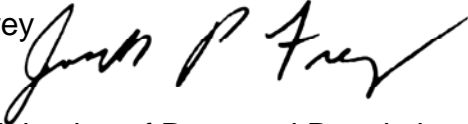




THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

**TO:** Higher Education Committee

**FROM:** Joseph P. Frey 

**SUBJECT:** Emergency Adoption of Proposed Regulations Relating to the Establishment of Graduate Level Clinically Rich Teacher Preparation Pilot Programs

**DATE:** July 9, 2010

**AUTHORIZATION(S):**

### SUMMARY

#### Issue for Decision

Should the Board of Regents adopt the proposed amendment relating to the establishment of graduate level clinically rich teacher preparation pilot programs?

#### Reason(s) for Consideration

Review of policy.

#### Proposed Handling

The proposed amendment is submitted to the Higher Education Committee for adoption as an emergency measure and permanent rule at its July 2010 meeting. A statement of facts and circumstances justifying the emergency is attached.

#### Procedural History

At the November 2009 and December 2009 meetings, the Board of Regents approved the conceptual framework for graduate level clinically rich teacher preparation pilot programs. At the February 2010 meeting, the Board of Regents endorsed the plan to implement this pilot program through a Request for Proposal (RFP) process. The proposed amendment was adopted as an emergency measure by the Board of Regents at its April 2010 meeting and became effective May 1, 2010.

## Background Information

An estimated 50 percent of new teachers in high need schools leave within the first five years. Research shows that preparation grounded in a strong clinical approach increases teacher retention. To address the teacher shortage issue, with the approval of the Board of Regents, the Department will select program providers for the graduate level clinically rich pilot program through an RFP process. Guidelines for the RFP process are described in the attached proposed amendment to Commissioner's Regulations. (Attachment 1)

**In order to ensure that any program selected to offer a clinically rich teacher preparation program is of high quality, the Board of Regents will establish a Blue Ribbon Commission to evaluate all applications. This Blue Ribbon Commission will be comprised of highly renowned teacher educators. The Blue Ribbon Commission will make recommendations to the Board of Regents for those programs that should be authorized to establish clinically rich teacher preparation programs, both from collegiate and non-collegiate providers or in combination. The goal is to create a process that will ensure a rigorous programmatic review and to select only the highest quality providers to assist in the preparation of teachers for our high need schools. For non-collegiate providers, the Regents will only award the master's degree if the institution has demonstrated that candidates have successfully completed all elements of the program authorized by the Regents.**

Furthermore, to help ensure the quality of programs from non-collegiate institutions participating in the pilot, the RFP will require that non-collegiate programs seek accreditation from an accrediting body approved by the Board of Regents.

Also, the RFP will emphasize the Regents concern that preparation programs focus on teacher shortage areas such as science, mathematics, students with disabilities and English language learners.

The proposed amendment establishes two tracks for the graduate level clinically rich program: 1) the Model A track is the residency program for candidates working with a teacher of record in a high need school; and 2) the Model B track is the residency program for candidates employed as teachers of record in a high need school who will be eligible to receive a Transitional B certificate upon completion of required introductory preparation, tests, and workshops. To qualify for an initial teaching certificate in New York State, candidates in both tracks must pass the New York State Teacher Certification Examination (NYSTCE) required for the certification title. Candidates who are employed as teachers of record (Model B track) shall be eligible for the Transitional B certification upon showing evidence of completing an introductory component and passing the required NYSTCE(s) for the Transitional B certification. The proposed amendment authorizes institutions, other than institutions of higher education, and that are selected by the Board of Regents, to offer the Model A and Model B tracks of this program. Such institutions shall include, but not be limited to, cultural institutions, libraries, research centers, and other organizations with an

educational mission that are selected by the Board of Regents for participation in this pilot program through the RFP process.

The Regents have directed staff to develop guidelines that would assess the past effectiveness of providers to successfully prepare teachers for high need schools. In order to be eligible as a provider of a NYS Clinically Rich Teacher Residency preparation program, institutions will be required to provide historical evidence of commitment to teaching and learning for all students. Institutions will also be required to provide the following evidence:

- that participants in their prior programs have had a positive impact on student achievement and student growth for all students including students with disabilities, English language learners, and students living in poverty;
- that programs were designed and implemented based upon research and best practices to impact student learning;
- that programs have engaged parents, community members, and appropriate resources;
- that they have been able to build and sustain partnerships with schools, communities and other entities to further student learning;
- for programs of teacher preparation, evidence that graduates have been employed in high need schools and the length of time of their employment; and
- that the approaches in evaluating past program outcomes have been fair and objective.

