

**Buffalo State College
Annual Report
(July 1, 2006 – June 30, 2007)**

Department/Unit Name: Center for Excellence in Urban and Rural Education (CEURE)
 Submitted by: Warren Gleckel
 Date: June 1, 2007

Section I: Progress/accomplishment of departmental goals from last year's annual report. Check appropriate box and add comments. Comments should state how the goal was met or describe partial completion and what still needs to be accomplished.

Goal: Design of a focused, intergrated model for recruitment, education and retention of teachers for high-need schools---Urban Teacher Academy. This model will provide support for prospective teachers as early as high school level and follow them with directed support through academy experiences including working with exemplary teachers in urban and rural settings, and culminating with ongoing teacher mentoring during their induction period.
Status: <input type="checkbox"/> accomplished <input checked="" type="checkbox"/> still in progress <input type="checkbox"/> unable to accomplish
Comments: Urban Teacher Academy and its Future Teachers component are still being developed with the Buffalo Public Schools as well as awaiting funding from NYS, the Federal Government, or private foundations. The committee to promote recruitment and retention of students of color into teacher education has been formed and met to create an agenda for the campus to pursue. This includes discussions with Today's Students, Tomorrow's Teachers.

Goal: Design partnership plan to connect resources and services across non-profit agencies for greater impact and united reform efforts in rural areas
Status: <input type="checkbox"/> accomplished <input checked="" type="checkbox"/> still in progress <input type="checkbox"/> unable to accomplish
Comments: Rural Task Force did not move this agenda forward. However, Paul Theobald did work with several rural school districts.

Goal: Increase the amount of scholarship produced by teacher education faculty across campus through a sustained and focused program of support.
Status: <input checked="" type="checkbox"/> accomplished <input type="checkbox"/> still in progress <input type="checkbox"/> unable to accomplish
Comments: This agenda is moving forward. The faculty writing retreat was held for a second year and there have been several publications and manuscripts being submitted for publication. Faculty also seem to be networking more among themselves in support of publication scholarship.

Goal:
Status: <input type="checkbox"/> accomplished <input type="checkbox"/> still in progress <input type="checkbox"/> unable to accomplish
Comments:

Section II: Planning for next year (2007-2008). List the major departmental/unit goals for the upcoming year. Describe how you will know when you have accomplished them (e.g., measures, performance indicators).

Departmental/unit goal:

Hire a full-time CEURE director who will establish with the dean, provost, and president, CEFURE's agenda (including goals and objectives) for the next 5 years.

How we will know we have accomplished it (measures, performance indicators):

Hire is made and a 5 year CEURE agenda is formulated and made public to the campus and community.

Departmental/unit goal:

Focus CEURE activities to promoting recruitment, retention, renewal/reform, and research of the aforementioned as they pertain to high-needs schools.

How we will know we have accomplished it (measures, performance indicators):

Monitor numbers of teachers, especially underrepresented groups into teacher education vis-a-vis CEURE supported activities.

Monitor the retention of education majors as teacher candidates to graduation who have been in CEURE supported activities.

Monitor the retention of new teachers in induction programs that have been supported through CEURE Measure school reform/renewal efforts with which CEUR has been involved. CEURE evaluation specialist can design an objective, measured based design to assess success.

Identify research that faculty complete that contributes to an understanding of recruitment, retention, renewal/reform issues associated with high need schools.

Departmental/unit goal:

Broker discussions among all teacher education faculty and other faculty about how to improve education of our teacher education candidates and of school children. Collaborate with CASTL to develop a series of lecture and discussions about published research that addresses the teacher education agenda from multiple perspectives (philosophical, sociological, pedagogical, etc.)

How we will know we have accomplished it (measures, performance indicators):

Keep track of these events as they occur.

Design appropriate evaluation/feedback tools for participants to complete after such programs are offered.

Departmental/unit goal:

Identify a fixed revenue source to ensure CEURE's ability to maintain basic functions.

How we will know we have accomplished it (measures, performance indicators):

A fixed revenue source will be identified and earmarked by the college administration for support of the CEURE agenda.

Departmental/unit goal:

Continue to look for opportunities to develop true partnerships with schools through grant opportunities that

become available at the state and federal levels.

How we will know we have accomplished it (measures, performance indicators):

Track and publicise awards received and use the Research Foundation and College Foundation resources more effectively.

Section III: Significant Accomplishments

A. Departmental/Unit Accomplishments – Describe the significant accomplishments that characterize 2006-2007 for the Department/Unit. Include major accomplishments, awards, milestones, and measurable results; significant improvements to existing programs; new initiatives; programs; major grants or other external support; impact your efforts have on students (if appropriate); significant individual accomplishments (from the individual information sheets); community partnerships established.

This has been a tread water year in many respects for CEURE. The loss of major financial support cut deeply into the number of projects supported. At the saame time, I believe we came away with a clearer understanding of the need for a fixed source of revenus as well as a more targeted/narrow agenda for CEFURE to truly promote excellence in high need schools. We have been successful in continuing our relationship with AmeriCorps which focuses on literacy development in high need schools and supports several of our student teachers who are committed to urban teaching.

We have moved the faculty writing initive a notch higher than a year ago and have set the stage for continued growth in this area.

We have combined resources with the Center for Health and Social Research to maximize campus resources in support of high need schools.

We have tightend the accounting system for CEURE expenditures, although more is needed to streamline and improve accountability, effectiveness, and efficiency.

We were success working with the College Foundation office to secure several small grants that have allowed faculty to work with teachers, schools, and our teacher candidates.

Improved working relationship with the Research Foundation and College Foundation.

B. Individual Accomplishments – Individuals complete appropriate form. To be used for discretionary salary awards and for chair/unit director to use when completing the annual report. Attach forms and submit with annual report.

see attached

Section IV: Assessment

A. Academic departments (other than NCATE accredited programs)

All major programs have assessment plans filed in Academic Affairs. Please report the data you collected this year and describe how the data will be used.

Assessment results for academic plans

Student Learning Outcomes Assessed 2006-2007:	N/A (Not applicable to CEURE)
Date of assessment:	
Number of students assessed:	
Percentage of majors:	
Measures:	
Major findings:	
Action to be taken in addressing findings:	

Student Learning Outcomes Assessed 2006-2007:	
Date of assessment:	
Number of students assessed:	
Percentage of majors:	
Measures:	
Major findings:	
Action to be taken in addressing findings:	

Student Learning Outcomes Assessed 2006-2007:	
Date of assessment:	
Number of students assessed:	
Percentage of majors:	
Measures:	
Major findings:	
Action to be taken in addressing findings:	

Student Learning Outcomes Assessed 2006-2007:	
Date of assessment:	
Number of students assessed:	
Percentage of majors:	
Measures:	
Major findings:	
Action to be taken in addressing findings:	

Student Learning Outcomes Assessed 2006-2007:	
Date of assessment:	
Number of students assessed:	
Percentage of majors:	
Measures:	
Major findings:	
Action to be taken in addressing findings:	

Indicate points where you deviated from your assessment plan (note whether one time occurrence or permanent change in plan):

--

B. Academic Departments - NCATE accredited

Identify decision points where assessment is occurring, i.e. admission, exit, K-12 impact, student teaching evaluations, etc.

N/A (Not Applicable to CEURE)

What is your data collection methodology at each decision point?

Data collected during the 2006-2007 year:

What changes have been considered or made based upon this data?

C. Assessment for academic support and administrative units

Every unit should have a 5-year plan for assessment. The plan should include unit goals and objectives and procedures for measuring them. Please describe the status of your plan and report any assessment data.

See section II for assessment measures proposed.

Section V: Cumulative summary of department accomplishments related to Buffalo State's Strategic Plan 2003-2008. The strategic plan was implemented January 2003. Reflect on department accomplishments since that time and summarize those related to the five strategic directions in the college's strategic plan.

Strategic Direction 1: Quality Learning Experiences

Buffalo State will engage students in rigorous learning experiences, both in and out of the classroom, that heighten their aspirations and transform their lives.

CEURE has played a major role in providing hands-on learning experiences for teacher education candidates in the schools beginning early in their professional program. Our partnerships allow students tutoring and mentoring opportunities, often with compensation for their efforts.

Strategic Direction 2: Research, Scholarship, and Creativity

Buffalo State will support and expand opportunities for research, scholarship, and creative expression.

CEURE has been instrumental in several ways in promoting faculty research and scholarship. This includes grant proposals that lead to special projects, the summer faculty writing retreat that has led to numerous manuscripts for publication, and plans for how CEURE can become a national leader in knowledge about the effectiveness of tutoring, mentoring, and initiating interventions to remediate poorly performing youngsters.

Strategic Direction 3: Regional Leadership and Service

Buffalo State position itself as a leading educational, economic, and cultural partner, contributing to the vitality of the region. (Please list all community partnerships established by your department/unit.)

CEURE has had over 25 such partnerships at varying levels this past year. Most are with individual schools and are an extension of our PDS model. In other instances, we are partners with community organizations like Good Schools for All that is establishing community policies, practices, and programs to enhance literacy across the Buffalo community.

Strategic Direction 4: Academic and Institutional Distinctiveness

Buffalo State will develop initiatives to support programs and activities that distinguish the college.

CEURE has the potential to be a truly distinctive Buffalo State entity. It needs leadership, a clear agenda, and financial support that will allow us to bring nationally recognized experts in working with high need schools to our campus. We can also gain significant recognition by connecting with the National Network for School Renewal.

Strategic Direction 5: Institutional Leadership, Governance, and Responsiveness

Buffalo State will empower leadership at all levels, promote representative and inclusive governance, and provide superior services to the campus community.

CEURE is an extension (augmentation) of our teacher education programs. There needs to be a clearer understanding of CEURE's role in this regard as well as a greater commitment by departments (education and others) to become involved with CEURE's mission. Every department can contribute to the work CEURE is attempting to do to enhance underperforming, high need schools. This needs to be a campus commitment that is spearheaded by the SOE and CEURE.