set forth below.

Donald E. Juron
Chief Financial Officer
New York State Education Department



Date: August 1, 2014

Kellie J. Dupuis
Executive Director of Business
Operations and Procurement
State University of New York

Date: _____



The State University
of New York

**Funding Proposal
to Support**

TeachNY

Powered by SUNY

**Submitted to:
New York State Education Department**

**Elizabeth L. Bringsjord
State University of New York
State University Plaza
Albany, New York 12246
518/320-1313
elizabeth.bringsjord@suny.edu**

June 13, 2014



Grant Proposal from SUNY to NYSED: Support for the *TeachNY* Policy

"...We have recognized that ensuring a pipeline of highly qualified high school graduates requires highly qualified teachers...As I have said repeatedly, we prepare the teachers who prepare the students who come to college ready or not. We OWN this challenge!"

- SUNY Chancellor Nancy L. Zimpher, 2014 State of the University Address

Planning Matrix

This proposal from The State University of New York (SUNY) for grant support from the New York State Education Department (NYSED) is for work to advance the existing partnership between the two organizations on the best preparation possible for teachers and school leaders in New York State. This proposal focuses on sustaining positive change via the development of policy—what we call *TeachNY*—and will address alternative foci in the “P-20 Partnerships,” “Communication and Bringing Work to Scale” and “Educator Diversity” categories of NYSED’s 2014-15 Faculty Professional Development Planning Matrix.

Preamble

The emphasis in this proposal is on ensuring there are clear policies in place that both enable and help sustain exemplary teacher and leader preparation practice *and* address persistent challenges throughout the education pipeline for students.

Far too often “reforms” in education are short-lived despite their initial positive impact. In many instances, those who initiated the changes and helped sustain and refine them leave the profession. In other instances, the external funds that supported the innovations run out. The challenge then is to develop a *sustained supportive infrastructure*, built from clear enabling policies that assist in developing clear standards and include an explicit plan that examines and determines how resources are allocated.

The Carnegie Foundation for the Advancement of Teaching, for example, has focused on how improvements in education can be continuous and sustained over time. In March 2014, it sponsored a national summit focused on the *science of improvement*. Anthony Bryk, the president of the Carnegie Foundation, spoke to a core aspect of improvement science, underscoring Networked Improvement Communities. These sustained change networks illustrate that, through collective action, we can accomplish more together than even the best of us can accomplish alone. As will be described in more detail in the pages that follow, the research and development at Carnegie parallels initiatives already underway at SUNY. SUNY’s work will inform *TeachNY* policy development, with initiatives including *The Power of SUNY* strategic plan; the NYS Cradle to Career Alliance; and the SUNY Teacher and Leader Education Network (S-TEN), the third of which is funded by the State Education Department’s Race to the Top allocation.

This philosophy of collective action, with a built-in commitment to continuous improvement, is the foundation of the *TeachNY* proposal, wherein policy will be developed collaboratively and strategies will drive continuous improvement in all teacher education processes and programming.

A. Introduction

SUNY's commitment to excellence in teacher and leader preparation originates with our University leadership. SUNY Chancellor Nancy L. Zimpher, herself an educator and scholar in the field, applauds the New York State Board of Regents (Regents) and the New York State Education Department (NYSED) for setting high expectations for the role of higher education in addressing P-20 challenges. SUNY is committed to meeting and exceeding these expectations and is submitting this proposal for grant support to build on its existing partnership with NYSED.

In 2009, Chancellor Zimpher led the collaborative development of a systemwide strategic plan, *The Power of SUNY*. The plan affirms SUNY's commitment to being an engine of revitalization contributing to the long-term success of New York State. SUNY educates nearly 25 percent of the state's certified teachers, which is central to the plan and features prominently in one of six "Big Ideas" around which the plan is centered: *SUNY and the Seamless Education Pipeline*. This big idea formalizes SUNY's responsibility to work in partnership with the Board of Regents, NYSED, and local school districts to ensure that students entering college or the workforce are well prepared, and is based on the understanding that education is a life-long pursuit, from cradle to career and beyond.

Since the adoption of *The Power of SUNY*, the University has made important advancements toward strengthening the education pipeline through distinct campus-based projects and discrete initiatives:

- SUNY launched the **New York State Cradle to Career Alliance** to empower businesses and civic organizations to work together with school districts and SUNY campuses to support P-20 (and beyond) education in their communities. The Alliance is based on the highly successful StriveTogether framework first launched in Cincinnati, Ohio. SUNY has established networks in a number of communities across the state (Albany, Astoria/Long Island City, Broome County, Clinton County, Farmingdale, Geneva, Harlem, Mohawk Valley, Rochester, South Bronx, and Yonkers) and seeks to expand this effort.
- SUNY continues to experience success with its **Smart Scholars Early College High Schools** program, providing students with an opportunity to accelerate their high school courses while earning college credit. Currently in place at 23 high schools, this partnership offers the opportunity to make college a reality for students who are at risk of dropping out of high school and/or have self-identified as being from traditionally under-represented populations.
- With NYSED support, SUNY was able to launch the **SUNY Teacher and Leader Education Network (S-TEN)** project in 2012. Cross-sector P-20 partnerships are the hallmark of S-TEN, with active participation of representatives from teacher preparation and educational leadership faculty, arts and sciences faculty, community college faculty, BOCES and school district superintendents, P-12 principals and teachers, and representatives from related agencies in the community all working together in support of high-quality teacher and leader preparation. S-TEN is providing broad professional development and grant support for programs at participating

campuses, with a particular focus on Regents' priorities (Common Core Standards, new certification exams, Annual Professional Performance Review (APPR), Data Driven Instruction, and Clinically Rich Teacher Preparation). SUNY is continuing with this important work and looks forward to the creation of Centers for Innovation in Education and an online resource repository. SUNY will soon begin a program evaluation of S-TEN that will identify and document best practices and lessons learned across SUNY campuses.

In assessing progress to date, it became clear that while SUNY has made many strides in improving regional communication via S-TEN networks and has become more deeply involved in certain communities via the Cradle to Career Alliance, it has not always made the connections necessary to drive system or statewide reform. SUNY can leverage its statewide presence to improve communication and to ensure that best practices and lessons learned are shared across the system, with New York higher education peers, key stakeholders and beyond. The *TeachNY* policy will be developed through this systemwide lens and enable SUNY to:

- Bring together existing regional S-TEN P-20 networks for the purposes of a statewide dialogue and regular sharing of best practices;
- Explore new partnerships building on the StriveTogether model used in the NYS Cradle to Career Alliance;
- Establish a conceptual framework that recognizes both a pipeline for educators and a pipeline for students, with a goal of continuous improvement in supporting the seamlessness of and alignment between the two;
- Define a shared vision for high expectations and shared accountability;
- Give priority to a commitment to diversity and cultural competence;
- Continue the piloting of new efforts and innovations and establish mechanisms for communicating successes and lessons learned so that best practices can be shared and adapted and/or adopted based on documented results;
- Establish a formal mechanism to ensure that teacher and educator preparation is an all-University responsibility, including necessary support from campus and system leadership, greater involvement from liberal arts and science deans, and appropriate resource allocation;
- In addition to establishing a link between S-TEN networks, identify other opportunities to connect previously disparate efforts such as expanding single-campus pilots of new efforts and innovations to multi-campus pilots; and
- Determine a process for assessment/use of metrics to determine success.

To develop this policy framework, SUNY will need to review and include where appropriate not only lessons learned from S-TEN and existing education pipeline initiatives, but also guidance and recommendations from current model educator preparation programs across the country and the

growing body of research and recommendations generated at the state and national levels. This information comes in many forms and from many sources, such as: the NCATE Blue Ribbon Panel report; the work of the CAEP State Alliance for Clinical Preparation and Partnerships; recommendations of the *New NY Education Reform Commission*; existing SUNY policies and governance recommendations; broader goals of the Regents and NYSED; the U.S. Education Department; national education associations; think tanks; and more. Careful evaluation of this collective body of work—and careful visioning about the classroom of tomorrow and the evolving demands on teachers and students—will inform policy and identify possible strategies or program components to strengthen educator preparation at SUNY overall.

B. SUNY's Capacity in Educator Preparation

Teacher and leader preparation is central to SUNY's history, with 11 of its 64 campuses originating as state teacher colleges. Today 17 campuses offer teacher preparation programs, 12 of which also offer programs in educational leadership. Together these programs graduate over 5,000 students who go on to earn certification each year. Collectively, SUNY's campuses prepare approximately 25 percent of New York State's certified teachers. SUNY's reputation in the field continues to attract highly qualified students, with the last five years seeing increased admission qualifications as well as substantial growth in the number of under-represented minority students enrolled.

SUNY continues to show leadership in teacher preparation through ongoing implementation of the recommendations of the NCATE Blue Ribbon Panel (co-chaired by Chancellor Zimpher), published in *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers* (2010). Endorsed by educational leaders across the country, including U.S. Secretary of Education Arne Duncan, many of the recommendations from the NCATE Blue Ribbon Panel are also supported in the *New NY Education Reform Commission* report, *Putting Students First*. Faculty from SUNY teacher and leader programs are frequently called upon to serve on advisory committees of the State Education Department. Further, current education pipeline initiatives, such as SUNY's co-operative education mechanism, SUNY Works, have resulted in numerous P-20 partnerships that serve to enhance SUNY's capacity in this area.

As the largest comprehensive system of public higher education in the country, SUNY's scope of responsibility for educator preparation is significant. Amidst this vast system and the challenges of today's classrooms, there is increasing need for a **cross-institution infrastructure** and **systemwide policy** that supports continuously *aligned* renewal across institutions, programs, and partnerships.

For example, currently there is limited SUNY system and statewide enabling policy pertaining to the preparation of P-12 teacher educators, especially in terms of what can be accomplished in the interactions between clinical or cooperating teachers and prospective teachers. Too often, the quality, recruitment, selection, preparation, provision of redirected time for working with prospective teachers, reimbursement, and evaluation of cooperating teachers is lacking. Though there are limitations in the design and methodology employed in the National Council on Teacher Quality's study of student teaching in the United States, its findings nonetheless suggest major problems with regard to the aforementioned procedures.

This is an important policy issue that SUNY would consider. What might SUNY, as a coordinated system of teacher education programs, reasonably do to redress this state of affairs? While the final answers would stem from collaborative discussion, for illustrative purposes, SUNY could:

- work closely with CAEP to develop more explicit national standards and policies relative to selection criteria for cooperating teachers;
- prescribe the amount of time a clinical teacher or coach should allocate to the prospective teacher on a continuing basis, including increasing their responsibility to rigorously assess the impact of prospective teachers; and
- create guidelines for providing a reasonable professional stipend for these individuals.

The ability of cooperating teachers to assist prospective and novice teachers in learning to teach through an array of specific clinical interventions is at the core of needed improvements. Being an accomplished teacher is an obvious preferred precondition, but modeling good teaching alone is not enough. A rigorous program of preparation for clinical teachers could build upon elements of teacher preparation for National Board Certification. A reasonable goal would be to develop centrally located, best-practice–based regional training centers, as is being done through the S-TEN grants. More advanced training for clinical faculty and teacher coaches or clinicians could draw from the repository of clinical strategies identified by CAEP.