To ensure program quality, the proposed amendment requires that the pilot program meet the general registration standards established by the Board of Regents for graduate curricula in terms of instructional time, faculty qualifications, and the rigor of curriculum. For example, the proposed regulation identifies the same faculty requirements that have been established for all master's degree programs in New York State. In addition, the pilot program must be accredited and maintain an 80 percent or higher pass rate on the NYSTCEs. Prior to being admitted to the graduate level clinically rich teacher preparation pilot program, candidates must meet the general education core in the liberal arts and sciences and the content core requirements specified in the current regulations for traditional teacher preparation programs. The pedagogical study offered in the pilot programs shall also meet the requirements for the particular certificate title sought, as prescribed in the current program registration requirements for traditional teacher preparation programs.

The proposed amendment includes components of effective residency programs supported by research findings and best practices. These best practices are relevant, and apply to both tracks of this teacher residency pilot program. Many of the residency programs implemented across the country have based their programs on the Urban Teacher Residency United Program Model.<sup>1</sup> Attachment 2 shows a crosswalk between the national model and the proposed New York State model:

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<sup>1</sup> Urban Teacher Residency is a not-for-profit organization that serves a national network of innovative teacher preparation programs and was founded in 2007. This organization works with institutions of higher education to launch and support teacher residencies.

- **Collaboration between program providers and partnering high need schools or school districts:** program providers shall execute a written agreement with partnering high need schools which specifies the roles of each partner in the design, implementation, and evaluation of the pilot programs.
- **Recruitment and selection for program candidates:** the recruitment process will be highly selective to attract not only the highest caliber of candidates to the pilot program but also candidates with a strong commitment to high need schools.
- **Research-based curriculum linking theory and practice:** the graduate level teacher preparation pilot program shall include at least one continuous school year of mentored clinical experience, grounded in the teaching standards currently being developed, and centered on practicing research-based teaching skills that make a difference in the classroom. Pedagogical study linking theory and practice will be embedded in the clinical experience.
- **Recruitment, selection, training, and support for mentors:** program providers shall collaborate with the high need schools to select mentors that are highly effective teachers and must provide mentors with continuous support and research-based training to support program candidates. Mentors will work collaboratively with faculty supervisors to evaluate candidates and provide feedback.
- **Mentoring and support for candidates throughout the program and after program completion:** Prior to assigning candidates to a classroom, program providers will enter into a written agreement with the high need schools specifying the mentoring plan. During the clinical experience, each candidate will be assigned a teacher-mentor and a support team comprised of a faculty member of the program, the school principal or designee, the assigned teacher-mentor, and a school curriculum supervisor or specialist. In addition, program providers must have a formal written agreement with partnering schools or school districts to provide continued mentoring support for program graduates during their first year of teaching.

We received several comments on the proposed amendment during the public comment period. An assessment of the public comment is attached.

### Recommendation

VOTED: That paragraph (5) of subdivision (a) of section 52.1 of the Regulations of the Commissioner of Education be added; that subparagraph (xvi) of paragraph (1) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education be amended; that paragraph (5) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education be added and that section 80-5.13 of the Regulations of the Commissioner of Education be amended, effective July 29, 2010, as an emergency action upon a finding by the Board of Regents that such action is necessary to ensure

that the proposed amendment remains continuously in effect until its adoption as a permanent rule.

VOTED: That paragraph (5) of subdivision (a) of section 52.1 of the Regulations of the Commissioner of Education be added; that subparagraph (xvi) of paragraph (1) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education be amended; that paragraph (5) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education be added and that section 80-5.13 of the Regulations of the Commissioner of Education be amended, effective August 11, 2010.

#### Timetable for Implementation

The April emergency adoption will expire on July 29, 2010. If adopted at the July 2010 meeting as an emergency measure, the proposed amendment will become effective on July 29, 2010 and will be adopted as a permanent rule, effective August 11, 2010.

AMENDMENT OF THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to sections 207, 208, 210, 214, 216, 224, 305, 3001, 3004 and 3006 of the Education Law

1. Paragraph (5) of subdivision (a) of section 52.1 of the Regulations of the Commissioner of Education is added, effective July 29, 2010, to read as follows:

(5) every curriculum leading to a master's degree in a clinically rich graduate level teacher preparation pilot program as prescribed under section 52.21(b)(5) of the Regulations of the Commissioner of Education.

2. Subparagraph (xvi) of paragraph (1) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended, effective July 29, 2010, to read as follows:

(xvi) Transitional B certificate means the first teaching certificate obtained by a candidate enrolled in an alternative teacher certification program or a Model-B teacher preparation track of a clinically rich graduate level teacher preparation pilot program, as prescribed in this section, that qualifies that individual to teach in the public schools of New York State, subject to the requirements and limitations of Part 80 of this Title, and excluding the provisional certificate, initial certificate, temporary license, transitional A certificate, and transitional C certificate.

3. A new paragraph (5) shall be added to subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education, effective May 1, 2010, to read as follows:

(5) Clinically rich graduate level teacher preparation pilot program for high need schools. Two models of the clinically rich graduate level teacher preparation pilot

program are established: the Model A - residency teacher preparation track for candidates working with a teacher of record and the Model B - residency teacher preparation pilot track for candidates employed as the teacher of record.

