Board of Regents P-20 Work Group: New York State Teacher Preparation Program Review Process

July Board of Regents Meeting

July 15, 2024

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Public Value Theory – Theory of Action

- **Articulate** a clear, compelling idea of the public value we seek to produce.
  - **Sustaining a Consistent and Well Qualified Pipeline**
- **Create** management systems that distribute cross-agency transparency and collaboration.
  - **P-20 Work Group**
- **Invite** and embrace external support and accountability for defining and creating that value.
  - **Partnerships and Collaborations Internally and Externally**
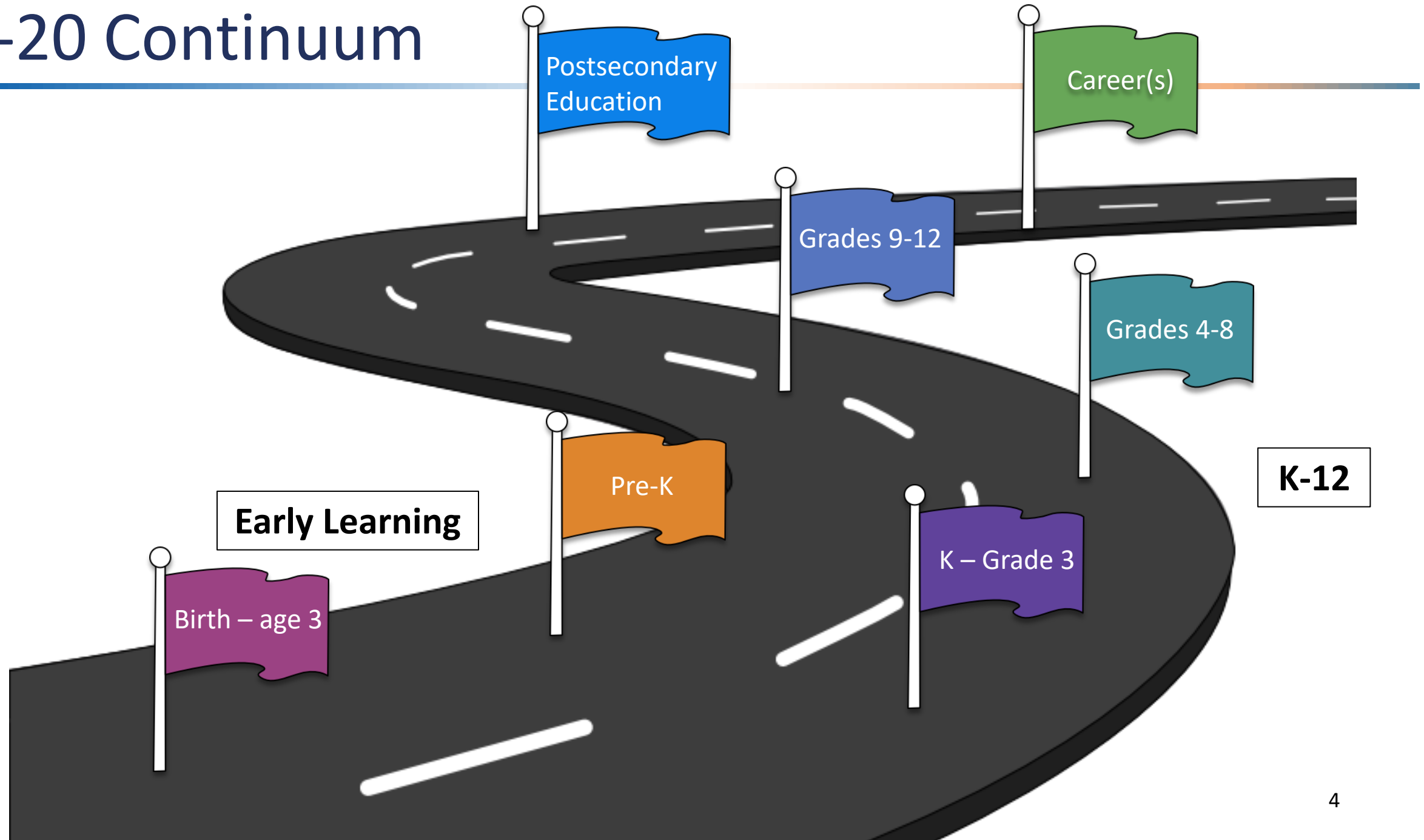- **Develop** a set of measures to record benchmarks.

Whose support do we need?

What resources are necessary?

What does success look like?

