

New York

2003-04 Snapshot

Approved Teacher Preparation Programs: 114
Initial Teacher Certificates Issued: 28,386

Preparing Teachers for a New Era

What will it take to prepare a new generation of teachers who are able to work successfully with an increasingly diverse student population and help their students achieve new rigorous learning goals? What are the key features of teacher education programs that can provide the public schools with such teachers? And what are the implications of our best answers to these questions for state policy? For state policymakers, university leaders, and district officials charged with ensuring that all children are taught by highly qualified teachers, it is imperative to answer these questions about teacher quality. Finding the answers and acting on them require the commitment, collaboration, and coordination of a number of public and private institutions and agencies, and of multiple levels of government. Access to a high-quality teacher education program can affect teachers' productivity, the longevity of their careers, and the quality of the learning opportunities provided for their students.

Through its Teachers for a New Era (TNE) initiative, Carnegie Corporation of New York, with support from the Annenberg and Ford Foundations, is stimulating a thoughtful search for answers by supporting ambitious reforms in selected teacher education programs across the country. Drawing on the wisdom of national professional organizations, reform commissions, and the research community,

Carnegie is challenging these institutions to develop exemplary teacher preparation programs based on three design principles:

1. **Decisions Driven by Evidence.** The newly redesigned teacher education programs would be guided by a culture of evidence. Program content and pedagogical practice would be based on empirical evidence drawn from research literature and from the experience of their students. Program effectiveness would be determined by a full range of indicators, including the impact of their graduates on student achievement. Multiple sources of data relevant to program renewal would be collected and this data would drive the continuous improvement of their programs.
2. **Effective Engagement of Arts and Sciences Faculty.** The education of prospective teachers would include the full engagement of faculty in the disciplines of the arts and sciences to ensure teachers obtained the depth of subject matter understanding and pedagogical content knowledge needed to understand and address students' learning needs. Arts and sciences faculty would collaborate with teacher educators to ensure that prospective teachers were well prepared to teach the curricula of the public schools served by the institution.
3. **Emphasis on Teaching as a Clinical Practice Profession.** Teacher education would integrate academically rigorous experiences with immersion in clinical practice. This

would entail close cooperation between colleges of education and K-12 schools, use of exemplary K-12 teachers as clinical faculty appointed to the college of education, and support for residency programs for beginning teachers over a two-year period of induction.

With support from Carnegie, 11 institutions in 10 states are redesigning their teacher preparation programs according to these three design principles. They are critically reconsidering their use of the knowledge base, their collection and use of evidence, their curriculum and standards, and their school-based relationships in order to produce higher-quality teacher candidates. It is hoped that the accomplishments of these institutions will offer interested policymakers, university leaders, and state education officials blueprints and tools to help them develop improved teacher preparation programs. Such programs will be capable of producing the teachers we need to raise the performance of the public schools and close the achievement gaps that perpetuate social inequities.

Clearly, states have an important role to play in this work. Through leadership, policymaking, resource allocations, and oversight, state governments shape the environments in which public and private teacher preparation programs operate. They can encourage and support efforts by these programs to restructure so as to foster a culture of evidence, support the engagement of arts and sciences faculty, and provide prospective teachers with the rich and sustained clinical experiences and support they need.

For each of the 10 states in which TNE institutions operate, CPRE has developed a policy profile that explores the interaction of state policies and programs with the core ideas and practices associated with Carnegie's three design principles. For each state, we first provide a brief description of how the TNE

institution is acting on the three design principles. Then we describe the current policy context for teacher preparation and the state role and policy strategies for improving and ensuring teacher quality. Next we explore specific policies and programs in the state related to the three design principles to identify those that are supportive, those that may need strengthening, and those that need reconsideration by policymakers, state department officials, and teacher preparation institutions. This profile focuses on New York, and where appropriate we offer concrete examples from the restructuring now under way at the Bank Street College of Education, one of the 11 institutions to receive a TNE grant.

Bank Street College

Bank Street College of Education is a unique institution of teacher preparation because of its size, focused mission, and history. Unlike the other TNE institutions, Bank Street offers only education degrees. A small urban college, it has a reputation as an innovative institution that places a heavy emphasis on the role of clinical experiences for teacher candidates. In 2003-04, Bank Street graduated 325 qualified teachers, which placed it in the top third of New York institutions in terms of output.