(i) Purpose. The purpose of this paragraph is to establish a clinically rich graduate level teacher preparation pilot program to increase the supply of highly effective teachers in high need subjects in high need schools. This pilot program will include an intensive residency component, grounded in the New York State teaching standards and centered on the practice of research-based teaching skills and best practices that make a difference in the classroom.

(ii) Limitations. The clinically rich graduate level teacher preparation pilot program shall end on June 30, 2016.

(iii) Definitions. For purposes of this paragraph:

(a) High need school shall mean a school designated by the Commissioner of Education as a high need school. A high need school shall include, but not be limited to, schools under registration review, low performing schools, and other high need schools, in which there is a shortage of certified teachers in the previous school year and there is a projected shortage of certified teachers in the current year.

(b) Institution shall mean an institution of higher education as defined in section 50.1 of this Title, an education corporation as defined in Education Law section 216-a, or a corporation having an educational purpose that is formed under the Not-for-Profit Corporation Law or the Business Corporation Law with the consent of the Commissioner pursuant to Education Law section 216, or a Limited Liability Company having an educational purpose that is formed under the Limited Liability Company Law with the consent of the Commissioner under Education Law section 216, and such

institution must be selected by the Board of Regents for participation in these pilot programs pursuant to a request for proposal (“RFP”) process. Such proposals shall meet the criteria outlined by the Board of Regents in the RFP and be in a format, and submitted pursuant to a timeline, as prescribed by the Board of Regents.

(c) Teacher of record shall mean the teacher with primary responsibility for instruction and grading in the classroom.

(d) Teacher-mentor shall mean an experienced and highly effective certified teacher who is employed in the same high need school as the candidate and who is assigned to provide mentoring and support to a candidate in this pilot program. For candidates in the Model- A track of this pilot program, the teacher-mentor shall be the teacher of record as defined in this subparagraph.

(iv) General requirements for the clinically rich graduate level pilot program. The general requirements for registration as set forth under sections 52.1 and 52.2 of this Part and the general requirements for registration of curricula in teacher education as set forth under section 52.21(b)(1), (b)(2)(i), (b)(2)(ii)(a), (b)(2)(ii)(b), (b)(2)(ii)(c)(1) and (b)(2)(iv) of this Part. The remaining requirements set forth in section 52.21 of this Part shall not be applicable, except as otherwise provided in this paragraph. In addition, the following requirements shall be met:

(a) Collaboration. Any institution that participates in this program shall execute a written agreement with each partnering high need school which shall include the following:

(1) the specific roles of the institution and the high need school in the recruitment, preparation, and mentoring of candidates, as well as their roles in sustaining this pilot program in the long term;



(2) the selection and evaluation criteria and the recruitment process for teacher-mentors;

(3) the various types of assessments that will be used to evaluate candidates throughout the program, and how such assessments will be utilized to prescribe study and experiences that will enable candidates to develop the knowledge, understanding, and skills necessary to successfully meet the requirements of this program and to obtain certification upon completion of the program.

(b) Admission requirements. In addition to the selection criteria established by institutions for candidates to participate in this program, the pilot program shall meet the following admission requirements:

(1) The program shall require candidates to hold a baccalaureate or graduate degree from a regionally accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees. Candidates shall have achieved at least a 3.0 cumulative grade point average, or its equivalent, in the program leading to the baccalaureate or graduate degree, or shall have been found by an officer designated by the registered program to have the necessary knowledge and skills to successfully complete the program, which finding shall be in writing and include the basis for that finding.

(2) Candidates shall have completed an undergraduate or graduate major (sequential study comprising at least 30 semester hours that provides knowledge of breadth and depth in an interdisciplinary field or a subject, provided that such 30 semester hours may include up to 12 semester hours in cognates) in the subject of the certificate sought, or an undergraduate or graduate major in a related field approved by the department for this purpose at the time of program registration, except that

candidates for a certificate in early childhood education, childhood education, and middle childhood education-generalist, or a candidate seeking to teach students with disabilities at those developmental levels shall meet the requirements of subclause (3) of this clause.

(3) Candidates for certificates in early childhood education, childhood education, and middle childhood education-generalist, or a candidate seeking to teach students with disabilities at those developmental levels shall have completed an undergraduate or graduate major in a liberal arts and sciences subject or interdisciplinary field.

(4) Only those candidates who provide a written commitment to teach for at least four years in a high need school upon graduation shall be admitted into the program.

(c) Curriculum and the clinical experience component Completion of the curriculum and the clinical experience component of the program shall prepare the candidate with the education required for an initial certificate in a certificate title in the classroom teaching service and may prepare the candidate with the education required for a bilingual education extension of such certificate.