P-20 Working Definition

Working Definition

- **In New York State, the P-20 system is an interconnected and seamless system of education from birth through career that:**
  - Emerges from the current research and thinking in the developmental sciences;
  - Values diversity and promotes equity, excellence, and inclusion;
  - Prepares all learners for entry into school, college, career, and civic life;
  - Connects schools, students, families, and diverse communities; and
  - Provides all learners with the opportunity to gain the knowledge, skills, and dispositions to achieve their dreams.
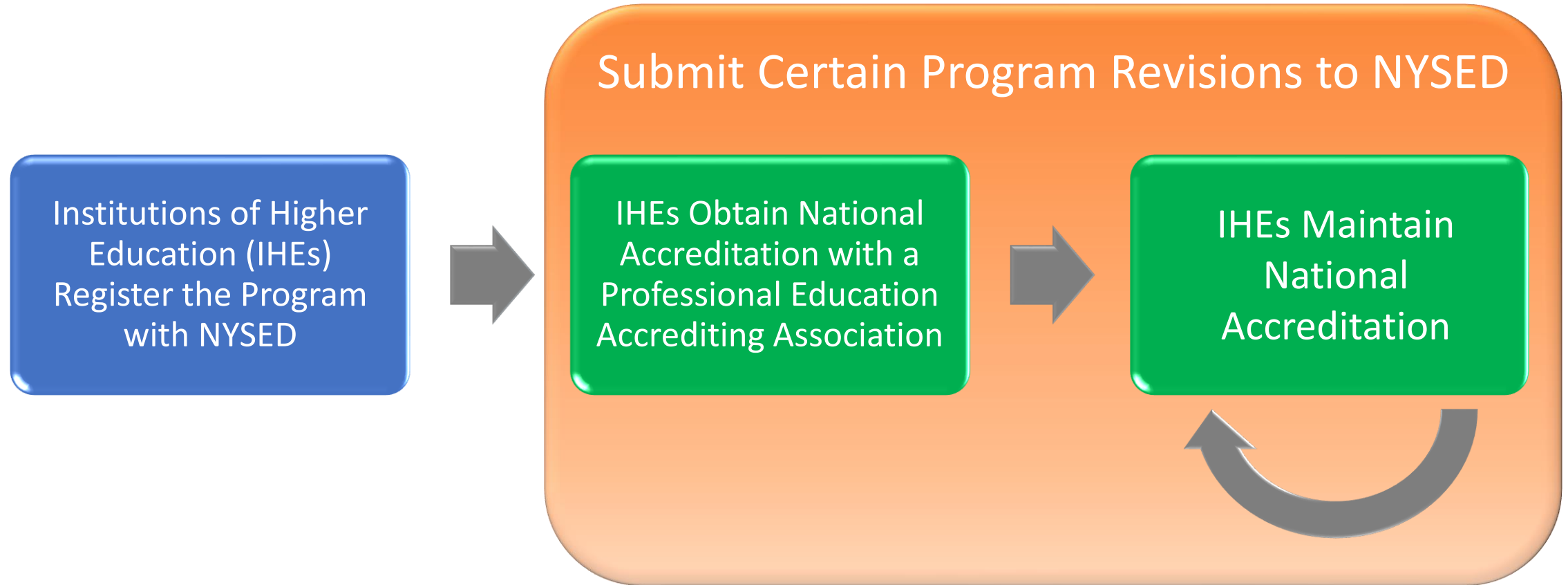
P-20 Continuum

Postsecondary Education

Career(s)

Grades 9-12

Grades 4-8

Pre-K

K-12

Early Learning

K – Grade 3

Birth – age 3

Sustaining the Educator Pipeline

Certification

Supporting Educators

Educator Preparation

Recruitment, Induction, & Mentoring

Leadership

Teacher Mentors and Principal Supervisors

Educator Preparation Program Review Process

Institutions of Higher Education (IHEs) Register the Program with NYSED

Submit Certain Program Revisions to NYSED

IHEs Obtain National Accreditation with a Professional Education Accrediting Association

IHEs Maintain National Accreditation

New Program Registration

- New York State institutions of higher education (IHEs) must register an educator preparation program to show that it **meets the requirements** in the Commissioner's regulations.

- The Office of College and University Evaluation (OCUE) only checks for coursework and clinical experiences **enumerated** in the regulations.