In 2002, Bank Street received a \$5 million challenge grant from Carnegie Corporation's Teacher for a New Era initiative. Through this grant, Bank Street is working to improve teacher education by redesigning its programs and services in accordance with the three TNE design principles. More than half of Bank Street faculty have been engaged in this effort, with more than one third involved in TNE activities in a sustained way during the past four years. These initiatives are described below.

Decisions Driven by Evidence. With support from Carnegie, Bank Street is developing a process for regularly collecting and using data on the performance of its students and graduates to guide program improvement. Bank Street began its TNE work by asking the faculty to develop a shared vision of their approach to teaching and teacher preparation. Action-Oriented Inquiry (AOI) Groups assembled over 40 case studies through observations, interviews, and pupil work samples from Bank Street candidates and graduates. They outlined specific domains and themes of teaching and developed an assessment tool, known as the Continuum of Teaching. This rubric is used to assess teaching of Bank Street graduates through observations and interviews. Further, it is being used by faculty as a teaching and learning tool for candidates.

The work on the Continuum was followed by several related initiatives, including the adoption of the SOLO (Structure of the Observed Learning Outcome) taxonomy to assess the work of Bank Street graduates and their pupils. SOLO is a curriculum-embedded assessment process that involves looking at the tasks teachers assign and pupil responses to those tasks. Bank Street piloted the use of SOLO in a variety of K-8 settings but found that the tool cannot be used with reliability in kindergarten and 1st grades, or in special education classrooms, and therefore SOLO is being implemented in regular education classrooms between grades 2 and 8.

Bank Street currently administers three annual surveys, one on program entry, one at exit, and a survey of graduates in each of their first five years post-graduation. The entry survey explores candidates' hopes and expectations, their prior experiences and preparation (e.g., their knowledge base in the subject-matter areas), and their predicted career trajectories. The exit and alumni surveys examine career

paths, efficacy, perceptions of preparation, and self-reports of practice. This set of surveys has become an annualized data collection tool for Bank Street.

Bank Street has also begun to analyze achievement data for the pupils being served by its graduates working in New York City public schools. However, a great deal of work needs to be done before Bank Street will be able to examine the impact of its teacher graduates on the achievement gains of their students. Bank Street, like other teacher preparation programs, must rely on the state to collect and share student achievement data. And the capacity of states to provide this data, and to integrate student level data with teacher level data does not yet exist, and will depend on state funding levels.

Finally, Bank Street has used intensive faculty workshops to deepen their understanding of the evidence being collected, and to foster a culture of evidence that will support continuous improvement of programs and practices. For example, a research design and dissemination workshop involving experts from the field provided Bank Street TNE leadership faculty with feedback on their assessment work, while another series of workshops is providing them with opportunities to discuss the implications of the available evidence for program renewal.

Engagement of Arts and Sciences. Bank Street does not have its own Arts and Sciences faculty, but the institution has recognized the need to enhance the subject-matter learning of its teacher candidates, graduates, and its own faculty. The challenges are to provide individuals with access to content specialists and to ensure that Arts and Sciences perspectives on the education of teachers are represented in program planning and improvement.

To those ends, Bank Street has forged partnerships with the American Museum of Natural History, Sarah Lawrence College, and TERC, an education research and development organization. Faculty at these institutions are involved in all aspects of TNE at Bank Street, as members of the AOI Groups, as contributors to the designs of surveys, as curriculum developers for candidates and graduates, as members of Bank Street's research teams, and as course instructors. For example, these partners have helped design a science course that will meet state requirements for the content knowledge required of teachers.

Teaching as an Academically Taught Clinical Practice Profession. Bank Street has always placed a strong emphasis on clinical experience in its training of teachers. It is seeking to strengthen these experiences, and to make them more coherent, by developing reciprocal relationships with districts and schools to provide teachers with effective induction support. Bank Street is pursuing these goals through its own demonstration School for Children, and also through a federal grant program, the Partnership for Quality.

Induction supports for new teachers are being provided through various venues. The college's contribution to on-site induction involves small, interest-based study groups led by Bank Street faculty. Off-site induction is being provided through the Alumni Partner Program in which Bank Street matches experienced graduates with graduates in the first two years of teaching. There is also an on-line component to Bank Street's induction program which offers a range of supports, from on-line courses to a comprehensive web site that connects teachers to supportive materials and resources.

The School for Children is Bank Street's demonstration school, and provides

opportunities for close collaboration among faculty, school practitioners, and prospective teachers. Faculty at the demonstration school participate in the AOI Groups, the Induction Committee, the Continuum Partnership, and the SOLO project.