(1) Faculty. All faculty members who teach within a curriculum in this pilot program shall possess earned doctorates or other terminal degrees in the field in which they are teaching or shall have demonstrated, in other widely recognized ways, their special competence in the field in which they graduate students.

(2) Curriculum. The curriculum of the pilot program shall include research-based skills and best practices aligned with the newly developed teacher standards to prepare candidates to be effective teachers in high need schools. In addition, the curriculum of the program shall meet the following requirements:

(i) The curriculum shall be offered by qualified faculty who demonstrate that they understand high need schools; and

(ii) The pedagogical preparation of the program shall include, but need not be limited to graduate level study designed to permit the candidate to obtain the pedagogical core requirements for programs leading to an initial certificate, as prescribed in subclause (2)(ii)(c)(1) of this subdivision and the specific pedagogical study requirements for the particular certificate title sought as prescribed in subparagraphs (3)(i) through (xv) of this subdivision.

(3) Clinically rich experience component. The clinical experience component of the program shall meet the following requirements:

(i) The clinical experience shall be designed by the institution in collaboration with a high needs school to provide a rich variety of teaching experiences for the candidate to ensure that program graduates will be effective teachers in high need schools.

(ii) Prior to assigning the candidate to a classroom, the institution shall enter into a written agreement with the high need school wherein the high need school shall agree to establish a plan for at least one continuous school year of mentored clinical experience by the assigned teacher-mentor for the candidate and support by a team comprised of a faculty member of the program, the school principal or designee, the assigned teacher-mentor, and a school curriculum supervisor or specialist.

(iii) The program shall ensure its candidates receive mentoring support by a teacher-mentor during the entire period they are assigned to the classroom and enrolled in the program, which shall be at least one continuous school year.

(iv) The mentored clinical experience shall take place with an assigned teacher - mentor in a high need school that offers instruction in any grade, pre-kindergarten through 12, as appropriate to the certificate sought.

(iv) Program faculty shall supervise the candidate and promote the linking of theory and practice by observing and advising the candidate at least twice each month during the clinical experience, except as otherwise provided in this paragraph.

(v) Program faculty shall work in collaboration with the assigned teacher-mentor to evaluate candidates and provide feedback.

(vi) During the clinical experience, the program shall provide courses and seminars that are designed to link educational theory with clinical experiences, which shall include, but need not be limited to, the curricula described in item (iv)(c)(1)(ii) of this paragraph.

(d) Degree. Successful completion of the pilot program shall lead to a professional Master of Arts in Teaching degree. Any institution that offers a program, other than an institution of higher education, shall certify to the department that the candidate has satisfactorily met the requirements of this paragraph. Upon receipt of such certification from an institution other than an institution of higher education, the Board of Regents will issue a professional Master of Arts in Teaching degree to such candidate provided that the program remains in good standing with the Department.

(e) Certification. A designated officer of the institution offering the pilot program shall be required to recommend the candidate for an initial certificate, and as applicable, for the bilingual education extension of those certificates, upon completion of the program and after consultation with the school principal or designee at the location of the mentored teaching.

(f) Support commitment for pilot program graduates upon completion of the program. An institution shall have a formal written agreement with partnering schools or districts to provide continued mentoring support for graduates of the pilot program during their first year of teaching, which shall include, but not be limited to, setting selection criteria, and the recruitment and training processes for mentors; and developing plans to provide professional development programs based on research and best practices for mentors and graduates.

(v) Specific requirements for the Model A –residency teacher preparation pilot track where the candidate works with a teacher of record in the classroom. The candidate shall complete the clinical experience component of this program with an assigned teacher of record in the classroom. The institution shall assign the teacher of record as the candidate's teacher-mentor.

(vi) Specific requirements for the Model B- residency teacher preparation pilot track where the candidate is employed by the high need school as the teacher of record.

(a) Introductory component. The program shall meet the requirements of the introductory component prescribed in items (3)(xvii)(b)(2)(i) and (iv) of this subdivision. Such introductory component shall lead to the Transitional B certificate in a certificate title in the classroom teaching service, and may also lead to a bilingual education extension of such transitional B certificate.

(b) Mentored teaching. Program candidates who are teaching with a Transitional B certificate shall receive weekly program faculty supervision and daily mentoring by an assigned teacher-mentor during the first eight weeks of teaching and

continued mentoring by an assigned teacher mentor during the remainder of the time that the candidate is enrolled in the program and teaching.

(c) Candidates must meet program standards for good academic progress in order to retain the Transitional B certificate.

4. Section 80-5.13 of the Regulations of the Commissioner of Education is amended, effective May 1, 2010, to read as follows:

§80-5.13 Alternative requirements for classroom teaching certificates.

(a) Requirements for the transitional B certificate for all titles in the classroom teaching service, applicable for a candidate enrolled in either an alternative teacher certification program registered pursuant to section 52.21(b)(3)(xvii) of this Title or a Model B–residency teacher preparation track of a clinically rich graduate level teacher preparation pilot program registered pursuant to section 52.21(b)(5) of this Title,

(1) General requirements.

(i) . . .

(ii) Limitations. The transitional B certificate shall authorize a candidate to teach only in a school district for which a commitment for employment and mentoring has been made. In addition, it shall only be valid as long as the candidate is matriculated in good standing in a registered alternative teacher certification program or a Model B–residency teacher preparation track of a clinically rich graduate level teacher preparation pilot program registered pursuant to section 52.21(b)(5) of this Title, leading to a provisional or initial certificate, unless the candidate has applied for the transitional B certificate on or before February 1, 2001 and the candidate is matriculated in good standing in a registered program leading to the provisional or initial certificate in the

certificate title sought and has documented that such program will meet all requirements of the alternative teacher certification program, or unless the candidate has completed such program.

(2) The candidate shall meet the requirements in each of the following subparagraphs:

(i) Education.

(a) The candidate shall hold a baccalaureate or graduate degree from a regionally accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees; and

(b) either:

(1) the candidate shall submit satisfactory evidence of:

(i) matriculation in an alternative teacher certification program or a Model B–residency teacher preparation track of a clinically rich graduate level teacher preparation pilot program registered pursuant to section 52.21(b)(5) of this Title, leading to a provisional or initial certificate or leading to provisional/permanent or initial/professional certificates and, as applicable, a bilingual education extension of such certificates, registered pursuant to and having met the admission requirements prescribed in section 52.21(b)(3)(xvii) or section 52.21(b)(5) of this Title; and

(ii) having completed the introductory component of a registered program leading to the transitional B certificate, as prescribed in section 52.21(b)(3)(xvii) or section 52.21(b)(5) of this Title or the acceptable equivalent of such study as determined by the department; or

(2) . . .

(ii) . . .

(iii) Employment and support commitment. The candidate shall submit satisfactory evidence of having a commitment from a school or school district of employment as a full- time teacher with the school or school district in the area of the certificate sought for at least three school years, which shall include at least one year of mentoring as prescribed in section 52.21(b)(3)(xvii) or section 52.21(b)(5) of this Title.

(b) Requirements for the provisional or initial certificate for all titles in the classroom teaching service, and a bilingual education extension of such certificate, applicable for a candidate holding a transitional B certificate and matriculated in an alternative teacher certification program registered pursuant to section 52.21(b)(3)(xvii) of this Title or a Model B–residency teacher preparation track of a clinically rich graduate level teacher preparation pilot program registered pursuant to section 52.21(b)(5) of this Title,

(1) The candidate shall meet the requirements in each of the following subparagraphs:

(i) Education. The candidate shall have successfully completed either:

(a) an alternative teacher certification program or the Model B–residency teacher preparation track of a clinically rich graduate level teacher preparation pilot program leading to a provisional or initial certificate or leading to provisional/permanent or initial/professional certificates, which may also lead to a bilingual education extension of such certificates, that is registered pursuant to section 52.21(b)(3)(xvii) or section 52.21(b)(5) of this Title; or

(b) . . .



(ii) . . .

(iii) Experience and mentoring. The candidate shall submit evidence of having had at least one school year of full-time teaching that was mentored, obtained through an alternative teacher certification program or a Model B–residency teacher preparation track of a clinically rich graduate level teacher preparation pilot program, registered pursuant to section 52.21(b)(3)(xvii) or section 52.21(b)(5) of this Title, or other program that meets the education requirements of this subdivision.

(2) . . .

(3) . . .

**Evidence of Capacity to Provide Effective Residency Programs:**

The Regents have directed staff to develop guidelines that would assess the past effectiveness of providers to successfully prepare teachers for high need schools. As part of the RFP process, listed below are the recommended standards. In order to be eligible as a provider of a NYS Clinically Rich Teacher Residency preparation program, institutions will be required to provide historical evidence of commitment to teaching and learning for all students. Institutions will be required to provide the following evidence:

- that participants in prior programs have had a positive impact on student achievement and student growth for all students including students with disabilities, English language learners, and students living in poverty;
- that programs were designed and implemented based upon research and best practices to impact student learning;
- that programs have engaged parents, community members, and appropriate resources;
- that they have been able to build and sustain partnerships with schools, communities and other entities to further student learning;
- for programs of teacher preparation, evidence that graduates have been employed in high need schools and the length of time of their employment; and
- that the approaches in evaluating past program outcomes have been fair and objective.

The following chart identifies elements of quality Teacher Residency programs based on the Urban Teacher Residency United Program model used nationally for the Boston and Denver.

