



**TO:** Higher Education Committee

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

**SUBJECT:** Update on Teacher Preparation Support Program

**DATE:** December 3, 2012

**AUTHORIZATION(S):** *John L. D'Agati*

**SUMMARY**

**Issue for Discussion**

This item will discuss the status of the Teacher Preparation Support Program Memoranda of Understandings with SUNY and CUNY and the respective single-source agreement with the Commission on Independent Colleges and Universities (clcu). Other resources and supports for the field from the Office of Higher Education will also be discussed.

**Reason(s) for Consideration**

For information.

**Proposed Handling**

This item will come before the Higher Education Committee for discussion at its December 2012 meeting.

**Background Information**

In April 2012, the Office of Higher Education (OHE) announced the creation of several agreements with CUNY, SUNY and clcu to support the implementation of the Regents Reform Agenda. Agreements were signed in June 2012 (SUNY) and July 2012 (CUNY) to implement a rigorous work scope. The agreement with clcu was approved by the Office of the State Comptroller and is in the contract development phase.

An imperative for this work was established with the major federal and State policy initiatives, the Department established such as the adoption of the Common Core State Standards, the teacher and principal evaluation system, and the new certification examination requirements for teachers and school leaders. The Teacher Preparation Support Program is intended to support deans, department chairs, faculty and program directors of teacher education and school building leader programs and their respective colleges of arts and sciences in the implementation of the Regents Reform Agenda. Further the agreements are to help ensure those teacher and leader program faculties successfully incorporate these new requirements in their courses. Under the agreements, each sector is required to provide quarterly reports describing specific outcomes and deliverables to document progress on approved activities and evidence of impact. The agreements with the sectors will supplement efforts already underway at colleges and universities to concentrate on faculty development as higher education transitions to the new academic standards in education.

### **CUNY Update**

CUNY's faculty development work scope is focused on three areas: 1) Meeting Events: Conferences, Webinars; 2) Clinical Skills, Including Assessment and Data-Driven Instruction; and 3) College and Career Readiness.

CUNY hosted launch events in October and November 2012 that were attended by campus teams that included deans, faculty and program directors from each of their education preparation programs. The focus of the October meeting was the edTPA, the new performance assessment for initial teacher certification. The event featured the experts from the Stanford University Center for Assessment, Learning and Equity. The theme of the November launch conference was "Bridging Pre-Service and In-Service Experience." The New York City Department of Education, CUNY's main partner in its MOU, led campus teams in activities designed to identify key connections between the instructional shifts required by the Common Core Learning Standards, the Danielson Framework for Teaching and the edTPA framework to inform preparation of aspiring teachers and school leaders. Participants also practiced the observation and feedback process used in NYC Teacher Effectiveness Program schools, including low-inference evidence collection, aligning evidence to a rubric, accurately interpreting teacher practice and providing feedback.

### **SUNY Update**

With the MOU from the Department, SUNY is focusing on four critical areas: 1) Common Core Standards; 2) Performance assessments, including certification examinations and performance evaluations; 3) Data-driven instruction; and 4) Clinically-rich teacher and leader preparation. SUNY developed Higher Education Network Teams on each campus to participate in the activities which were developed by design teams comprised of SUNY educational leadership and teacher education leaders.

Through its initiative, called Statewide Teacher Education Network (S-TEN), SUNY hosted an introductory webcast in August 2012 to launch its MOU work. Speakers included Chancellor Zimpher and Commissioner King. The webcast can be viewed at <http://tinyurl.com/9swoy38>. SUNY also held a launch conference in November 2012 that was attended by nearly 200 deans, department chairs, faculty and program directors of teacher education and school building leader programs and their respective colleges of arts and sciences. The S-TEN initiative is designed to support the implementation on clinically rich teacher and leader preparation strategies in each of the four foci. SUNY is also offering opportunities for participation in action research and communities of practice.

### **clcu Update**

The Commission represents over 100 independent colleges and universities in New York State. The Commission has identified a number of potential activities and will make final selections after gathering input for a broad representative sample of its membership. Once approved, activities could include:

- development of courses, programs or experiences that include the new certification assessments;
- integration of teacher performance assessment rubrics and other relevant teaching frameworks into teacher preparation curricula;
- integration of Common Core standards across subject areas;
- adjustment or redesign, in collaboration with K-12 supervising teachers, expectations for field experiences; and
- establishment of video libraries and video simulations for formative instruction and assessment.

The agreement remains in the contract development phase.

### **OHE Update**

The Office of Higher Education provides ongoing support to New York State institutions of higher education with the implementation of the reform agenda and preparation for the new certification examinations. Supports include:

- designation of staff in the OHE to serve as direct liaisons to the field;
- development of print and web-based resources;
- collaboration and participation in the implementation in each sector's design and implementation meetings related to the work scopes described above;
- sponsorship of numerous hands-on webinars, conferences and meetings at which the certification examinations have been discussed; and
- usage of national experts who provide on-the-ground support for NYS teacher and leader preparation programs.

## **Recommendation**

It is recommended that the Department continue to partner with the sectors to support the full implementation of the Board of Regents reform agenda, with each of the higher education sectors and their respective teacher and school leader preparation programs. In addition, because a one-year extension has already been granted for the new teacher and principals certification examinations, staff recommends that the Board hold accountable to the timelines established for all remaining implementation areas. The future of our schools and our students depends on implementation by our institutions of higher education.

## **Timetable for Implementation**

Implementation began in the fall 2012 and the work scope encompasses the duration of the Race to the Top award.