- Currently, there are:

4,500+ Educator Preparation Programs

85 IHEs with Programs

26 IHEs with Alternative Preparation Programs

30 IHEs with Residency Programs

NYSED.gov

Comparison of Requirements and Standards

NYS Teacher Preparation Program Requirements (Adopted in 2000)	NYS Teaching Standards (Seven Standards) (Adopted 2011)
1. Human development, including the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students' readiness to learn	Knowledge of Students and Student Learning (I), Knowledge of Content and Instructional Planning (II), Instructional Practice (III), Professional Responsibilities and Collaboration (VI), Professional Growth (VII)
2. Learning processes, motivation, communication, and classroom management	Knowledge of Students and Student Learning (I), Knowledge of Content and Instructional Planning (II), Instructional Practice (III), Learning Environment (IV)
3. Students with disabilities	Knowledge of Students and Student Learning (I), Instructional Practice (III), Learning Environment (IV), Professional Responsibilities and Collaboration (VI)
4. Language acquisition and literacy development	Knowledge of Students and Student Learning (I)
5. Curriculum development, instructional planning, and instructional strategies	Knowledge of Students and Student Learning (I), Knowledge of Content and Instructional Planning (II), Instructional Practice (III), Learning Environment (IV)

Comparison of Requirements and Standards

NYS Teacher Preparation Program Requirements (Adopted in 2000)	NYS Teaching Standards (Adopted 2011)
6. Technology	Knowledge of Students and Student Learning (I), Instructional Practice (III)
7. Assessing student learning	Knowledge of Content and Instructional Planning (II), Instructional Practice (III), Assessment for Student Learning (V)
8. History, philosophy, and role of education	Knowledge of Students and Student Learning (I), Assessment for Student Learning (V), Professional Responsibilities and Collaboration (VI)
9. Means to update knowledge and skills in the subject(s) taught and in pedagogy	Knowledge of Students and Student Learning (I), Instructional Practice (III), Professional Growth (VII)
10. Clinical experiences	Knowledge of Students and Student Learning (I), Professional Growth (VII)
11. Content core	Knowledge of Content and Instructional Planning (II)
12. State-mandated training (e.g., child abuse, school violence, Dignity for All Students Act)	Learning Environment (IV), Professional Responsibilities and Collaboration (VI)

Program Revisions

IHEs can revise requirements in educator preparation programs **without** Department approval, with the exception that IHEs must apply to make certain program changes such as:

- One-third or more of the credits
- Courses or clinical experiences in the pedagogical core
- Adding or eliminating an option, concentration, or certificate title

Accreditation

- IHEs must obtain accreditation of their educator preparation programs through an acceptable professional education accrediting association.

- The two primary national accrediting associations that review educator preparation programs are:

Association for Advancing Quality in Educator Preparation (AAQEP)	Council for the Accreditation of Educator Preparation (CAEP)

Accreditation - AAQEP

Many IHEs obtain accreditation through the Association for Advancing Quality in Educator Preparation (AAQEP), which has the following standards:

Completer performance	Program practice
Widely shared expectations for which accepted measures are readily available	
Foundational expectations — **STANDARD 1: Candidate/Completer Performance** Program completers perform as professional educators with the capacity to support success for all learners.	**STANDARD 3: Quality Program Practices** The program has the capacity to ensure that its completers meet Standards 1 and 2.
Shared questions or challenges that demand local solutions and invite innovation; reflection of specific institutional missions; responsiveness to state requirements	
Contextual challenges — **STANDARD 2: Completer Professional Competence and Growth** Program completers adapt to working in a variety of contexts and grow as professionals.	**STANDARD 4: Program Engagement in System Improvement** Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.

Source: https://aaqep.org/standards

Accreditation - CAEP

Other IHEs obtain accreditation through the Council for the Accreditation of Educator Preparation (CAEP), which has the following standards at the Initial and Advanced Levels:

Initial

1. Content and Pedagogical Knowledge
2. Clinical Partnerships and Practice
3. **Candidate Recruitment, Progression, and Support**
4. **Program Impact**
5. Quality Assurance System and Continuous Improvement
6. Fiscal and Administrative Capacity

Advanced

1. Content and Pedagogical Knowledge
2. Clinical Partnerships and Practice
3. **Candidate Quality and Selectivity**
4. **Satisfaction with Preparation**
5. Quality Assurance System and Continuous Improvement
6. Fiscal and Administrative Capacity

Types of Programs

Traditional
- Undergraduate or graduate program
- For candidates beginning a program this fall, the student teaching experience is 70 days.