**Framework of Teacher Residency Elements**

Elements and Standards of Quality Teacher Residency Programs of Urban Teacher Residency United Program*	Urban Teacher Residency United Program Model	New York Clinically Rich Teacher Residency -Elements Included in draft Regulations
<b>Management</b>		
• Partnership between high need district, institution, or other eligible partners	✓	✓
• Designated lead partner	✓	Will be referenced in the RFP
• Sustainable funding	✓	✓
• Commitment to local assessment and evaluation	✓	✓
• Transparent, legally binding agreements between UTR and all residency participants	✓	✓
<b>Resident Recruitment and Selection</b>		

• Alignment with district goals	✓	✓
• Integrated approach to recruitment	✓	Will be referenced in the RFP
• Rigorous and competitive selection process	✓	✓
<b>Mentor recruitment, selection, and training</b>		
• Integrated approach to recruitment	✓	✓
• Rigorous and competitive selection process	✓	✓
• High quality PD for mentors	✓	✓
• Mentor assessment and accountability	✓	✓
<b>Residency Year</b>		
• Rigorous resident learning standards	✓	✓
• Rigorous and aligned coursework	✓	✓
• Intensive classroom apprenticeship	✓	✓
• Dynamic application of the gradual release of responsibility model	✓	✓ (model A only)
• Resident assessment and accountability	✓	✓
<b>Strategic placement of residents and graduates</b>		
• Placement of resident in training sites	✓	✓
• Placement of graduates in high need schools	✓	Will be referenced in the RFP
• Grouping of residents and graduates in cohorts	✓	Will be referenced in the RFP
<b>Post Residency</b>		
• Integrated induction coach selection	✓	✓
• High quality PD for induction coaches	✓	✓
• School based one-on-one induction coaching	✓	Will be referenced in the RFP
• Ongoing professional learning community	✓	Will be referenced in the RFP

\* Indicators identifying the elements of a Teacher Residency Framework are from the Urban Teacher Residency United Program

**STATEMENT OF FACTS AND CIRCUMSTANCES  
WHICH NECESSITATE EMERGENCY ACTION**

The proposed amendment is designed to 1) address immediate personnel shortages facing New York high need schools and school districts; and 2) promote student growth and achievement. The proposed amendment increases the number of qualified individuals who will be attracted to teaching careers through graduate level clinically rich pilot programs.

To maximize student growth and achievement in high need schools, the Department will select program providers for graduate level clinically rich teacher preparation pilot programs through a Request for Proposal (RFP) process.

In order to ensure that any program selected to offer a clinically rich teacher preparation program is of high quality, the Board of Regents will establish a Blue Ribbon Commission to evaluate all applications. This Blue Ribbon Commission will be comprised of highly renowned teacher educators. The Blue Ribbon Commission will make recommendations to the Board of Regents for those programs that should be authorized to establish clinically rich teacher preparation programs, both from collegiate and non-collegiate providers or in combination. The goal is to create a process that will ensure a rigorous programmatic review and to select only the highest quality providers to assist in the preparation of teachers for our high need schools.

To participate in the clinically rich principal preparation program, program providers will be required to meet certain eligibility requirements, including written collaboration agreements with high need schools, faculty, curriculum, mentoring and training requirements.

In order to fill the personnel shortages for effective teachers in high need schools in the 2011-2012 school year, an emergency action is necessary for the preservation of the general welfare in order to timely implement the provisions of the proposed amendment to provide school districts and BOCES with timely notice of the eligibility requirements and the program registration requirements for the pilot program and to complete the competitive bidding process for the selection of program providers before the 2011-2012 school year.

Emergency action is also necessary at the July 2010 Board of Regents meeting in order to ensure that the regulations remain continuously in effect until the regulation becomes effective on August 11, 2011. The emergency rule adopted at the May Regents meeting is only effective for 90 days and will expire on July 29, 2010. To avoid the adverse effects of a lapse in the emergency rule, another emergency action is necessary at the July Regents meeting to readopt the rule, effective July 29, 2010 so that it may remain continuously in effect until it can be adopted and made effective as a permanent rule.

**SUMMARY OF ASSESSMENT OF PUBLIC COMMENT**

Since publication of a Notice of Proposed Rule Making in the State Register on May 5, 2010, the State Education Department received comments about the proposed amendments relating to the establishment of clinically rich teacher preparation pilot programs. The following is a summary of the comments and the responses of the Education Department.

1. COMMENT: Many oppose the Model B pilot because it differs substantially from a traditional teacher residency program.

DEPARTMENT RESPONSE: The Department supports expanding the definition of teacher residencies to develop additional pathways to attract teachers for high need shortage areas. The Model B pilot is similar to the Transitional B program that has been in existence for 10 years.

2. COMMENT: A few expressed concern over the collection and use of student achievement data.

DEPARTMENT RESPONSE: The Department is currently developing the Request for Proposal (RFP) for pilot programs and will explain more fully how student data will be collected and used in these pilot programs.

3. COMMENT: A few opposed the 30 credit content requirement as an admission standard and suggested the use of competency examinations in lieu of this requirement.

DEPARTMENT RESPONSE: Colleges have historically used rigorous examinations to meet specific course requirements. An applicant for this pilot may

identify whether such an exam approach will be taken, and to what extent. The Blue Ribbon Commission will determine the appropriateness of this approach.

4. COMMENT: A few were opposed to the doctoral and terminal degrees requirement of faculty.

DEPARTMENT RESPONSE: To ensure the high quality of instruction of candidates, the Department believes that the current rigorous faculty regulations ensure the highest caliber of program instructors.

5. COMMENT: Many were concerned that non collegiate institutions could not offer the depth and breadth of preparation taught at Institutions of Higher Education (IHE).

DEPARTMENT RESPONSE: In order to ensure that selected programs offer a clinically rich teacher preparation program of the high quality, the Board of Regents will establish a Blue Ribbon Commission, comprised of highly renowned teacher educators, to evaluate all applications. The Commission will recommend those applicants that should be authorized to establish clinically rich teacher preparation programs to the Board of Regents, from collegiate and non-collegiate providers or in combination. The goal is to ensure a rigorous programmatic review and to select only the highest quality providers to assist in the preparation of teachers for high need schools. Emphasis will be on educating teachers in a holistic educational approach for the teaching profession, not in training teachers. IHEs have historically prepared teachers with this emphasis in educating teachers and the Department will require all providers to meet the registration standards for these pilot programs. For non-collegiate providers, the Regents will only award the master's degree if the institution has demonstrated that candidates have successfully completed all elements of the program authorized by the Regents. The

Department encourages partnerships and recognizes the value of such collaborations between potential providers. Partnerships between collegiate and non-collegiate providers will be encouraged in the RFP.

6. COMMENT: A few were concerned with the scope of the clinical experiences and the possibly creating a two tier system benefiting the staffing of wealthy districts.

DEPARTMENT RESPONSE: The regulations require collaboration with only high need schools for their clinical experiences. This pilot program will not be a factor in creating a two tier system.

7. COMMENT: Some expressed that the regulations were hastily written and not research based.

DEPARTMENT RESPONSE: Thorough research in current clinically based teacher residency programs was completed prior to the thoughtfully drafting regulations.

8. COMMENT: Concern was expressed about the negative impact the pilot programs would have on programs already in existence.

DEPARTMENT RESPONSE: The pilots are intended for a very specific, small cohort of candidates committed to teaching in high need schools upon graduation. There should be no significant impact.

9. COMMENT: A few expressed concerns over lack of experience of non-collegiate entities providing such programs and of the role and timeframe of the Blue Ribbon Commission.

DEPARTMENT RESPONSE: The Blue Ribbon Commission will be provided adequate time and resources to thoroughly evaluate all applications for the pilot programs.



10. COMMENT: Concern was expressed with the lack of definition for the terms used in the regulations specific to the pilots.

DEPARTMENT RESPONSE: All terms specific to the pilots are defined in the regulations and will be further developed in the RFP.

11. COMMENT: There is need for more specific data on regional supply and demand in New York State.

DEPARTMENT RESPONSE: The Department is progressing with the State's initiative for developing a data collection system that will incorporate regional data on teacher supply and demand across the State.

12. COMMENT: There is a preference for Middle States accreditation over NCATE, TEAC, and RATE because Middle States is the entity that accredits all master degree programs. Other commenters questioned the timeframe for accreditation in this pilot program.

DEPARTMENT RESPONSE: The proposed programs will be focused exclusively for preparing candidates to become effective teachers and the regulation specifies that teacher preparation programs must achieve accreditation through a nationally recognize program accreditor within seven years of program registration. Middle States, is an institutional accreditor.

13. COMMENT: A master's degree is an academic degree and should be granted solely by IHE.

DEPARTMENT RESPONSE: The Regents will assure the quality of the program through a rigorous selection process by the Blue Ribbon Commission. and the program will be held to rigorous program registration standards, including prescribed curriculum and faculty requirements and at least one year of mentored experience in the

classroom. Only graduates of such programs may be awarded an M.A.T degree by the Regents. The provider's faculty must also ensure that the graduate level work required to award the degree is sufficiently rigorous.

14. COMMENT: Organizations should have an established record of improving student achievement.

DEPARTMENT RESPONSE: The establishment of the Blue Ribbon Commission ensures that all applications are held to the same standards as traditional teacher preparation programs and demonstrate a proven history of improving student achievement.

15. COMMENT: Concern was expressed that graduates of these pilots will have difficulty being admitted into doctoral programs because their master's degrees were awarded by the Board of Regents (BOR) and that there is a conflict of interest with the BOR awarding these degrees.

DEPARTMENT RESPONSE: Education Law §208 authorizes the Board of Regents to award degrees and the Board currently uses this authority to award degrees for graduates of institutions operating under a provisional charter and institution that have closed. The Blue Ribbon Commission, has been charged with ensuring that those applying through the RFP process meet the established criteria, including extensive quality assurance processes.