Changing the role of cooperating teachers raises an important question: Why would teachers in New York’s high-stakes testing environment pursue advanced training for responsibilities that could distract them from success in their primary role as a classroom teacher? The answer is that there are potential incentives to those teachers. For example, they would be prepared to assume leadership roles in their schools with some redirected time for developing their schools’ annual improvement plans, providing embedded professional development for their colleagues, and engaging in on-going school renewal in general. In addition, they could become leaders on instructional teams, preparing outstanding veteran teachers to assume both a major leadership role in school improvement, or better continuous improvement, as well as educating prospective teachers. Such stepped-up responsibility and professional development could well attract new streams of funding.

It is this type of important dialogue that SUNY envisions as part of the policy development process.

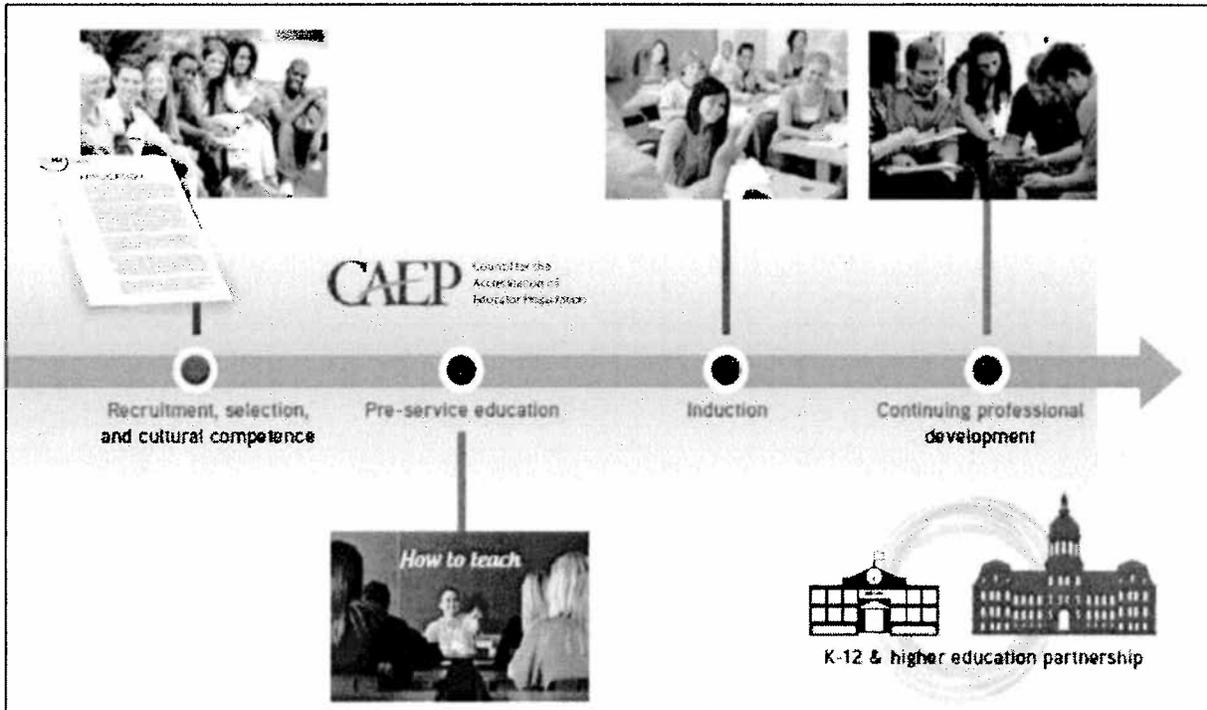
C. Conceptual Framework

As will be described in more detail later in this document, SUNY will empanel a *TeachNY* Advisory Council—bringing together key individuals within SUNY institutions, as well as stakeholders in the P-12 sector, broader school communities, and beyond—to address how enabling policy can directly support core priorities focused on achieving sustained improvement in the education of teachers and needed parallel school renewal.

The *TeachNY* policy will address the interlocking goals of enhancing existing teacher and leader programs across SUNY campuses (the Educator Pipeline) and learn from SUNY’s engagement in and support of P-12 (the Student Pipeline). It will intentionally do so in a way that its work is transparent and

can be broadly shared. Priority areas of focus, which we anticipate will align with subcommittees of the Council, include:

Educator Pipeline



- **Recruitment, Selection and Cultural Competence** – We must work to ensure that our teacher and leader candidates have demonstrated academic excellence as well as knowledge of the communities they are preparing to serve. They must be culturally aware and sensitive. We must take concrete steps to ensure that we are recruiting a diverse pool of teacher candidates into our programs. Many K-12 schools in New York have a high percentage of minority students, yet the number of teachers representing their race and culture is sadly disproportionate. In terms of recruiting minority teachers, the discrepancy is stark. Many such students never see a single teacher role model in this regard. Serious recruitment efforts and student support practices are in order and can be guided by policy.
- **Pre-service Education** – Addressing all of the work we do at the undergraduate and graduate levels in teacher and leader preparation, including the four foci of S-TEN: 1) Preparing teachers to effectively teach content and strategies embedded in the Common Core; 2) Preparing teachers to effectively employ data-driven instructional strategies; 3) Preparing teachers to understand and successfully pass new state certification exams and the APPR; and, 4) Developing laboratory facilities and expanded clinical strategies that permeate programs of teacher preparation. The existing S-TEN networks will be a rich source of information here as well as our study of programs nationally and internationally.
 - **Preparation for the Common Core.** An inventory of how Common Core learning standards and principles are being addressed in teacher education programs across 17

SUNY campuses began in the spring of 2014. The emphasis is on how the Common Core standards are addressed in course syllabi, clinical experiences, and assessment procedures. To help support the implementation of the Standards, we would propose that SUNY share written descriptions of these activities and artifacts across campuses with the goal that adaptations can occur from one campus to another. A web-based repository of these instructional materials and practices can be developed over time. This is not so much policy development as it is the creation of a living infrastructure. A variety of activities and materials has been and will continue to be developed across SUNY campuses to assist prospective teachers in understanding and addressing Common Core content and principles.

- **Data-driven Instruction.** Professional development interventions for both campuses and P-12 school-based teacher educators focused on data-driven instruction will be examined for possible adaptation across SUNY programs and institutions.
- **Meeting Standards of the edTPA and other assessments.** In parallel fashion, documenting the variety of ways the standards in the edTPA are addressed throughout programs has been initiated. Instructional modules, technological support, “boot camps,” and other forms of professional development for faculty have been described and reported, and additional strategies will continue to be added and shared across the campuses. Once again, guidelines illustrating the efficacious scope and sequence of these throughout a program of teacher preparation will evolve. Comprehensive and coherent approaches to addressing the edTPA calling for greater competence over time will be documented. A similar approach can be used to consider readiness for the Academic Literacy Skills Test (ALST) and the Educating All Students (EAS) assessment.
- **Clinical Preparation.** The incorporation of a range of clinical strategies throughout a preparation program, viewing preparation as an ongoing process, not merely a capstone internship, residency, or student teaching arrangement. Examples of possible clinical strategies could include:
 - Specific coaching models;
 - Lesson study approaches;
 - Teaching and microteaching;
 - Instructional rounds;
 - Case study and case development;
 - Empirically supported observational tools for assessing prospective teachers; and
 - Teacher assessment models emphasizing prospective teacher impact on pupils’ learning and development.
- **Induction** – Much like preparation in other high-stakes professions, such as that which doctors experience, teacher preparation programs must play a significant role in the early

years of teaching. Induction programs serve as a needed extension of pre-service preparation, providing continuing support for the novice teacher in the critical first years of training.

- **Continuing Professional Development** – Also as in other professions—from physicians to architects and attorneys—teachers, teacher educators, and clinical faculty must have access to continuing professional development.

Student Pipeline

TeachNY will be informed by the principles of the cradle to career collective-impact approach described earlier that was created by StriveTogether (New York’s Cradle to Career Alliance is a StriveTogether partner). This approach is grounded in what StriveTogether refers to as a four-pillar framework:

1. **A Shared Community Vision** – A broad set of cross-sector community partners come together in an accountable way to implement a cradle to career vision for education and communicate that vision effectively.
2. **Evidence-based Decision Making** – This guiding principle integrates professional expertise and the use of data to make decisions about how to prioritize a community’s efforts to improve student outcomes.
3. **Collaborative Action** – This is the process by which networks of appropriate cross-sector practitioners use data to continually identify, adopt, and scale practices that improve student outcomes.
4. **Investment and Sustainability** – There is broad community ownership for building cradle-to-career civic infrastructure, and resources are committed to sustain the work of the partnership to improve student outcomes.

These pillars align with Regents’ and NYSED priorities and provide particularly helpful insights regarding network and partnership development, communication and sustainability that could contribute greatly to the *TeachNY* policy.



Without true cross-sector engagement between our communities, regions, and state, effective reforms run the risk of becoming individual points of light that cannot be taken to scale. By tapping into similar networks of innovation, communities can learn quickly from each other and effective and promising practices can be brought to scale more quickly.

Moving the dial on this important work requires achieving a balance of activity. It requires weaving together the student success pipeline and the teacher educator pipeline through SUNY campus collaboration, linking regional P-20 partnerships, and where appropriate, engaging entire communities—K-12, higher education, business, community, government, and philanthropy—around a set of shared goals and indicators. Partnerships of this nature rely on local and student-level data to ensure that reforms enacted are tailored to the needs of the respective specific communities. This work, by its nature, is action and results oriented.

D. Description of Proposed Project

SUNY envisions development of a significant SUNY Board action to ensure that there is enabling policy to support and expand best practices. *TeachNY* will guide SUNY’s educator preparation programs into the foreseeable future and will include mechanisms for ongoing evaluation and revision, as necessary, in response to outcomes, new developments, and changing needs. As noted previously, this work will be broadly shared with higher education peers and public education constituencies throughout New York and beyond.

The proposed *TeachNY* Advisory Council will be charged with making recommendations to the SUNY Provost. The membership of the Council—in the spirit of the partnership that is S-TEN and the network engagement of the Cradle to Career Alliance—will include broad and active representation from numerous stakeholder groups: SUNY campus presidents; provosts; education and liberal arts and science deans and faculty; community college representatives; S-TEN representatives; school administrators; teachers and teacher leaders; field experience administrators; SUNY faculty governance; NYSUT/UUP; and NYSED.

As indicated above, the Council will operate via a committee structure. While committees will be finalized based on the results of a comprehensive environmental scan and may be refined again following the initial meeting of the Council, SUNY initially envisions six committees (which align to the priority areas discussed above):

- **Recruitment, Selection, and Cultural Competence:** This committee will incorporate and detail SUNY’s existing policy on admissions criteria for educator preparation students. The committee will also consider policies regarding the recruitment of students with a focus on diversity and developing the skills necessary to lead the classrooms of tomorrow, including the required adaptability to serve at-risk students; strength in Science, Technology, Engineering and Mathematics (STEM) fields; comfort with evolving technologies; and cultural competence. The committee will review best practices for student retention and completion.
- **Pre-service Education:** This committee will consider existing SUNY policy and policy elements regarding clinical placement diversity (small, large, urban, rural), innovative partnerships, and partnership agreements for high-quality, clinically rich placements. The committee will also

consider policy elements regarding curricular design, ranging from the adoption of best practices to the necessary engagement of faculty across disciplines to support the preparation of teachers and leaders.

- **Induction:** This committee will explore how core elements of pre-service preparation can be expanded and incorporated into the critical first years of teaching.
- **Continuing Professional Development:** This committee will consider policy elements relating to SUNY's commitment to the ongoing professional development of both higher education program faculty and P-12 clinical supervisors.
- **Evaluation and Assessment:** This committee will recommend a process for ongoing evaluation and assessment of the policy itself (to embed in the policy document). The committee will also consider policy elements regarding data collection and reporting.
- **Communications/Public Information:** This committee will work to ensure that SUNY's policy, and work related to the development of the policy, is widely shared. The committee will also consider a public information campaign to share facts and dispel myths regarding educator preparation programs and the teaching profession. The work of this committee will underscore the commitment of SUNY and New York State to excellence in teacher preparation.

All committee recommendations will be grounded in research-based best practices and widely vetted among the Council as a whole. Guided by the work of S-TEN and informed by the StriveTogether four-pillar cradle to career framework, it is anticipated that the Council and its subcommittees would also consider the following as possible areas of focus toward the continuous improvement of both the student and teacher education pipelines:

- ***Simultaneous Renewal at the Secondary School Level.*** A critical strategy in garnering more support for the education of prospective teachers is to identify specific P-12 schools where a new conception of schooling is being trialed, one that demands a parallel new view of teaching and how one is prepared to teach. Each SUNY campus might engage in one such partnership, one demanding *simultaneous renewal*.

For example, the New Tech high schools are a prototype or model of 21st century schools. Every student in a New Tech high school works in a small cooperative team structure employing project-based learning. Each student has his or her own laptop and works online in a continuous manner both on and off the school premises. Their projects address real world issues and problems. Explicit rubrics rigorously assess how these projects address academic learning and their ability to meet state and local standards, including common core goals, as they complete various projects. Beyond this, specific rubrics are used to measure pupil dispositions and abilities in other important areas including: leadership, ability to work effectively in groups, competencies in using contemporary technology, ability to innovate and take initiative, and ability to solve problems, especially with others. In New Tech Schools, it is often difficult to identify the teacher. There is a constant hubbub of activity: students are almost always in small working groups with teachers moving from group to group and blending in. Partnerships are

established with local neighborhoods, government, business and industry to engage them in working with faculty and students to address real world problems. Working in diverse small groups, students must learn to listen actively and recognize multiple perspectives, to suspend judgment, and locate evidence and data to support their actions and the resolution of problems.

What type of teacher preparation does such a school suggest? If we are shifting our vision of schooling, we need to shift our vision of teacher preparation and vice versa. These should be intersecting and interlocking endeavors calling for new blended boundary-spanning roles. There should be partner schools that underscore and clearly demonstrate the intersection between needed school renewal and teacher preparation renewal. This is a dynamism that lends itself to continuous forms of improvement and could attract investment from multiple stakeholders.

- ***Simultaneous Renewal in Early and Elementary Schooling.*** Studies of effective elementary schools have yielded a growing corpus of knowledge that demonstrates that children especially in the early formative years, succeed academically when schools are organized so that students remain together for multiple years with the same teachers who work closely together in teams. Teachers on these teams have differentiated but complementary responsibilities for providing high quality instruction and support to their students. Each teacher on these elementary teams teach only one or two subjects in depth. The curriculum in these schools is organized so that only a few subjects are taught at any given time and correspondingly fewer, albeit major, ideas and concepts, as in the Common Core, are pursued in greater depth and for sustained periods of time. Despite increasing evidence as to how teachers and the curriculum should be organized and time structured in school, elementary teachers in the United States continue to be prepared to work alone in lock-step, graded organizations wherein they attempt to teach a wide range of subjects to a different group of students for one year only. A major reason for this is the manner in which most teachers are prepared. Again, in order to move to a new and improved model of elementary schooling, both how schools are organized and how teachers are prepared will have to change in a simultaneous model of renewal and reform. It is long past time that we begin to prepare elementary teachers to work in team arrangements wherein they would teach only one or two subjects but in depth.

These teachers would also embrace another specific functional area of expertise. This latter type of expertise provides an illustration of what is meant by ***integrative*** change strategies. At present, novice teachers tend to be assigned to a “mentor.” As illustrated earlier, individuals in this role assume a range of disparate responsibilities, are typically provided little preparation for the role, and often have no release time to provide sustained assistance to the novice teacher. In contrast, SUNY as a system could pilot and study a ***distributed*** consulting teacher model designed to assist the novice teacher. In this model, one veteran teacher might provide modeling and coaching in a specific content area; a second would provide assistance with technology; a third, with gaining understanding of the local school community; a fourth would serve as a confidant, making sure that the novice learns the “lay of the land,” gaining local knowledge about the school and school community. This change would become integrative in that novice teachers get the types of assistance that no one mentor could easily provide, while at the same time a collaborative school culture is being reinforced through increased expertise gained by

different veteran teachers whose strengths complement one another. Again, this strategy integrates both better teacher preparation and enhanced school renewal. These examples of simultaneous renewal and an integrative change strategy call for changes in both the P-12 sector and higher education and underscore again the need for strong and sustaining partnerships and supporting policies.

- **Preschool Preparation.** Multiple studies underscore that children entering kindergarten vary greatly in their cognitive and social development and those at the lower end of the spectrum never catch up. Early intervention is essential and needs to be provided by highly skilled teachers fully cognizant of patterns of early childhood development. Preparation for pre-kindergarten teachers is highly uneven, and higher education needs to take a stronger more aggressive role in this. SUNY is aware of the magnitude of the problem, and in concert with multiple partners is poised to take on a needed leadership role so that such training is integrated and aligned with kindergarten and primary grade preparation.

All of the priorities identified herein are key areas where enabling policy, increased funding, explicit standards, and stronger partnerships are needed. SUNY can address these challenges in a collaborative and consistent manner across its 17 teacher-preparing institutions in partnership with P-12 and related school community agencies. Doing so would build upon the continuum of high-quality prospective teacher development from recruitment and selection into clinically rich programs of preparation and finally rigorous induction support for first-year teachers. It will also draw on the data-driven, collective action aspects that undergird continuous improvement activities. SUNY has begun by identifying possible core priorities and speaking to several of the challenges associated with achieving these priorities. We will employ the support requested for *TeachNY* to move in a sustained and coordinated manner over time to improve preparation for all prospective teachers.

E. Project Timeline and Activities:

As outlined below, the Council will have a tight timeline for data gathering, consultation, development of draft recommendations (which will include a plan for evaluation), oversight of a comment period on the draft recommendations, and preparation of a report and submission of final recommendations. A draft policy, informed by the committees' work and refined by the Council, will be shared for comment at a national meeting and via a public hearing process. Upon review, the Provost will forward final recommendations to the SUNY Chancellor, who in turn will make the policy recommendation to the SUNY Trustees.

Once adopted, the Advisory Council will play a role in initial implementation of the *TeachNY* policy, ultimately turning over responsibility to the SUNY system's Provost's office. Specific responsibilities will include:

- Development of a *Memorandum to Presidents* (MTP) to guide campuses in the alignment of current practice with the new policy;
- Creating content for Regional Seminars to assist campuses in modifying existing practice to align with the new policy; and

- Participating in the above-referenced public information campaign to be planned via the Communications/Pubic Information Committee to broadly disseminate the new policy (including presentations at national conferences) and address common misunderstandings about the teaching profession and educator preparation programs generally.

SUNY's commitment to sharing its findings, not only through the broad membership of the Council, but with its colleagues at CUNY and CICU and all S-TEN members, further demonstrates a strengthening of SUNY's partnership with NYSED.

Timeline	Activities	Deliverables
Phase I July 2014	<ul style="list-style-type: none"> • Enlist the <i>TeachNY Advisory Council</i> to include the broad membership described above. 	Letters of invitation Final membership list
	<ul style="list-style-type: none"> • Share with Council members an initial vision and outline of the conceptual underpinnings of the Council's charge (this will be further discussed and refined at the Council's first meeting and finalized for inclusion in the Report of the Council). 	Draft vision / conceptual underpinnings
	<ul style="list-style-type: none"> • Identify and contract with a project director. 	Contract / position description / scope of work
	<ul style="list-style-type: none"> • Identify and contract with a Lead Consulting Team. 	Contract / position description / scope of work
	<ul style="list-style-type: none"> • Establish a link between the Lead Consulting Team and S-TEN program evaluators. <ul style="list-style-type: none"> - For the S-TEN liaison, communication should track the progress of the S-TEN program evaluation to ensure that as successes/best practices/lessons learned emerge they are incorporated into the Council's work. - For the Council liaison, communication should track the progress of key meetings (to which the S-TEN liaison would be invited) and ongoing work of the committees. 	Assign a designated liaison from among the lead consulting team to work with a designated liaison of S-TEN Establish a schedule for regular (two-way) communication

Timeline	Activities	Deliverables
Phase II July – August 2014	<ul style="list-style-type: none"> • Lead Consulting Team to conduct an environmental scan of educator preparation to include: <ol style="list-style-type: none"> 1) Core components of or policies guiding highly regarded national and international educator preparation programs; 2) Relevant research, studies, and reports; 3) Available S-TEN successes (sharing of information from S-TEN will be ongoing); and, 4) Education and popular media coverage. The environmental scan report should identify best practices, key findings and recommendations, any disparities among recommendations, and an analysis of public perceptions (myths vs. realities). 	Initial draft report Iterative review Revised draft Iterative review Final report

Timeline	Activities	Deliverables
Phase III Sept. 2014	<ul style="list-style-type: none"> The Council will meet for its first face-to-face meeting in Albany or New York City. The project director and Lead Consulting Team will facilitate the Council meeting. 	Meeting agenda and materials
	<ul style="list-style-type: none"> Primary foci of the day-long meeting will be: <ul style="list-style-type: none"> ➤ Review, discussion, and refinement of the draft vision statement and conceptual underpinnings that will drive this work (to include a visioning exercise about the classrooms of tomorrow); ➤ Review and discussion of the environmental scan, and development of key questions/additional research needs based on the information provided; and ➤ Define key sections of the policy document. 	Determination of key sections of the final policy document

Timeline	Activities	Deliverables
Phase IV Sept. – Nov. 2014	<ul style="list-style-type: none"> Immediately following the meeting, the <i>TeachNY</i> Council co-chairs, in consultation with the Provost, will formally charge the committees and identify committee chairs. <ul style="list-style-type: none"> - Each committee of the Council will have an appointed chair from the Council <i>and</i> a nationally recognized Content Expert (Planning Consultant) to facilitate its work. - The committee structure of the Council will be finalized based on the results of the environmental scan and possibly again following the initial meeting of the Council. SUNY envisions a total of six committees whose recommendations will be grounded in research-based best practices: <ul style="list-style-type: none"> ➤ Recruitment, Selection, and Cultural Competence ➤ Pre-service Education ➤ Induction ➤ Continuing Professional Development ➤ Evaluation and Assessment ➤ Communications/Public Information 	Committee chair identified Committee charges finalized
	<ul style="list-style-type: none"> The project director and Lead Consulting Team will identify and support the contracting of planning consultants (Content Experts). <ul style="list-style-type: none"> - Each planning consultant will offer his or her expertise and assist the committee chair in facilitating conversations across the respective committee, monitoring progress, and reporting back to the Lead Consulting Team. - It is anticipated that each committee may need to meet face-to-face at least once and then conduct other meetings virtually, with the ultimate goal being preparation of a report and recommendations. 	Contract/Scope of Responsibilities Meeting schedule/committee agenda to be developed Draft reports prepared Iterative review

	<ul style="list-style-type: none"> Each committee will be required to prepare a draft summary report of its work and a list of draft recommendations to be shared with the full Council. 	Final draft committee reports prepared and distributed to Council
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Timeline	Activities	Deliverables
Phase V Dec. 2014	<ul style="list-style-type: none"> The <i>TeachNY Advisory Council</i> will meet as a whole for the second time in December 2014. <ul style="list-style-type: none"> Each committee will present its draft report and recommendations to the whole body for comment/discussion. The project director will moderate the meeting. Content Experts will serve as rapporteurs. 	Committee presentations of draft reports / recommendations
	<ul style="list-style-type: none"> Following the meeting, each committee chair will be responsible for refining the committee's draft report and recommendations and submitting it to the project director. 	Final committee reports delivered to project director
	<ul style="list-style-type: none"> The project director and Lead Consulting Team will compile the individual committee reports into a draft of the Report of the Advisory Council and an initial policy draft based on the committee recommendations. 	Draft Council report and initial policy draft prepared
	<ul style="list-style-type: none"> The draft report and policy will be shared with the Council electronically and they will be provided with an opportunity to comment (this could include several iterations). 	Iterative review Revised drafts prepared
	<ul style="list-style-type: none"> Draft report submitted to the Provost and Chancellor. 	Iterative review Revised drafts prepared

Timeline	Activities	Deliverables
Phase VI Jan. 2015	<ul style="list-style-type: none"> The refined policy draft will be the subject of a national meeting on educator preparation hosted by the Council. This could be a track of SUNY's Critical Issues Series or an independent event. 	Refined policy draft List of key challenges / outstanding questions
	<ul style="list-style-type: none"> Convened in New York City, the conference will bring together educators, policy makers, researchers, foundations, etc. – those who share New York's commitment to getting this right. 	
	<ul style="list-style-type: none"> The purpose of the meeting will be a rigorous review of the policy draft of the Council. 	
	<ul style="list-style-type: none"> The project director and Lead Consulting Team will moderate. 	
	<ul style="list-style-type: none"> Content Experts will serve as rapporteurs for the discussion. 	
	<ul style="list-style-type: none"> The project director and Lead Consulting Team will revise the draft policy document based on meeting feedback and share it with the Council and all meeting attendees for comment and review. 	Policy draft revised Iterative review
	<ul style="list-style-type: none"> The project director will incorporate the feedback and share a revised draft policy with the Provost and Chancellor (this may require additional back and forth with Council members). 	Policy draft revised Iterative review Policy draft revised

Timeline	Activities	Deliverables
Phase VII Jan. 2015 – Feb. 2015	<ul style="list-style-type: none"> SUNY will open a public comment period on the draft policy with hearing scheduled for Albany, Buffalo, Syracuse, Rochester, Yonkers, and New York City. <ul style="list-style-type: none"> A Council member and consultant will be present at each hearing. 	Public hearings scheduled and noticed
	<ul style="list-style-type: none"> Upon the conclusion of the public comment period, the project director will update the report of the Advisory Council and prepare a penultimate policy draft to be shared with the Council and for review by the Provost and Chancellor. 	Report and policy draft revised

Timeline	Activities	Deliverables
Phase VIII March 2015	<ul style="list-style-type: none"> The Chancellor will review the draft policy and move a final policy document and resolution to the Board of Trustees for consideration at its January or March 2015 meetings. 	Board of Trustee resolution adopting policy

Timeline	Activities	Deliverables
Phase IX April 2015	<ul style="list-style-type: none"> The Office of the Provost will issue a Memorandum to Presidents in March 2015, a guidance document to assist campuses with aligning existing programs to <i>TeachNY</i>. 	<p>Draft MTP developed and distributed for comment to the campus community</p> <p>Comments incorporated and MTP finalized and issued</p>

Timeline	Activities	Deliverables
Phase X April - June 2015	<ul style="list-style-type: none"> Each committee chair will work with the project director and Lead Consulting Team to draft the content/program of regional implementation seminars to assist campuses in aligning current practice to the new policy. 	Proposed seminar content drafted
	<ul style="list-style-type: none"> Draft content will be shared with all committee members and then the full Council for comment and review. 	Draft shared with the full Council for comment/review
	<ul style="list-style-type: none"> Draft content will be shared with the Provost. Content will be finalized and seminar materials will be produced. 	<p>Revise draft shared with the Provost for comment/review</p> <p>Seminar content finalized</p>
	<ul style="list-style-type: none"> Seminars will be conducted in April, May, and June of 2015. 	Materials produced

F. Project Leadership

- **Dr. Elizabeth L. Bringsjord, SUNY Interim Provost and Executive Vice Chancellor, will serve as Principal Investigator.**

Dr. Bringsjord was appointed Interim Provost and Executive Vice Chancellor by the SUNY Trustees as of August 2013 and named Interim Provost and Executive Vice Chancellor in March 2014. She is the chief academic officer for the SUNY system, leading systemwide academic initiatives and ensuring that all system administration activities align with and support SUNY's core academic mission. She supports the Chancellor and Board of Trustees in carrying out their oversight responsibilities of SUNY's 64-campus system, serving as liaison to the Board's Academic Affairs Committee. Dr. Bringsjord directs the transformational work now underway across SUNY in the areas of academic excellence—SUNY's multi-faceted commitment to access, completion, and success; institutional research and data analytics; educator preparation; strategic enrollment planning; student mobility and success; and diversity. One of the hallmarks of her 15-year tenure at SUNY System Administration has been a steadfast commitment to data-driven decision making, most recently marked by her spearheading the development of SUNY's policy on data reporting and transparency. A strong proponent of shared governance, Dr. Bringsjord has served on the Executive Committee of the University Faculty Senate. Dr. Bringsjord has written numerous academic policies and guidance documents for campuses on topics ranging from seamless transfer to remedial education. Dr. Bringsjord led the preparation of SUNY's three most recent Master Plans as well as the New York State Commission on Higher Education's final report and recommendations. In recognition of her outstanding dedication and service, Dr. Bringsjord was the recipient of the Chancellor's Award for Excellence in Professional Service in 2008. She holds a Ph.D. and M.S. in Educational Psychology and Statistics from the University at Albany, a Master's Degree in Nursing from the University of Pennsylvania, and a B.S. in Nursing from Boston University.

- **Dr. Jason E. Lane, SUNY Vice Provost and Senior Associate Vice Chancellor for Academic Affairs, will serve as Co-Principal Investigator.**

Dr. Lane oversees the office responsible for the review of all academic programs across the system's 64 campuses and the development and implementation of key academic initiatives and policies that support the system's strategic plan, *The Power of SUNY*. He also provides leadership for SUNY's efforts to attract and retain exceptional researchers through the Empire Innovation Program, as well as coordinates the annual *SUNY Critical Issues in Higher Education* conference and book series, which promotes academic inquiry into the most pressing issues facing public colleges and universities. Previously, Dr. Lane served as a SUNY Provost Fellow and continues to serve as the Deputy Director for Research at the Nelson A. Rockefeller Institute of Government, the public policy think tank of The State University of New York. He is also an associate professor of educational policy (on leave), senior researcher at the Institute for Global Education Policy Studies, and co-director of the Cross-Border Education Research Team (C-BERT) at the University at Albany (SUNY). Dr. Lane holds a Ph.D. in higher education policy and administration, an M.A. in political science from The Pennsylvania State University, and a B.S. in political science and business administration from Southeast Missouri State University.

- **Dr. David S. Hill, former Dean of the School of Education, Health, and Human Services at the SUNY College of Plattsburgh, will serve as Project Director.**

Dr. Hill served as the Dean of Education, Health and Human Services at SUNY Plattsburgh from 2004-2010 where he worked in partnership with faculty to transform the education program, earn accreditation from the Teacher Education Accreditation Council for a full five years. Key components of the redesigned program included incorporation of best practices in education, early field placements, and inquiry-based assessment. Dr. Hill served as Professor of Education and then Dean of the Plattsburgh Branch Campus until 2012, when he retired. He continues to serve on the Council for the Accreditation of Educator Preparation as a formative reviewer, lead auditor, and accreditation panel discussant. Prior to coming to SUNY Plattsburgh, Dr. Hill served as Dean of the Professional and Graduate Studies division at Keene State College in New Hampshire. He was a member of the education faculty at Keene and The Ohio State University in Columbus, Ohio. He has served as an editor of several professional journals, has worked with area superintendents on the Grow Our Administrators Locally program, and is a member of the Association for Curriculum Development and Supervision and the Council for Learning Disabilities, among other groups. Dr. Hill holds both a master's and a doctorate in special education from Temple University in Pennsylvania and a bachelor's degree in psychology from Allegheny College, also in Pennsylvania.

Attachment B – SUNY Amendment #5

Attachment A - Budget

Project Title: TeachNY

Funding Source: NYSED

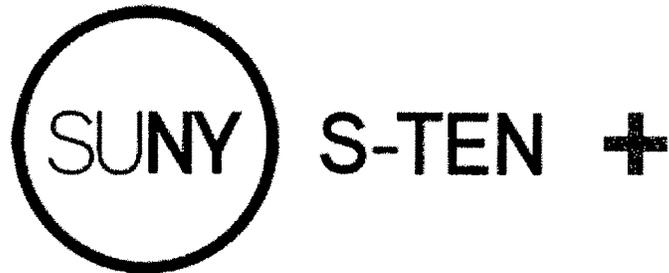
Principal Investigator: E. Bringsjord

Project Period: July 1, 2014 - June 30, 2015

Expense Category	Calculations				Total Cost
Salary & Wages					
Title, Name (Fringe Type)	Dates	Annual Salary	Percentage of Time	Percentage of Year	Total Cost
Principal Investigator, Elizabeth Bringsjord (SUNY)	7.1.14 - 6.30.15	\$ 281,190	5%	100%	\$ 14,060
Co-Principal Investigator, Jason Lane (SUNY)	7.1.14 - 6.30.15	\$ 180,000	5%	100%	\$ 8,000
David Hill, Project Director (RF)	7.1.14 - 6.30.15	\$ 85,000	100%	100%	\$ 85,000
Project Coordinator, TBD (SUNY)	7.1.14 - 6.30.15	\$ 85,000	15%	100%	\$ 9,750
S-TEN Liaison, Ruth Pagerey (SUNY)	7.1.14 - 6.30.15	\$ 108,521	10%	100%	\$ 10,652
Communications, Cyndi Proctor (SUNY)	7.1.14 - 6.30.15	\$ 108,691	10%	100%	\$ 10,869
Policy, Jessica Todtman (SUNY)	7.1.14 - 6.30.15	\$ 89,610	10%	100%	\$ 8,961
Web Design & Content - Taras Kufel (SUNY)	7.1.14 - 6.30.16	\$ 56,810	9%	100%	\$ 5,095
Graduate Student, TBD (Grad Student)	7.1.14 - 6.30.15	\$ 15,600	100%	100%	\$ 15,600
Graduate Student, TBD (Grad Student)	7.1.14 - 6.30.15	\$ 15,600	100%	100%	\$ 15,600
Total Salary					\$ 183,587
Fringe Benefits					
Fringe Types	Dates	Total Salary	Rate		Total Cost
SUNY Employees	7.1.14 - 6.30.15	\$ 67,387	53.48%		\$ 36,039
RF Employees	7.1.14 - 6.30.15	\$ 85,000	42.50%		\$ 36,125
Graduate Student	7.1.14 - 6.30.15	\$ 31,200	14.00%		\$ 4,368
Total Fringe Benefits					\$ 76,532
Travel					
One-Day Meetings (location)	Dates	Cost Per Person	Number of Meetings	Number of Persons	Total Cost
Full Council Meetings (Albany, NYC)	7.1.14 - 6.30.15	\$ 150	1	25	\$ 3,750
Committee Meetings (Statewide)	7.1.14 - 6.30.15	\$ 100	8	8	\$ 6,400
Public Hearings (Albany, Buffalo, Syracuse, Rochester, Yonkers, NYC)	7.1.14 - 6.30.15	\$ 100	5	8	\$ 4,000
Regional Implementation Seminars (Albany, Buffalo, Syracuse, Rochester, Yonkers, NYC)	7.1.14 - 6.30.15	\$ 100	5	8	\$ 4,000
National Meeting (NYC)	7.1.14 - 6.30.15	\$ 500	1	35	\$ 17,500
Total Travel					\$ 35,650
Supplies & Materials					
Material Types	Dates	Estimated Cost			Total Cost
Printed Materials (handouts, binders, books, conference signage)	7.1.14 - 6.30.15	\$ 8,312			\$ 8,312
Sub-Total					\$ 8,312
Total Communication					\$ 8,312
Contracted Services					
Consultant Name - Purpose (rate)	Dates	Rate	Number of Persons	Number of Hours/Days	Total Cost
TBD - Training Webinar Developer	7.1.14 - 6.30.14	\$ 18,500			\$ 18,500
TBD - Lead Consultant Team (flat fee)	7.1.14 - 6.30.15	\$ 45,000	-	-	\$ 45,000
TBD - Content Experts (daily rate)	7.1.14 - 6.30.15	\$ 1,000	6	5	\$ 30,000
TBD - Policy Writer (hourly rate)	7.1.14 - 6.30.15	\$ 100	1	30	\$ 3,000
Other Contracted Services	Dates	Rate	Number of Meetings	Number of Days	Total Cost
Facility Rental Fees	7.1.14 - 6.30.15	\$ 900	20	1	\$ 18,000
Audio/Visual Equipment Rental Fees	7.1.14 - 6.30.15	\$ 800	20	1	\$ 16,000
Professional Recording Fees	7.1.14 - 6.30.15	\$ 850	2	1	\$ 1,000
Professional Translator for Public Hearings	7.1.14 - 6.30.15	\$ 4,000	5	-	\$ 20,000
Sub-total Contracted Services					\$ 151,500
Total Direct Costs					\$ 455,581
Indirect Costs/F&A	9.75% of Total Direct Costs				\$ 44,419
Total Project Costs					\$ 500,000

AMENDMENT #5 - ATTACHMENT C

STATE UNIVERSITY OF NEW YORK



By educators; for educators

**A proposal to the New York State Education
Department to enrich and expand the work of the
SUNY Teacher & Leader Education Network
(S-TEN)**

June 13, 2014

Introduction

SUNY's Leadership Role in Educator Preparation

As the largest comprehensive public higher education system in the nation, The State University of New York (SUNY) has assumed a major leadership role in developing and implementing teacher preparation and school renewal policies that affect millions of New Yorkers. SUNY consists of 64 campuses spread across the state, enrolling almost one-half million students. It has forged strong partnerships that span the entire education pipeline from preschool to postsecondary. Under the leadership of Chancellor Nancy L. Zimpher, a lifetime educator, SUNY is working with multiple partners to develop a bold, new infrastructure that can achieve collective impact toward advancing the future of educator preparation.

While 17 SUNY colleges and universities offer specific teacher preparation programs and 12 offer school leader preparation programs, all 64 campuses play a role in preparing almost 5,000 new teachers each year – nearly one-quarter of the state's entire teaching workforce. New York State is rolling out the implementation of the Common Core Learning Standards, and it is essential that both P-12 teachers and higher education faculty are well prepared to implement this new education policy direction. SUNY has taken the lead to prepare teachers to deliver on the educational promise of the common core. This is not yet another program on the margins but rather a new infrastructure that ensures the improved preparation of both current and future teachers and education leaders across the State.

SUNY is at the epicenter of systemic and sustainable change that will impact student success. Over the past four years, SUNY has received nearly \$7 million in Race to the Top Funding to transform the future of teaching and learning in New York.

SUNY Teacher & Leader Education Network (S-TEN)

With a \$3.5 million grant from the New York State Education Department, SUNY has put in place a bold new statewide infrastructure, known as the SUNY Teacher & Leader Education Network (S-TEN) to engage higher education faculty and leadership, as well as P-12 partners, in extensive professional development and innovative instructional strategies. In addition, three SUNY campuses – University at Albany, SUNY Cortland, and SUNY Oswego – received additional grant awards from the State Education Department totaling \$3.3 million to pilot new clinically rich graduate and undergraduate teacher education programs.

The S-TEN network, which was formally launched in November 2012, has focused on providing professional development and disseminating information on four topic areas: 1) clinically rich teacher and leader education; 2) implementing the Common Core Learning Standards; 3) implementing teacher and leader assessments; and 4) leveraging data-driven instruction.

Using a non-traditional model, the S-TEN professional development network was created by educators for educators. In collaboration with the S-TEN leadership team at SUNY System Administration, a design team made up of eight Deans and Directors of SUNY Schools of Education helped to develop the infrastructure for the network and continue to provide on-going leadership¹. The statewide S-TEN network is made up of four regional network teams (R-TEN) which consist of individual Campus Teacher and Leader Education Network Teams (C-TEN) on each of SUNY's 17 campuses with teacher and/or leader preparation programs. The C-TEN teams consist of representatives from Teacher Education and Educational Leadership faculty, Arts and Sciences faculty, community college faculty, BOCES and school district superintendents, P-12 principals, teachers, and community leaders. These campus-based teams are charged with improving the preparation of teachers and school building leaders in order to affect change in student outcomes in their regions through their evolving collaborative PreK-20 partnerships.

SUNY Teacher Education Network (Plus) +

SUNY is pleased to submit the attached S-TEN+ proposal to expand and build upon the extensive statewide achievements made possible through the New York State Education Department's \$6.8 million investment in educator preparation at SUNY for greater impact.

SUNY has worked with the leadership of all 17 teacher education programs and the many people with whom they work on their campuses and in their local P-12 schools. The proposed activities described will further the impact of the work and the investment made by the State Education Department to better prepare our future educators for greater student success.

Given the size, reach, and capacity of the State University of New York (SUNY), and the importance of this work, a system wide comprehensive communication strategy, is planned, using the latest technology via the SUNY Learning Commons to build upon the work established on each of its campuses. Specifically, SUNY will establish several campus and systemwide strategies for greater access to resources associated with the understanding and application of the Common Core Learning Standards, preparation for success in teacher assessments, use of data to inform instruction, and further implementation of clinically rich teacher and leader preparation. SUNY will also expand its network for the recording and accountability of these actions and participation to ensure effectiveness and impact.

In addition the campus based activities described in this S-TEN+ proposal the current and proposed work will compliment and inform the establishment of a policy framework for sustainability. This is described in further detail in the companion proposal submitted by SUNY, called *TeachNY*.

An overview of the S-TEN work completed and underway will follow to frame the proposal.

¹ Design Team I members: Robert Bangert-Drowns, Marley Barduhn, Karen Bell, Fenice Boyd, Peter Brouwer, Christine Givner, John Siskar, and Douglas Scheidt.

Communications and Professional Development

In November 2012, SUNY sponsored a major Summit on Teacher Education to introduce the importance of and strategies for the implementation of the Common Core Learning Standards, new teacher assessments, leveraging data-driven instruction, and clinically rich teacher and leader preparation to reach a large population of educators. This Summit included presentations from both the Chancellor of the Board of Regents and the Chancellor of the State University of New York, the Commissioner of Education and two national experts, Dr. Linda Darling Hammond, Charles E. Ducommun Professor of Education at the Stanford Graduate School of Education and Dr. Sharon Robinson, President of the American Association of Colleges of Teacher Educators.

This convening brought together hundreds of faculty and campus leaders from all of SUNY's 17 teacher education campuses, as well as their many PreK-12 partners. For the first time, educators from SUNY's 30 community colleges also participated. They, along with their four year college and university colleagues, together, become more familiar with the new standards and assessments, as well as the discussions regarding strategies for stronger teacher preparation. This collaboration was important given the large percentage (40%) of students who transfer from community colleges into our teacher education programs.

Following this major convening, the S-TEN Leadership Team conducted four workshops for C-TEN members in each of the four regions of the state, providing extensive information and professional development on each of the four key focus areas. Nationally recognized leaders in education transformation, including Ken Howey, Senior Fellow at the Rockefeller Institute of Government, and Robert Calfee, Professor Emeritus, Stanford University and the University of California, Riverside, served as discussants in the S-TEN Statewide Professional Development Workshop Series. Subsequently, each C-TEN has developed and carried out a customized *Comprehensive Action Plan* to disseminate information on the Common Core Learning Standards and the new teacher assessments, data-driven instruction and to strengthen and expand clinically rich education practices on individual campuses.

Campus-Based Clinically-Rich Practices Implementation Projects

Each of SUNY's 17 campuses with teacher and leader education programs are also now carrying out innovative *campus-based* clinically-rich implementation projects with Race to the Top funding consistent with the Campus Action Plans they developed during the 2013 S-TEN Statewide Professional Development Workshop Series. These innovative clinically rich projects focus on expanding collaboration with P-12 partners and include, for example:

- Developing P-20 collectives, including an Instructional Leadership Academy, Mindful Coaching, and Evidence-Based Classroom Observations. They are designed to support renewal and to engage P-12 and higher education faculty in cooperative professional development endeavors.
- Using technology to enable reflective practice and to create specific video learning modules for professional development endeavors;

- Providing sustained P-20 professional development that: 1) informs revised practice and implementation of the Common Core in teacher and leader preparation programs and also in P-12 classrooms; 2) supports teacher candidate success on edTPA and other new and revised NYS Teacher Certification Exams; 3) improves the preparation and selection of cooperating teachers to support the success of teacher candidates; and 4) creates new and expanded models of Clinically Rich Teacher Preparation, including pilot programs in Early Childhood Education, Autism-Focused Clinically Rich training, and full-year Clinically Rich Residency models; and
- Expanding and enriching partnerships with P-12 schools in order to: 1) support improved literacy skills for both teacher candidates and P-12 students; 2) develop and use real-life case-studies for School Building Leader Candidates; and 3) design more rigorous mentoring programs for teacher candidates.

Next Steps with current S-TEN Funding

Over the next year, S-TEN leadership will be working to launch key deliverables in SUNY's S-TEN Race to the Top proposal that are designed to provide for longevity and long-term sustainability. These include:

- Continued roll-out of clinically rich campus-based and regional teacher and leader education projects;
- Development and launch of the four* new Centers for Innovation in Education to provide professional development, simulation activities, case studies, best practices, collaborative space, simulation opportunities, learning labs, research and technical assistance to educator candidates, faculty, certified teachers and leaders in the regions, and others; and
- An on-line resource center to provide wide access to online courses, videos, case studies, research, readings, instructional tools and strategies to help improve teaching and school leadership, consistent with the four key areas described above.

Early Results and Broader Implications for the Future of Teaching and Learning

SUNY has been engaged in a major progressive process that has led to the formalization of an S-TEN leadership structure and the expansion of partnerships between higher education and P-12 education that are sustainable. It has done widespread asset mapping of current best practices, developed professional development workshops for cross-sector teams, and completed comprehensive action plans that address the New York State Regents' agenda. As a result, each of the 17 SUNY campuses has improved or expanded their clinically rich practices in teacher and/or leader programs. In a spring 2014 survey of

*Over time, SUNY plans to have such Centers on each of the Campuses with Teacher Education Programs
All C-TEN members, 91 percent indicated that their involvement in S-TEN has been beneficial to their work to prepare future teachers and school leaders.

Increased Partnerships and Collaboration

Through numerous S-TEN seminars, meetings and communications, SUNY has made significant progress in developing PreK-20 partnerships and collaborations to advance the future of educator preparation.

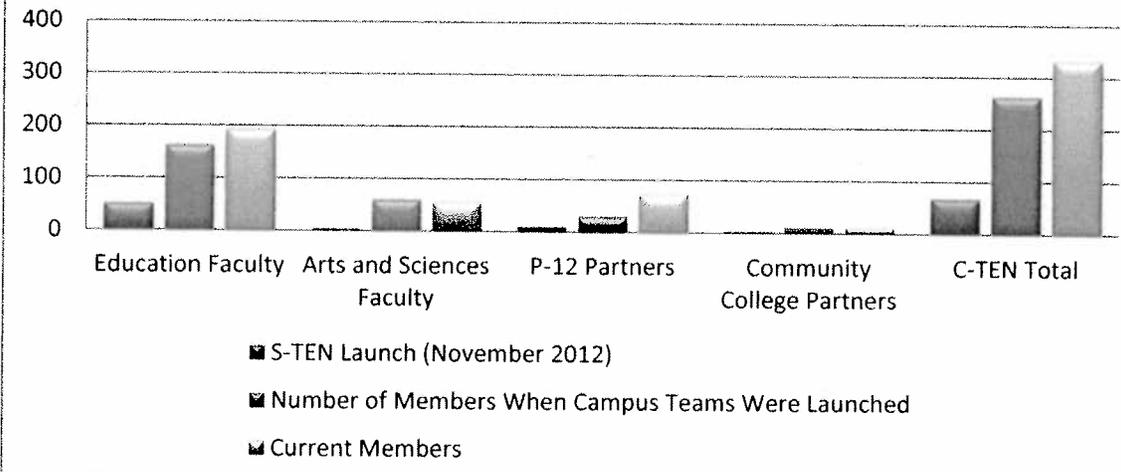
An additional 265 S-TEN meetings were conducted for 668 participants statewide between January 1, 2014 and March 31, 2014.

SUNY Campus Network Teams (C-TENs) have greatly increased their membership from the beginning of the project: Members of the Campus Network Teams that are made up of Teacher Education faculty have increased by 141 members since the beginning of the project. Memberships of the Campus Network Teams that are made up of Arts and Sciences faculty have increased by 51 members.

Total Campus-Based Meetings/Workshops/PD Trainings Reported, Overall and by Region		
Region	December 1, 2012- September 30, 2013	October 1, 2013-December 31, 2013
Overall totals for the period	233	310
Western New York	47	123
Central New York	57	57
North Country New York	80	62
Downstate New York	49	68

SUNY Campuses have also increased their number of PreK-12 and Community College Partners since the beginning of the project. The numbers of PreK-12 partners have increased from 10 partners to 73 partner schools and districts. Over 50% of this change occurred during the development of Clinically Rich Teacher Preparation Programs within schools and districts surrounding SUNY campuses. Community College partnerships have increased to include 11 Community Colleges throughout the state.

Partners Involved in Campus Network Teams Continue to Grow

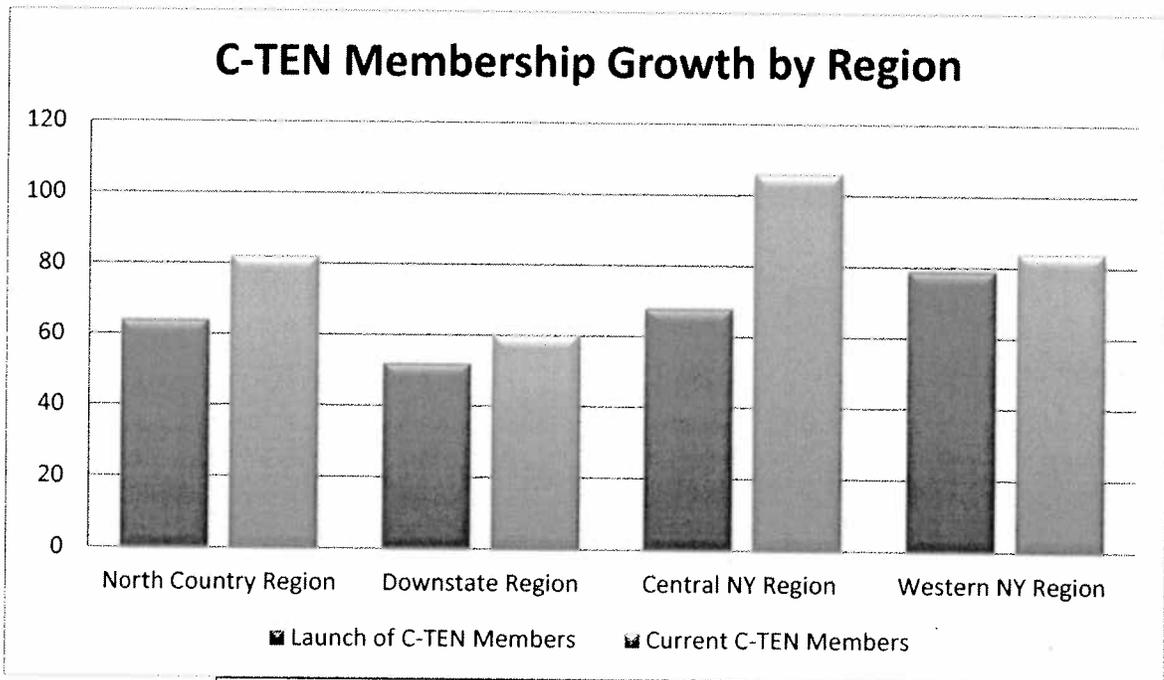


	S-TEN Launch (November 2012)	Number of Members When Campus Teams Were Launched	Current Members
Education Faculty	51	162	192
Arts and Sciences Faculty	4	60	56
P-12 Partners	10	30	73
Community College Partners	3	11	11
C-TEN Total	68	263	332

There has been a 26% growth in membership from the Campus Network Teams since teams were initially formed.

- The North Country Region has had a 28% growth;
- The Downstate Region has had a 15% growth;
- The Central NY Region has had a 56% growth; and
- The Western NY Region has had a 6% growth.

Overall, there is currently over 335 C-TEN members statewide, made-up of Educational faculty, Arts and Sciences faculty, and liaison partners from community colleges, PreK-12 districts, regional BOCES, Teachers Centers and community agencies.



	Launch of C-TEN Members	Current C-TEN Members
North Country Region	64	82
Downstate Region	52	60
Central NY Region	68	106
Western NY Region	79	84

Best Practices

Best practices, successful strategies and troubleshooting solutions are being shared among our C-TEN campuses and their PreK-12 partners. Building on the earliest work and resources made possible through the initial S-TEN funding, SUNY is developing on-line resources that will facilitate the creation of the communication strategy as well as stronger learning laboratories on each of our campuses.

State and National Leadership

The work of the S-TEN network has been featured at state and national conferences including the American Association of Colleges for Teacher Education (AACTE) and the Council for the Accreditation of Educator Preparation (CAEP) State Alliance. Similarly, SUNY routinely partners with the City University of New York (CUNY) and the Commission on Independent Colleges (CICU) to pursue common goals in renewing teacher and leader education across New York State.

The S-TEN+ Proposal

The SUNY S-TEN+ proposal will expand and build upon the regional partnership work made possible through the New York State Education Department's \$6.8 million investment in educator preparation at SUNY for greater impact.

The S-TEN+ proposal was developed by the S-TEN leadership team at SUNY System Administration² in collaboration with an advisory committee made up of a delegation of SUNY Deans of Directors of Teacher Education and Professional Studies³. Reaching educators beyond our teacher education faculty, one committee member, is an Interim Dean and member of the Arts and Sciences faculty.

SUNY's engagement with the leadership of all 17 teacher education programs in collaboration with other campus leaders and faculty, members of campus and regional teams, and P-12 school partners been a critical centerpoint of the success of S-TEN . Our goal is to significantly enhance communication of opportunities for professional development and to significantly increase the number of participatory faculty. Specifically, SUNY seeks to build on the work established on each of its campuses and establish several campus and system wide strategies to enable greater access to resources associated with the understanding and application of the Common Core Learning Standards, preparation for success on teacher and leader certification assessments, use of data to inform instruction, and further implementation of clinically rich teacher and leader preparation. We will also expand our capacity for promoting, recording and documenting training to increase participation to ensure effectiveness and impact.

Working with the Education Deans, we have identified the interventions and expanded activities where the greatest impact can be made utilizing limited resources. Consistent with original S-TEN design, the majority of S-TEN+ funding will be allocated through sub-awards to SUNY campuses in an effort to maximize the direct impact of the funding on SUNY faculty, candidates in educator preparation programs, teachers and P-12 students across the State. Through S-TEN+, SUNY campuses will apply for funding to support new activities to drive the following key focus areas that have been identified as priorities by the New York State Education Department and the Board of Regents:

- Expanded communications and bringing work to scale;
- P-20 collaboration; and
- Educator diversity.

² The S-TEN Leadership Team includes: Johanna Duncan-Poitier, Senior Vice Chancellor for Community College & the Education Pipeline; Ruth Pagerey, Assistant Provost for Teacher Education; Jill Lansing, Assistant Vice Chancellor for the Education Pipeline; and Amanda Lester, S-TEN Program Coordinator.

³ The Advisory Committee included: Robert Bangert-Drowns, Dean of Education, University at Albany (member of the original S-TEN Design Team); Richard Lee, Interim Dean of Education and Human Ecology, SUNY Oneonta; Wendy Paterson, Dean of Education, Buffalo State College; and Michael Rosenberg, Dean of Education, SUNY New Paltz.

With S-TEN+ funding, each campus will be required to develop a comprehensive proposal for how they will address the implementation priority below and at least two of the five project priorities. The scope of work and budget will be reviewed and approved by SUNY System Administration to ensure alignment with funding objectives. All activities and spending must be completed by June 30, 2015.

Implementation Priority: All participating SUNY campuses will be charged with developing a comprehensive communications strategy for sharing information, materials, and resources about the Common Core Learning Standards and the new educator assessments widely with all faculty and leaders. A record of outreach and participation will also be required.

This month, leaders of more than 200 colleges and universities from 33 states, including all 64 SUNY campuses, created a new coalition to support the Common Core Learning Standards. In an op-ed in the Huffington Post, SUNY Chancellor Nancy Zimpher joined University System of Maryland Chancellor William Kirwan, and Tennessee Board of Regents Chancellor John Morgan to endorse the Common Core Learning Standards and said, "The Common Core standards and new assessments aligned to the standards represent our best hope for driving meaningful improvements across K-12 and higher education."

To that end, the core of S-TEN+ is a comprehensive communications strategy with a special emphasis on engaging more partners, namely arts and science faculty, P-12 teachers and school leaders, to advance the Race to the Top agenda, the Common Core Learning Standards and the new educator assessments. SUNY System Administration will identify presentations and materials used or developed through the S-TEN initiative and make them available widely on-line through the SUNY Learning Commons and Open SUNY.

To receive funding, campuses will be required to share resources and provide workshops and professional development to all faculty and regional partners on the Common Core Learning Standards and the new educator assessments.

To ensure that each campus engages in a comprehensive communication strategy that expands beyond Schools of Education, progress reports will include documentation of the number of faculty and partners who engaged in professional development offerings and activities, disaggregated by department area. Similarly, S-TEN + will implement a strategy to inform the *Teach NY* policy framework, a critical part of long term scale-up and sustainability.

Project Priorities – campuses will select at least two of the following:

- 1. Integrate Common Core Learning Standard (CCLS) competencies in college level curriculum.**

Examples of activities campuses may undertake:

- Collaborative curriculum teams composed of representatives from higher education and P-12 education will collectively design materials that are grade-level appropriate spanning P-20 classrooms. These modules would be multi-disciplinary in nature with an emphasis on inquiry-based learning and critical thinking;
- Creation of sample electronic syllabi by multi-disciplinary higher education faculty teams who are willing to broadly share revised curricular documents and tangible learning activities (Example: <http://olms1.cte.jhu.edu/27970>)⁴; and
- Build upon previous and current S-TEN activities, including use of the SUNY Learning Commons and Open SUNY as a comprehensive communication strategy for electronic distribution and scale-up of resources (Examples: Engage NY, links to professional associations and resources).

Examples of Related Deliverables by Category:

Webinars/Video Modules/Instructional Videos/Professional Development Trainings/Workshops

- Information about invitation dissemination;
- Webinar or online training or course announcement/invitation “documents”;
- Agendas;
- Attendance lists;
- Web links;
- Media files (MP4, recorded webinars, etc.);
- Materials to accompany trainings, videos, and webinars- (ie. background resources, pre-/post-participation questions, self-guided learning materials, evaluations, PowerPoints, resource repository collections, etc.);
- Participant surveys/survey data or other participant feedback;
- Evaluations and participant outcomes;
- Impact data (ie. programmatic, course revision, partnership development, test data); and
- Dissemination of materials created via the SUNY Learning Commons and Open SUNY.

Curriculum Changes

- Electronic syllabi and related hyperlinks;
- Repository of curricular documents and related learning activities; and

⁴ Curriculum referenced in the example was developed at the Johns Hopkins School of Education Center for Technology in Education Online Learning Management System: CTE Online Learning Management System: <http://olms1.cte.jhu.edu/>

- Dissemination of materials created via the SUNY Learning Commons and Open SUNY.

Sample Measures of Impact:

- Description of comprehensive communication strategies used;
- Number of electronic syllabi samples created;
- Number and affiliations of participating faculty;
- Number of visits to the SUNY Learning Commons blog site and Open SUNY; and
- Quantity and quality of learning activities directed toward CCLS, integrated into courses, and shared across SUNY.

2. Strengthen and expand customized supports to help all SUNY teacher education candidates to be successful on the New York State Teacher Certification Examinations (NYSTCE).

Examples of activities campuses may undertake:

- Provide supports and accommodations for differentiated learning styles;
- Conduct an analysis of test results and develop supportive strategies for students who are not successful, with special attention to students from underrepresented groups;
- Test Boot Camps—Review of critical content and test-taking strategies to maximize performance on NYSTCE (the Academic Literacy Skills Test (ALST), revised Content Specialty Tests (CST), Educating All Students (EAS) examination and edTPA). Include narrated PowerPoint presentations and annotated video;
- Develop a comprehensive communication strategy to share materials widely. SUNY Learning Commons and Open SUNY provide opportunities for broad dissemination, data analysis, and widespread communication platforms; and
- Develop potential areas for curricular revision that will support teacher candidate success (e.g. using embedded assignments) and that can be broadly shared.

Examples of Related Deliverables by Category:

Webinars/Video Modules/Instructional Videos/Professional Development Trainings/Workshops

- Information about invitation dissemination;
- Webinar or online training or course announcement/invitation “document”;
- Agendas;
- Attendance lists;
- Web links;
- Media files (MP4, recorded webinars, etc.);

- Materials to accompany trainings, videos and webinars- (i.e. background resources, pre-/post-participation questions, self-guided learning materials, evaluations, PowerPoints, resource repository collections, etc.);
- Participant surveys/survey data or other participant feedback;
- Evaluations and participant outcomes;
- Impact data (i.e. programmatic, course revision, partnership development, test data); and
- Dissemination of materials created via the SUNY Learning Commons and Open SUNY.

Curriculum Changes

- Curriculum designs for replicable “boot camp” models;
- Student need assessment inventories and data analysis models;
- Differentiation strategies to support continuum of critical thinking and learning development;
- Repository of curricular documents and related learning activities; and
- Dissemination of materials created via the SUNY Learning Commons and Open SUNY.

Sample Measures of Impact:

- Analysis of student need;
- Number of students that access exam support;
- Number and quality of embedded assignments;
- Number of people accessing materials in the SUNY Learning Commons;
- Post-activity participant assessments; and
- Extent of possible replication/scalability across the System.

- 3. Develop or expand the professional development schools model or clinically rich practice in teacher or leader preparation. The Professional Development School (PDS) at Buffalo State College has been heralded by the AACTE among its innovative practices in teacher education. This strategy would help to strengthen and scale-up clinically rich practices across SUNY.**

Examples of activities campuses may undertake:

- University/college faculty engages in PreK-12 schools by participating in course-related activities within the P-12 school environment;
 - Examples: Training mentor teachers; developing school liaison committees; organizing professional learning communities comprised of university faculty, school level faculty, school leaders, and teacher candidates.

- Share Common Core Learning Standards (CCLS) strategies and workshops broadly via the SUNY Learning Commons, Open SUNY and/or other means that include both school and university personnel to articulate a vertical model for CCLS from PreK-20;and
- Establish practice-based, collaborative research with partner schools to enhance student achievement.

Examples of Related Deliverables by Category:

Webinars/Video Modules/Instructional Videos/Professional Development Trainings/Workshops

- Information about invitation dissemination;
- CCLS workshops, training video, modules, webinars and/or online courses;
- Related CCLS repository materials;
- Webinar or online training or course announcement/invitation “documents”;
- Mentor training workshops and materials;
- Professional learning communities virtual communication structures;
- Web links;
- Media files (MP4, recorded webinars, etc.);
- Materials to accompany trainings, videos and webinars- (ie. background resources, pre-/post-participation questions, self-guided learning materials, evaluations, PowerPoints, resource repository collections, etc.);
- Participant surveys/survey data or other participant feedback;
- Evaluations and participant outcomes;
- Impact data (ie. programmatic, course revision, partnership development, test data); and
- Dissemination of materials created via the SUNY Learning Commons and Open SUNY.

Pilot Programs

- Summary of program implemented (including revisions if applicable);
- Course evaluations;
- Related evaluations of pilot program outcomes;
- Participant surveys or other feedback;
- Impact data (ie. programmatic, P-12, candidate); and
- Suggestions for revisions after completion.

Research Products

- Early pilot data/outcomes;

- White papers;
- Journal articles; and
- Suggested program revisions and curricular modifications.

Sample Measures of Impact:

- Nature and extent of involvement in professional development schools and/or clinically rich practices;
- Number of higher education faculty engaged in P-12 schools;
- Number of P-12 personnel engaged in workshops/activities;
- Number/quality of CCLS strategies offered to participants;
- Number of collaborative research projects ;
- Number of people accessing the SUNY Learning Commons and Open SUNY, and
- Assessments of P-12 student engagement.

4. Develop academic literacy strategies for PreK-20 faculty and students.

Examples of activities the campus may undertake:

- Make demonstrable changes in general education curricula that focus on critical thinking and writing skills and share these changes across SUNY through a comprehensive communication strategy;
- Make demonstrable changes in teacher and leader education program curricula that focus on critical thinking and writing skills and share these changes across SUNY through a comprehensive communication strategy;
- Create an enhanced focus on evidence-based writing instruction to focus on CCLS reading and writing competencies and share these changes across SUNY through a comprehensive communication strategy; and
- Embed innovative and inventive learning activities in courses to improve critical thinking and writing as learning tool and share these innovations across SUNY through a comprehensive communication strategy.

Examples of Related Deliverables by Category:

Webinars/Video Modules/Instructional Videos/Professional Development Trainings/Workshops

- Information about invitation dissemination;
- Webinar or online training or course announcement/invitation “documents”;
- CCLS writing workshops, training video, modules, webinars and/or online courses;
- Related CCLS repository materials related to writing as a tool for developing critical thinking;

- Web links;
- Media files (MP4, recorded webinars, etc.);
- Materials to accompany trainings, videos, and webinars- (ie. background resources, pre-/post-participation questions, self-guided learning materials, evaluations, PowerPoints, resource repository collections, etc.);
- Participant surveys/survey data or other participant feedback;
- Evaluations and participant outcomes;
- Impact data (ie. programmatic, course revision, partnership development, test data); and
- Dissemination of materials created via the SUNY Learning Commons and Open SUNY.

Curriculum Changes

- Electronically disseminated curricula and related hyperlinks;
- Repository of curricular documents and related learning activities; and
- Dissemination of materials created via the SUNY Learning Commons and Open SUNY.

Sample Measures of Impact:

- Number/affiliations of participants;
- Documentation of faculty curricular and/or instruction modifications;
- Documentation of curricular changes designed to improve critical thinking and writing;
- Post-activity participant assessments; and
- Consideration of scalability across System.

5. Use new emerging technologies to enhance clinically rich preparation of teachers, leaders, and other school professionals.

Examples of activities campuses may undertake:

- Incorporate avatar-based simulations (e.g. TeachLivE) for clinically rich enhancements into teacher and leadership preparation programs;
- Develop and share broadly innovative, safe clinical experiences in which students can practice pedagogical techniques and CCLS frameworks; and
- Incorporate innovative technologies for supervision of pre-service teachers (e.g. bug in ear, Twitter, etc.).

Examples of Related Deliverables by Category:

Professional Development Trainings/Workshops for use of TeachLivE and other simulation/practice tools:

- Information about invitation dissemination;
- Event announcement/invitation “documents”;
- Agendas;
- Usage data and course affiliation lists;
- Participant survey/survey data or other participant feedback;
- Technology-based access or dissemination (ie. webinar links, website links, video files, etc.);
- Related materials- PowerPoints, pre-/post-evaluations, resource repository, etc.;
- Impact data (ie. programmatic, course revision, partnership development, test data); and
- Dissemination of materials created via the SUNY Learning Commons and Open SUNY.

Webinars/Video Modules/Instructional Videos for use of TeachLivE and other simulation/practice tools

- Web links;
- Media files (MP4, recorded webinars, etc.);
- Materials to accompany videos- (ie. background resources, pre-/post-participation questions, self-guided learning materials, evaluations, PowerPoints, resource repository collections, etc.);
- Participant surveys/survey data or other participant feedback;
- Evaluation and participant outcomes;
- Impact data (ie. programmatic, course revision, partnership development, test data); and
- Dissemination of materials created via the SUNY Learning Commons and Open SUNY.

Curriculum Changes

- Revised curricula focused upon embedded use of TeachLivE or similar tools; and
- Use of SUNY Learning Commons Communities to share reflections about lessons learned from simulated practice.

Sample Measures of Impact:

- Number of participants engaging in enhanced technological activities;
- Number of faculty participating in professional development as a result of this initiative;
- Evidence of use of comprehensive communication strategies for sharing of new strategies; and
- Post-activity participant assessments.

The new Centers of Innovation SUNY is developing will become centralized laboratory sites where these collective resources and deliverables will be made available on-site and electronically to educators statewide through Open SUNY and our strong C-TEN networks.

Project Budget

Grant Title: Higher Education Faculty Development Project--S-TEN+	
Project Director: Johanna Duncan-Poitier	
Project Period: August 1, 2014- June 30, 2015	
Expense Category	Total Project Cost
Salary & Wages	
Asst. Vice Chancellor = Jill Lansing (10% FTE @\$118,382/yr.) (SUNY)	10,892
Asst. Vice Provost = Ruth Pagerey (20% FTE @\$105,586/yr.) (SUNY)	19,428
Project Coordinator = Amanda Lester	

(RF extra service- 15% FTE @\$65,000/yr)	8,970
Graduate Assistant= TBD (20 hours/wk = (80 hrs/month @ \$17/hr)) (RF)	14,960
Institutional Research Staff= Jin Rong Li (5% FTE @\$102,250/yr.) (SUNY)	4,704
Institutional Research Staff= Audrey Schwartz (5% FTE @\$88,000/yr.) (SUNY)	4,048
Sub-Total Salary & Wages	63,002
Fringe Benefits	
SUNY Fringe Benefits (2014-15 Fringe Rate=53.48%)	20,896
RF Fringe Benefits (2014-15 Fringe Rate=42.5%)	3,812
RF Graduate Assistant (2014-15 Fringe Rate=14.0%)	2,094
Sub-Total Fringe Benefits	26,802
Travel	
Travel Expenses	
Key Personnel - travel to campuses and project sites	3,550
Sub-Total Travel	3,550
Supplies/Materials	
General Supplies	127
Sub-Total Supplies	127
Contractual	
Sub-Awards: Campus Professional Development Expansion Projects (17 campuses @ \$21,300 per project)— <i>Total amount per award may increase based upon the total number of campuses which submit by application deadline.</i>	362,100
Sub-total Contractual	362,100
Total Direct Costs	455,581
Indirect Costs/F&A	
9.75% of Total Direct Costs	44,419
Total Project Costs	500,000

Project Budget Narrative

**Proposal for Higher Education Faculty Development Project -S-TEN+
August 1, 2014-June 30, 2015**

Explanation of Budgeted Expenditures

Overview: Drawing upon the success and precedent of the faculty-engaged structure of S-TEN, through consultation with the Deans' delegation, five key priority areas for focused campus project work were identified: (1) Promote Common Core Learning Standard (CCLS) competencies in college level curriculum; (2) Support success of SUNY teacher candidates on all NYSTCE; (3) Develop or expand the professional development schools model or clinically rich practice in teacher or leader preparation; (4) Develop academic literacy strategies for P-20 faculty and students; and (5) Enhance clinically rich preparation of teachers, leaders, and other school professionals through emerging technologies.

The proposed work will be developed and implemented through the allocation of sub-award funds to *Campus Professional Development Expansion Projects*, for which proposals will be developed to include up to two activities from the five priority areas. To ensure fidelity in the simultaneous implementation of the newly proposed work and the work still underway through S-TEN, select members of the S-TEN Leadership Team from SUNY System Administration will administer and support the implementation of the *Campus Professional Development Expansion Projects*, to comprehensively align shared objectives and the common systems and communication mediums that will be accessed during simultaneous project implementation.

To support the work proposed, the \$500,000 budget will include expenditures in five categories: (1) Salary and Wages; (2) Fringe Benefits; (3) Travel; (4) Supplies/Materials; and (5) Contractual. The total budget represents expenditures needed to implement proposed work between August 1, 2014-June 30, 2015 and is comprised of Total Direct Costs in the amount of \$455,581 allocated across these five areas and Indirect Costs/F&A assessed at 9.75% in the amount of \$44,419.

Summary of Budgeted Expenditures by Category

Salary and Wages

The sub-total allocation for Salary and Wages is \$63,002. Expenditures in this area represent costs to support the proposed work to be developed by higher education faculty in collaboration with their educational partners through the implementation of Campus Professional Development Expansion Projects for the term of August 1, 2014- June 30, 2015. The positions needed to support this work include select members of the S-TEN Leadership Team and related support positions.

S-TEN Leadership at SUNY System Administration: *Salary budgeted for members of the S-TEN Leadership Team will be paid as follows:*

Staff Member	Job function related to S-TEN+	Method	Calculation Data	Amount Allocated
Assistant Vice Chancellor for the Education Pipeline	To provide supervision, guidance, and support for S-TEN+ work	Percentage FTE of total salary	.10 FTE of \$118,382	\$10,892
Assistant Provost for Teacher Education	To provide supervision, guidance, and topic expertise for S-TEN+ work	Percentage FTE of total salary	.20 FTE of \$105,586	\$19,428
Program Coordinator	In addition to managing coordination of S-TEN + implementation, the Project Coordinator will serve as a cross-project liaison between two departmental divisions to facilitate a critical connection between simultaneous project initiatives for S-TEN, S-TEN +, and TeachNY. This role crosses two divisional areas within SUNY System Administration and will involve ongoing communication/collaboration with staff for all three projects to include: (1) participation and input at project meetings for each initiative; (2) anchoring for a communication system between initiatives; and (3) connections to progress and lessons learned from S-TEN and S-TEN+ campus and regional projects from a detailed and global perspective to inform the processes and work of TeachNY.	Extra Service	.15 of \$65,000	\$ 8,970

Support Positions at SUNY System Administration: Salary budgeted for project support positions will be paid as follows:

Staff Member	Job Function related to	Method	Calculation Data	Amount Allocated
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S-TEN				
(New) Part-time Graduate Assistant	To provide day-to-day project and clerical support	Part-time hourly	\$17 per hour for a maximum of 20 hours per week	\$14,960
Institutional Research Staff Member #1	To work with campuses and other project staff to support ongoing analysis of SUNY's NYSTCE data and other project-related data as appropriate	Percentage FTE of total salary	.05 FTE of \$102,250	\$4,704
Institutional Research Staff Member #2	To work with campuses and other project staff to support ongoing analysis of SUNY's NYSTCE data and other project-related data as appropriate	Percentage FTE of total salary	.05 FTE of \$88,000	\$4,048

Fringe Benefits

The sub-total allocation for Fringe Benefits is \$26,802. This sub-total represents the following: (1) assessment of a SUNY Fringe Rate of 53.48% on salaries for the Assistant Vice Chancellor for the Education Pipeline, the Assistant Provost for Teacher Education and the two Institutional Research Staff members; (2) assessment of an RF Fringe Rate of 42.5% for extra service to be paid to the Program Coordinator; and (3) assessment of a Graduate Student Fringe Rate of 14% for one Graduate Assistant position.

Travel

The sub-total allocation for Travel is \$3,550. One line for "Key Personnel - travel to campuses and project sites" has been included in the amount of \$3,550 for travel by S-TEN Leadership Team members included in the Salary and Wages lines to visit campuses and sites related to campus projects to support project implementation. The amount requested is based upon past travel costs incurred to the S-TEN project for similar purposes and during a similar period of campus project development and implementation.

Supplies/Materials

The sub-total allocation for Supplies/Materials is \$127. This budget amount is for anticipated "General Supplies" needed by staff to support the day-to-day functioning of S-TEN+ and the implementation of Campus *Professional Development Expansion Projects*.

Contractual Expenses

The sub-total allocation for Contractual Expenses is \$362,100. In support of the objective and focus of the proposed work, the allocation in this expenditure area is budgeted entirely for "Sub-Awards: Campus Professional Development Expansion Projects". This line represents the total funding for sub-award projects, one to each of the 17 S-TEN campuses, at a total of \$21,300 per project. Campus Teams will be given a deadline for sub-award project application after which the total amount per award allocated may change (increase) based upon the total number of campuses which submit an application by the given deadline.