

School of Education End-of-Year Reporting

Reporting of progress on unit goals and outcomes is done in [Planning and Self-Study](#) (PSS, formerly Taskstream). Before beginning the Annual Report, be sure the following modules in PSS have been updated:

- **Outcomes** (*found under "Outcomes" on your PSS dashboard*)
Ensure that SLO's and Success Outcomes are entered correctly.
- **Current Year Assessment** (*found under "My Projects" on your PSS dashboard*)
Enter your unit's assessment results.
Enter any actions taken based on those results.
- **Next Year Assessment** (*found under "My Projects" on your PSS dashboard*)
Measures entered in this year are automatically included in next year's Assessment. Make revisions for next year, if necessary.

*Educator Preparation Program assessment activity is entered by the Institutional Effectiveness and Planning Office in consultation with program leads.

*The former [Taskstream](#) site is still accessible for your reference.

Annual Report (*found under "My Projects" on your PSS dashboard*)

Progress on SOE Goals

SOE Goal 1.1.1

In the School of Education, creating engaging and distinctive academic programming begins with strong curriculum. Building on approved program revisions and investigating new programs will lead to two outcomes, better options for certification that will increase graduates' employability and distinctive program elements that set our graduates apart and enhance their commitment to school improvement, social justice, and community engagement .

Describe your department's contributions to this goal.

SOE GOAL 1.1.2

The International Professional Development School program, IPDS, has grown to be a nationally recognized option for short term study abroad. The IPDS Advisory Committee will explore new options for continuing and expanding our international partnerships through live visits, student teaching exchanges, virtual engagement strategies and professional development opportunities.

Describe your department's contributions to this goal.

SOE Goal 1.1.3

One of the most important ways that we can strengthen recruitment and support successful graduation for all is to offer information and opportunities for future employment . The teacher shortage prevalent in the country is now felt in specific areas of the state and even in the WNY region. Employment data and teacher shortage data currently published in NYS point to a continuing need for teachers of Career and Technical Ed, Technology Ed, Special Ed, particularly Autism and Deaf Education, TESOL and Bilingual Education. Career Development workshops will be mandatory for student teachers each semester. New possibilities for early majors will be explored to provide information on shortage areas to better assist candidates and advisors to plan their progress through majors toward graduation and beyond (4 +1 or Adv Certs). Curriculum planning will reflect a response to new avenues for teacher certification that will lead to employment opportunities for graduates of our teacher education programs.

Describe your department's contributions to this goal.

SOE GOAL 1.1.4

Because the School of Education features highly specialized areas of study in TESOL, Urban Education, Bilingual Special Education, and International Education, we see great potential in investigating micro credentials in these areas to advance our candidates' employability and distinctiveness. The School of Education will investigate the potential and viability of micro-credentials in cluster areas in educator preparation programs.

Describe your department's contributions to this goal.

SOE GOAL 1.2.1

Faculty and teacher candidates in the SOE have been honored with awards for providing significant student support, from Presidential recognition for faculty advisement to Chancellor's Awards for Student and Faculty Excellence in Teaching, Research and Service. These awards are evidence of the continuing commitment of the SOE to high quality academic advisement, teaching and strategies that support student success. Our goal for this year is to continue to prioritize responsive advisement practices across departments, service project support, faculty mentoring of student research, and the continuous identification and celebration of excellence among faculty and teacher candidates.

Please describe your department's contributions to this goal.

SOE GOAL 1.3.1

While Buffalo State places high priority on effective teaching through more active engagement of learners, the School of Education's core mission to prepare teachers for the 21st century suggests that we might offer expert consultation to both P-12 educators and non-education faculty in higher education. This year's goal asserts the mission of the SOE to share the scholarly and practical knowledge of our faculty with P-12 teachers, so that all teachers might explore research and practice in effective teaching for their respective disciplines and populations. The PDS will lead this effort.

Please describe your department's contributions to this goal.

SOE GOAL 1.3.2

An important goal for the School of Education this year, as it was last year, will be to continue to develop and pursue our plan to recruit, develop and retain a diverse faculty from all areas of expertise represented in the SOE. We will utilize the SUNY PRODI-G program to invite education scholars to join the SOE, and wherever possible, given limited financial support for faculty positions, seek out qualified faculty in our academic areas who will add to the diversity of the faculty and contribute their perspectives and experiences to the preparation of teachers.

Please describe your department's contributions to this goal.

SOE GOAL 2.1.1

Lack of diversity among the population of teachers has been a significant problem in the United States for some time. We will focus on breaking through the stereotypical teacher demographic on three fronts:

- 1) Deliberately recruiting and successfully employing faculty from ethnic and cultural groups representative of children and families.
- 2) Promoting activities and focusing attention on the value of diverse experiences for teacher candidates and their accompanying faculty including travel abroad.
- 3) Continuing the successful pipeline programs currently in place including the Urban Teacher Academy at McKinley High School and the Buffalo Urban Teacher Pipeline Residency Program for Teacher Aides and Assistants and the Teacher Opportunity Corps grant

Please describe your department's contributions to this goal.

SOE GOAL 2.1.2

We will assess the impact of the programmatic and support strategies that focus on recruitment and retention of candidates from pre-major to major to graduation to determine factors that impact retention of candidates, particularly those in pipeline programs.

Please describe your department's contributions to this goal.

SOE GOAL 2.3.1

As in former years, the SOE requires that 100% of our childhood, early childhood and exceptional ed candidates participate in service learning. The SOE will work with the Office for Community Engagement to support and expand their footprint in WNY and with our IPDS network to support and expand opportunities for service to int'l schools.

Please describe your department's contributions to this goal.

SOE GOAL 3.1.1

We will advance public dissemination of SOE work, scholarship, research, community service and impact through publication, public relations, and professional development for educators led by our BSC faculty and teacher/mentors in PDS schools and communities served by our programs.

Please describe your department's contributions to this goal.

SOE GOAL 3.4.1

Because of the nature of the teaching profession, a requirement for self-reflection and assessment is already high priority for faculty in the SOE. Following the successful re-accreditation of educator preparation programs through CAEP, we will continue to incorporate the standards articulated in CAEP into curriculum, assessment and planning.

Please describe your department's contributions to this goal.

SOE GOAL 4.1

Funding for our many programs requires thoughtful management of multiple resource streams: SUNY, Research Foundation, and BSC Foundation monies. The Hank Mann and the Woods Beals endowed chairs provide strong foundations for programs and service in the SOE and the communities we serve. Private donations continue to provide significant support for student and faculty travel, undergraduate and graduate research. We will increase our utilization of our donors' generous support for key programs such as recruitment events, information sessions, student research presentations, IPDS, PDS and TEU professional development events. We will seek new opportunities for donors and grants to augment state funds and to expand our impact locally and internationally.

Please describe your department's contributions to this goal.