16. COMMENT: Concern was expressed that there was no dialogue between New York State and stakeholders.

DEPARTMENT RESPONSE: For the purposes of these pilots, as required under the State Administrative Procedures Act, the Department has engaged the public through a 45-day public comment period. The Department has received and reviewed

comments on the regulations from higher education institutions. The Commissioner has also reached out to, and met with Deans from CUNY, SUNY, and independent colleges, as well as P-12 Educators. The Department will continue to have ongoing discussions with stakeholders to explore ideas for improving education in high need schools and shortage areas throughout the State.

17. COMMENT: Concern was expressed that the four year commitment by graduates would have a negative impact on provider programs and this should include a financial incentive.

DEPARTMENT RESPONSE: We encourage providers to provide financial incentives. The commitment of graduates is based on research to ensure the retention of qualified teachers and will be contingent upon the demand for teachers in high need schools.

18. COMMENT: One commenter expressed concern that the research indicates the failure of alternately prepared teachers.

DEPARTMENT RESPONSE: The Department supports continuing research in this area.

19. COMMENT: There has been no systematic study of the impact of the existing accreditation system.

DEPARTMENT RESPONSE: The Department continues to assess teacher preparation outcomes data, such as performance on state certification examinations. The proposed clinically rich preparation programs represent a pilot, one purpose of which is to gather data on the effectiveness of this alternative model.

20. COMMENT: New York State Education Department should differentiate the major requirements for teacher candidates in the 5-9 and 7-12 teacher education programs.

DEPARTMENT RESPONSE: Section 52.21(b) of the Regulations of the Commissioner of Education specifies the program registration requirements for certification in these content areas.

21. COMMENT: It is not feasible for program faculty to be able to observe a teacher candidate twice a month.

DEPARTMENT RESPONSE: Many teacher preparation programs meet or exceed this level of supervision to ensure that candidates are supported and mentored throughout their program.

22. COMMENT: Concern was expressed that there will be massive teacher layoffs in Fall 2010.

DEPARTMENT RESPONSE: The focus of the pilot programs will be on high need schools and shortage areas. Historically these positions are hard to fill and, with current teachers looking for positions, a deeper pool of potential hires will be available for STEM and other high need subjects in our high need schools. The proposed amendment should not have any significant impact on teacher layoffs.

23. COMMENT: Concern was expressed that an IHE's ability to prepare teachers through an alternate pathway will be diluted thus creating additional competition.

DEPARTMENT RESPONSE: The Department appreciates that, when the State was in need of preparing teachers through an expedited pathway to address teacher shortages in high need areas, IHEs met this demand by successfully preparing teachers through an alternate certification pathway. The continuing demand for teachers

specifically prepared to be effective in high need areas indicates the need for innovative programs to address this specific need. The Blue Ribbon Commission will choose those providers for the pilots that, according to the standards identified in the RFP and Regulation, provide evidence of their ability to successfully meet the identified need. IHEs and non-IHE providers are able to compete for the pilot. The nature of these intense and highly focused programs is not anticipated to impact any successful IHE programs already in place.

24. COMMENT: Concern was expressed that non-collegiate providers will not be able to meet the needs of all student populations.

DEPARTMENT RESPONSE: Providers will be expected to provide evidence that they will be able to meet the needs of all student populations, and this criterion will be addressed in the RFP and the Blue Ribbon Commission will be selecting only those providers that can meet the needs of such students. Only providers that can demonstrate a proven history of improving student achievement for all students including Students with Disabilities and English language learners will be considered for the pilots.

25. COMMENT: Concern was expressed that it would be more efficient to make changes in established programs rather than develop alternative programs.

DEPARTMENT RESPONSE: The Regents' number one concern is the education of the children in New York State. The Department believes that these clinically rich pilot programs will address the student population in the State most affected by poverty by preparing highly effective teachers for high need schools. The Blue Ribbon Commission will ensure that the highest caliber of providers will be chosen to prepare

teachers in these schools. Research will be conducted on the pilots in order to replicate the best practices in preparing teachers for high need areas.

26. COMMENT: An assessment of the quality and effectiveness of the pilot programs need to be assessed.

DEPARTMENT RESPONSE: The Department anticipates developing a RFP for the purpose of analyzing the impact on student achievement and teacher preparation through these pilots. Results of this research will be made public.

27. COMMENT: One commenter expressed concern that the regulations were done as an emergency rulemaking, as opposed to the usual rulemaking procedures.

DEPARTMENT RESPONSE: Emergency action was needed in order to ensure the timely implementation of the provisions of the proposed amendment to provide stakeholders with timely notice of the eligibility requirements and the program registration requirements for the pilot program so that they might complete the competitive bidding process for available funding before the 2011-2012 school year.