

VI. Progress in Advancing Education Reform

A. Reducing inequities in the distribution of highly qualified teachers:

Introduction

New York State has taken unprecedented steps over the past two years, and more specifically within the past twelve months, to improve the effectiveness of the teacher workforce and to reduce inequities in the distribution of highly qualified teachers, by strengthening teacher development and practice. The Engage NY statewide initiative is a comprehensive collaboration of educators from prekindergarten teachers delivering age appropriate and content rich curriculum to higher education faculty preparing the next generation of teachers. At every level there is a focused investment supporting the State's transformational education reform agenda. The four key provisions of the reform agenda are: implementation of the Common Core Standards, the Data Driven Instruction cycle (DDI), School Based Inquiry (SBI) and Teacher and Principal Effectiveness, including the development of a teacher and principal quality performance management system. While some aspects of the reform agenda continue to be developed, many sub-tasks are well underway.

The State has enacted major reforms to support a ground level shift in strengthening teacher preparation and ensuring content rigor and solid practice skills prior to entry into the workforce. Consistent with major federal and State policy initiatives, and under the State's Race to the Top scope of work, NYSED is working with traditional and alternative educator preparation programs across the state to ensure that New York State's next generation of educators is ready to support students in attaining the new college- and career-ready standards. New York State's plan includes an overhaul of the State's educator certification exams to align them with the Common Core; a new outcomes-based accountability system for educator preparation programs; capacity building for higher education faculty; and the new teacher and principal evaluation system.

Steps New York State Has Taken to Reduce Inequities in the Distribution of Highly Qualified Teachers:

I. New Certification Requirements

In November 2009, the Board of Regents directed NYSED to increase the rigor of the content exams for certification, to reflect the higher college- and career-readiness standards for students, and to develop new certification exams for initial and professional certification of teachers and school building leaders that reflect the latest research on effective educator practices closely associated with improved student performance.

NYSED administers dozens of content exams corresponding to various academic subjects and teaching specialties. NYSED is revising these exams to make them more rigorous and aligned with the Common Core, to assess new teachers' mastery of knowledge in content areas they will be teaching. One of the most significant changes is in the Multi-Subject CST required for elementary teachers. In the past, candidates could compensate for weak performance in one subject (such as math) with stronger performance in other subjects. On the new CST, New York State will ensure that elementary teachers have the content knowledge necessary to effectively teach to the Common Core standards by requiring candidates to separately pass each subtest: ELA/Literacy, math, and arts and sciences. NYSED has posted draft frameworks for the new Multi-Subject CSTs and will stop administering pre-existing CSTs as soon as replacement tests are developed. A plan and timeline have been established to ensure a smooth transition, expected to commence in 2013-14 and be fully implemented during 2014-15.

In the spring of 2012 the Board of Regents affirmed that NYSED will partner with the Teacher Performance Assessment Consortium and use its model for a new comprehensive Teacher Performance Assessment (TPA). The background work for the development of the TPA is now complete. The new exam will be required for everyone seeking initial teacher certification in New York State on, or after, May 1, 2014. Contract work with a national vendor is in its final stages. The TPA will enable NYSED to use multi-state results for comparison and program development purposes. It has been endorsed by a multitude of states and the National Council for Accreditation of Teacher Education (NCATE) and has great potential to accelerate the transformation of teacher preparation practices, create a body of evidence on teacher and program effectiveness, and facilitate interstate reciprocity of teacher certification. In addition, clinical preparation faculty will have access to the web-based Teacher Performance Assessment system, which they can use formatively with candidates to support their skill development.

NYSED has posted draft frameworks for the new certification assessments and has begun providing technical assistance, in partnership with the Stanford Center for Assessment, Learning, and Equity, to assist schools of education in integrating these new expectations into their programs.

II. Teacher and Principal Evaluations

In April 2012, the State enacted a new teacher and principal evaluation system that was supported by key stakeholders across the State. All teachers and principals will be evaluated based on combination of student academic growth, locally selected measures of student achievement, and other measures of effectiveness including classroom observations. At this time, the Board of Regents has adopted the necessary regulations to provide clear and rigorous standards and guidance to school districts and BOCES for the implementation of the new teacher and principal evaluation system. Legislation enacted with the

2012-13 State Budget also makes receipt of additional state aid to school districts for the 2012-13 school year contingent upon the school district having implemented an approved APPR Plan by January 17, 2013. Work is actively underway to review and approve school district plans and provide needed guidance.

III. Graduate Level Clinically Rich Teacher Preparation Pilot Program

In July 2011, the New York State Education Department (NYSED) awarded \$20 million to institutions from each region of the state through a request for proposals to prepare teachers in pilot clinical programs. Institutions were required to partner with high needs schools with demonstrated shortages of certified teachers in the areas of science, mathematics, special education for middle and high schools and English as a Second Language.

Research shows that an estimated 50 percent of new teachers in high need schools leave within the first five years. Teacher preparation grounded in a skills based clinical approach increases teacher retention and leaves teachers better prepared for the realities of the classroom.

The state-wide purpose of the Graduate Level Clinically Rich Teacher Preparation Pilot Program is to prepare teachers well for teaching in the State's high needs schools and thus increase retention of teachers in these schools. This improved preparation and retention of effective teachers should have a positive impact on student growth and achievement.

Research identifies the following components of a clinically rich teacher preparation program on which NYSED modeled the request for proposals for both the Graduate level and the Undergraduate level clinical teacher preparation.