Alternative
- Graduate program
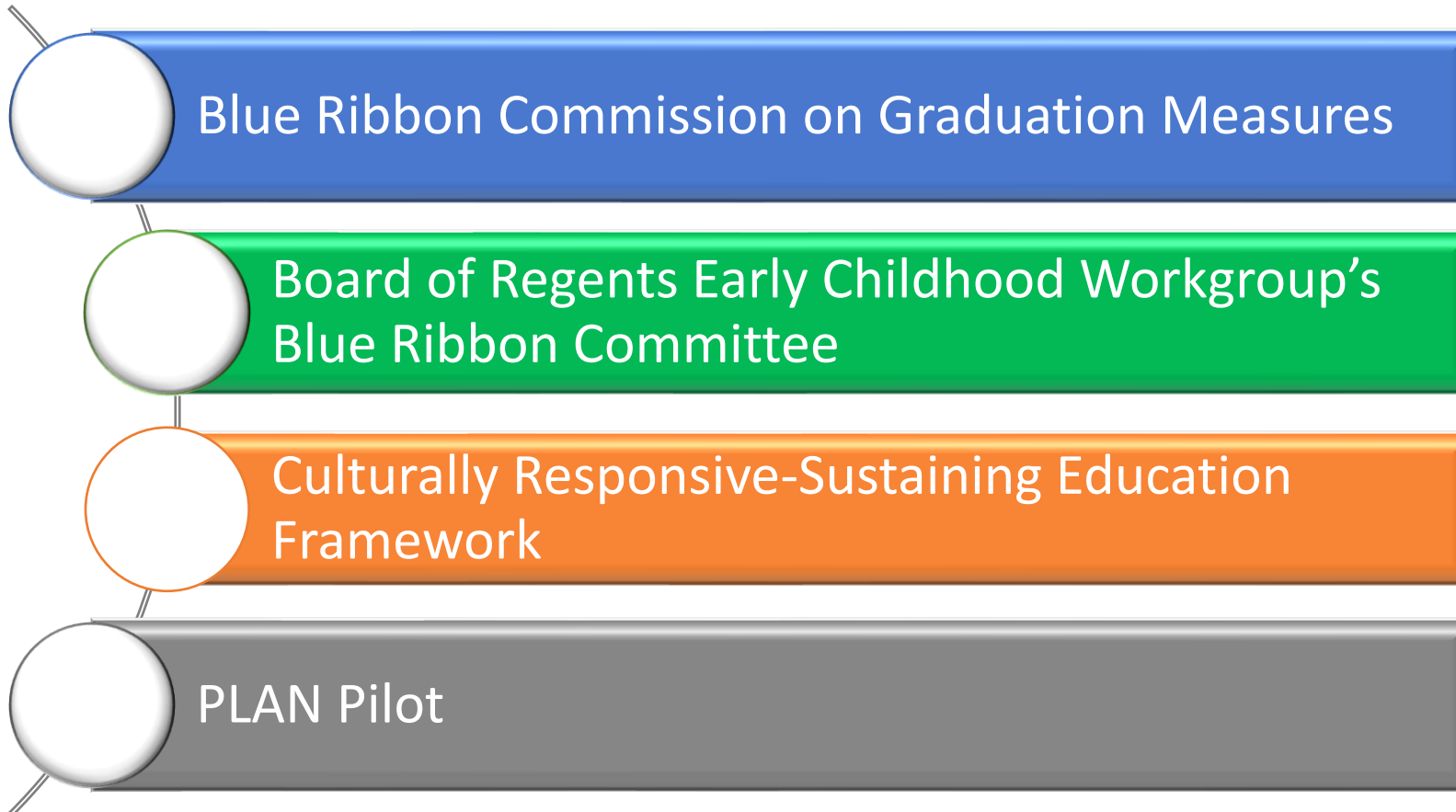- Candidates complete the pedagogical requirements while working as the teacher of record.

Residency
- Grow your own programs and grant funding
- Candidates complete at least 1,000 clock hours during an academic year.

Changes in Education

There have been many changes in the field of education since the teacher preparation program requirements were adopted in 2000, as reflected in the following Board of Regents and Department initiatives:

- Blue Ribbon Commission on Graduation Measures
- Board of Regents Early Childhood Workgroup's Blue Ribbon Committee
- Culturally Responsive-Sustaining Education Framework
- PLAN Pilot

Key Question

What topics should the NYS Teaching Standards and teacher preparation programs include so that new teachers are effective with all learners in a changing world?

Next Steps

Based on the feedback from the Board of Regents, the Department will:

✓ Generate ideas to reform teacher preparation program requirements for consideration, and

👥 Develop and propose a strategy for engaging stakeholders.

Questions?

New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity