



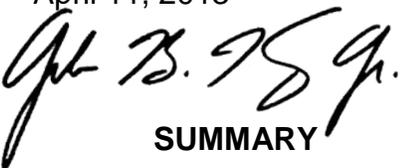
THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

**TO:** Higher Education Committee

**FROM:** John L. D'Agati 

**SUBJECT:** Panel on Teacher Preparation Programs

**DATE:** April 11, 2013

**AUTHORIZATION(S):**   
**SUMMARY**

### **Panel Presentation**

A Panel consisting of members of the higher education community has been convened and will address the Board to discuss topics related to their programs and experience with teacher preparation. Relay School of Education and American Museum of Natural History are non-traditional programs that have taken on a unique approach to teacher preparation. SUNY Oswego is a traditional program but has developed unique partnerships with high-need school districts in Syracuse and New York City as part of their Clinically Rich Teacher Preparation Pilot Program.

Members of the Panel are:

- Norman Atkins, President of Relay School of Education
- Barbara Garri, Associate Dean, School of Education, SUNY Oswego
- Dr. Maritza Macdonald, Senior Director of Education and Policy and Co-Director of the Master of Arts in Teaching Program at the American Museum of Natural History

Attached are the bios of each Panel member.

### **Background Information**

At the November and December 2009 Board of Regents meetings, the Board approved a number of initiatives for the purpose of transforming teaching and learning and school leadership in New York State. In 2011, President Obama's Administration published *Our Future, Our Teachers*, which recognized the critical role that teacher preparation programs have in the recruitment, selection, and preparation of teachers throughout the United States, and that this work has a long lasting and direct effect on the overall quality of our educational system.

One of the initiatives implemented by the Department at the direction of the Board of Regents was to provide opportunities for teacher and school leader preparation programs to develop innovative programs that re-examine the ways in which teachers are prepared. As part of our Race to the Top award, we developed competitive Clinically Rich Teacher Preparation Pilot Program grants specifically designed to encourage and support innovative program designs. Two of the institutions presenting today are award winners of that competitive grant program. We have also worked with and encouraged other leaders in the field to design and implement new methods of teacher preparation. Each of the panelists presenting at the Board of Regents meeting represent institutions that have taken on new and in many cases unique approaches to the preparation of new teachers in New York State. They will discuss their work and how they have designed their programs, as well as provide important insights from their experience as we, and the field, consider new approaches to teacher preparation for the future.

Attachment

## **Bios of Panel Members**

### **Norman Atkins, President**

Relay School of Education

Norman Atkins is the Co-Founder and President of Relay Graduate School of Education, a ground-breaking, accredited institution of higher education designed specifically to develop urban public school teachers. Since 2008, under Atkins' leadership, Relay Graduate School of Education – and its predecessor, Teacher U at Hunter College – have trained more than 900 teachers in New York City. Atkins is the Founder, Board Chair, and former CEO of Uncommon Schools, a nonprofit charter management organization recognized for starting and operating some of the highest performing urban schools in the nation. In the fall of 2013, Uncommon Schools will serve nearly 10,000 students in New York City, Rochester, Troy, Newark (NJ), and Boston. In 1997, Atkins co-founded and co-led North Star Academy Charter School of Newark, and from 1989 to 1994, he was the co-executive director of the Robin Hood Foundation in New York City. He is an Ashoka Fellow and a Pahara-Aspen Education Fellow. Atkins began his career as a journalist and earned a B.A. in History from Brown University and an M.A. in Educational Administration from Columbia University Teachers College. He lives with his wife in New York City, where they are occasionally visited by their three children.

### **Barbara Garii, Ph.D.**

Associate Dean, School of Education  
SUNY Oswego

Dr. Garii is the Associate Dean of the School of Education and a professor in the Department of Curriculum and Instruction at SUNY Oswego. She collaborated with Dr. Linda Rae Markert to prepare the \$1.73 million funded O-RITE Project, the Oswego Residency Initiative for Teacher Excellence. O-RITE is an innovative cross-state clinically rich teacher preparation program that prepares teachers for dual certification in Secondary Special Education and either Secondary Mathematics, Science, or TESOL. Dr. Garii is also a consultant to Full STEM, an NSF/Robert Noyce funded project to support candidates with undergraduate degrees in math or science to enter the teaching profession. Additionally, Dr. Garii works closely with colleagues on campus and globally to design, develop, and implement international coursework and travel opportunities that support teacher candidate development. Prior to joining the faculty of SUNY Oswego, she was a faculty member at Lesley University in Cambridge, MA. She also taught middle and high school mathematics in Washington State, Colombia (South America), and Burkina Faso (West Africa).

### **Dr. Maritza Macdonald**

**American Museum of Natural History**

Dr. Maritza Macdonald is the Senior Director of Education and Policy and Co-Director of the Master of Arts in Teaching Program at the American Museum of Natural History

(AMNH). A teacher and teacher educator with expertise in designing, implementing, researching, and evaluating teaching and teacher education programs, she has been at AMNH since 1997, and before that at the National Center for Restructuring Education, Schools, and Teaching at Teachers College, Columbia University, and at Bank Street College of Education. Her contributions at AMNH have included heading higher education partnerships and evaluation projects, teaching graduate courses, and working closely with the Center for the Advancement of Informal Science Education and other policy groups. Her areas of focus encompass developing innovative and sustainable ways to advance science education for diverse urban populations and forging new linkages between informal and formal learning. She has served on the New York State Regents Work Group and on the National Commission for 21<sup>st</sup> Century STEM Education. Dr. Macdonald is an adjunct professor at Teachers College, Columbia University and dissertation advisor at Teachers College and the CUNY Graduate Center for Urban Education. She was educated at Fordham University (B.Sc.), Bank Street College of Education (M.S.), and Teachers College, Columbia University (Ed.D.).