1. Rigorous recruitment of candidates and intensive candidate selection criteria;
2. Collaboration for rigorous selection and training of the mentor-teacher
3. Integration of pedagogy with on the job training;
4. Guided classroom practice through a residency of one school year with an effective educator;
5. Mentoring by a trained mentor-teacher;
6. Candidates are enrolled in rigorous undergraduate level course work leading to a baccalaureate degree that include learning theory, research and content;
7. Candidates are placed in cohorts;
8. Institutional accountability;
9. Support of partnerships through on-going professional development for mentor-teachers;
10. Integration of technology; and

11. Continued support for the first years upon successful completion of the program¹.

*Graduate Level Clinically Rich Teacher
Preparation Pilot Program Award Recipients*

American Museum of Natural History	NYC	\$2,625,000
Fordham University	NYC	\$2,341,626
Mercy College	Big 4	\$2,374,985
New York University	NYC	\$2,121,291
CUNY Behalf Lehman College	NYC	\$810,000
CUNY Queens College	NYC	\$2,618,268
SUNY Albany	Rest of State	\$1,417,216
Syracuse University	Big 4	\$1,638,001
Union Graduate College	Rest of State	\$1,274,368
SUNY Oswego	NYC, Big 4, Rest of State	\$1,727,500
Adelphi University	Long Island	\$816,016

IV. Model Induction Program

NYSED awarded \$1,323,758 to school districts to create, or scale up, induction model programs that serve teachers working in high poverty schools and teachers in the following shortage areas:

- Teachers of English language learners, especially in bilingual classrooms and secondary grades and subjects;
- Teachers of students with disabilities, especially in secondary grades and subjects;
- Teachers of STEM disciplines in secondary grades; and

¹ National Council for Accreditation of Teacher Education (2010), *Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers*. Washington DC: www.ncate.org/publications

- Common Branch teachers with strong math and science pedagogical and content knowledge in low performing elementary schools.

The Model Induction programs will support early career educators in low performing schools in the specific teacher shortage areas to become effective or highly effective, increase retention rates, and improve student learning results. These programs will build a cadre of carefully-selected mentors who can continue to support early career teachers after the end of the grant period.

Future Steps:

V. Preparation Program Data Profiles

NYSED will work to ensure that educator preparation programs will make the major changes that are needed to prepare candidates for these new, higher standards. Consistent with the federal policy direction articulated in *Our Future, Our Teachers: The Obama Administration’s Plan for Teacher Education Reform and Improvement (2011)*, NYSED will publish program profiles that include data on student outcomes and educator effectiveness in addition to pass rates on certification exams. The profile reports will be designed with Higher Education input and will include program-by-program information about:

- Effectiveness of program graduates in promoting student learning, as measured by new teacher and principal evaluation systems;
- Performance of graduates on the new certification exams; and
- Percent of graduates certified/employed/retained overall and in shortage subjects and high-need schools, to gauge program effectiveness in preparing, placing, and supporting educators in alignment with district needs.

Other states have had success with this type of approach. In Louisiana, for example, which measures and reports a variety of teacher and preparation statistics, some preparation programs are now preparing new teachers whose effectiveness is significantly higher than that of the average experienced teacher in the state.

VI. Undergraduate Level Clinically Rich Teacher Preparation Pilot Program

On April 30, 2012 NYSED posted a request for proposals to award \$9.7 million across the State for clinically rich undergraduate upper division teacher preparation pilot program partnerships with public schools (including charter schools) with high concentrations of under-served and/or under-prepared students, such as those living in poverty, those with special needs, or those who are learning English as a second language.

Specific targeted certification titles for the undergraduate programs are:

- SWD 7-12 Generalist, with or without SWD subject area extensions and with or without bilingual extensions;
- Math 7-12 or Science 7-12 Education (Physics, Chemistry, Biology, and Earth Science) with or without bilingual extensions; and
- Teaching English to Speakers of Other Languages (TESOL).

VII. Strengthening Teacher and Leader Effectiveness

In the coming months, NYSED intends to award RTTT-funded grants to school districts totaling approximately \$72 million under a Request for Proposals entitled Strengthening Teacher and Leader Effectiveness. The purpose of the program is to encourage and support eligible districts to develop, implement, and/or enhance a comprehensive systems approach to recruitment, development, retention and equitable distribution of effective teachers and school leaders as part of their implementation of the new APPR system.

Recent research demonstrates that in order to strengthen educator effectiveness at all levels, successful districts develop comprehensive strategies and management processes which utilize data to inform decision-making about educator practice and student learning. Within the context of a comprehensive approach to teacher and leader effectiveness, linking individualized support and performance evaluation decisions to data about educator practice and student learning gives districts a better chance of systematically improving educator practice, retaining effective educators and advancing student learning. Districts that use the APPR in this way can leverage the power of the new evaluation system, not as an end in itself, but as a true vehicle for the improvement of effective educator practice and student learning.

NYSED is interested in proposals from eligible districts committed to the development, implementation, and/or enhancement, of a comprehensive systems approach to managing teacher and leader effectiveness concurrent with their implementation of the new APPR system. Specific funds will be allocated to districts to begin implementation of systems and their component programs, or, for those with strong systems already in place, funds will be allocated to enhance current initiatives. Funds will be available to districts for new tools, management systems, training, professional development resources, online resources, financial incentives for effective teachers to transfer or remain in high needs schools, and transition funding to implement career ladder systems.

VIII. Other Planned Changes in Teacher Preparation

NYSED, in cooperation with the State University of New York (SUNY), the City University of New York (CUNY) and Commission on Independent Colleges and Universities (CICU), is planning a series of professional development activities to help IHEs integrate the knowledge, skills, and dispositions into programs thereby

helping their students meet the new requirements. Some possible activities are to:

- Deliver programs of comprehensive professional development regionally across the state;
- Develop a network of faculty trainers who will meet monthly to discuss the implementation efforts;
- Develop supporting resources for IHEs augmenting the existing NYSED resources (Engage NY); and
- Develop a system of support for teacher and leader candidates.