Finally, the Partnership for Quality is a federally funded program that is supporting the development of a collaborative relationship between Bank Street and New York's Region 9 to recruit, prepare, support, and retain quality teachers in these high-need public schools. The schools involved with this program will serve as clinical practice laboratories for Bank Street candidates who serve as additional teaching staff at these schools, through the support of this Federal grant. In addition, Bank Street faculty provide support and professional development to both the candidates and school faculty in these partnership schools.

Education Policy Context

Governance Landscape. Just as Bank Street can be characterized as a unique teacher education institution, the state of New York is likewise unique in that all levels of education from elementary and secondary to higher education fall under the auspices of the University of the State of New York. No other state education system is as centralized. In many states, the education system is characterized by more decentralization, and the oversight of K-12 education and higher education is often administered by separate state agencies.

The Board of Regents (Regents), which oversees the entire education system, sets education policy for the state. It consists of 16 members elected by the State Legislature. The New York State Education Department (SED) is the administrative agency that implements Regents rules and regulations. The SED is led by a Commissioner of Education, who is

selected by the Regents rather than through public election or gubernatorial appointment. The Commissioner also serves as President of the University of the State of New York.

Funding and Accountability. In response to newly elected Governor Eliot Spitzer's initiatives, the 2007-2008 State budget increased education aid by 40% over the next four years. School aid will increase by \$1.4 billion in 2007-08, which will grow to a \$7 billion additional annual infusion of resources to schools by 2010-11.

The 2007-08 state budget ties new funding to accountability measures. School districts receiving large increases are required to develop a contract committing school officials to demonstrate that funds are spent on approaches that research has shown are effective at improving student outcomes, such as smaller class sizes, increased student time on task, full-day prekindergarten, and teacher quality initiatives.

Under the 2007-08 state budget, the Regents must provide a student progress report that gives parents information about their child's educational progress over multiple years of testing by July 2008, and by July 2010 must establish a system to provide cumulative achievement measures based on data about each student's progress. Objective measures must be developed to assess the effectiveness of school superintendents and principals, and those with a strong educational performance would be recognized and encouraged to assist low-performing school districts.

Educational reforms in the 2007-08 state budget include requiring the Regents to review the effectiveness of teacher preparation programs and to establish minimum standards for local tenure determinations; create a task force on preschool special education to review the relationship between preschool special

education and other early childhood programs; and to create math and science initiatives to increase the supply of qualified math and science teachers in schools across the state and to recognize and reward talented middle school students in math and science.

The 2007-08 state budget also provides funds to address the school funding needs highlighted by the Campaign for Fiscal Equity lawsuit, increasing state funds directed to New York City schools by \$3.2 billion over the next four years.

State Professional Standards and Practices Board for Teaching. As part of a state initiative to raise standards for teachers and teacher education, the State Professional Standards and Practices Board for Teaching (PSPB) was formed in 1998 by the Regents. Its mission is to advise the Regents and the SED in order to advance and support quality teaching and student learning in New York by promoting the adoption of effective state policies and the use of best practices for the teaching profession. The PSPB consists of 28 members, representing the constituencies that play roles in ensuring the quality of public school teachers. This includes K-12 teachers and administrators as well as representatives from higher education, including public and private colleges and universities, and the public.

The PSPB's Higher Education subcommittee participates in the Regent's Accreditation of Teacher Education (RATE) programs. The SED conducts site visits, reviews paperwork, and then prepares a report with a recommendation on accreditation. The Higher Education subcommittee then reviews the report, convenes a meeting to discuss it, and makes a recommendation to the Deputy Commissioner. After a review of the materials, the Deputy Commissioner makes a recommendation to the Commissioner, who

makes the recommendation to the Board of Regents for action.

The PSPB's Professional Practices subcommittee reviews funding for the Teacher Center Resource and Computer Training programs. This is a state grant program for supporting staff development centers in school districts and consortia of districts. The funding, about \$30 million annually, comes from the Legislature, and is administered by SED. While the Teacher Centers are all different, they are responsible for delivering professional development to meet student achievement and teacher professional development needs.

Education Reform. In what the SED calls the "first generation of education reform" in New York, learning standards were developed for students and adopted in the 1996-97 school year. In the next phase of reform, the focus shifted to improving the curriculum, instruction and the quality of teachers. In 1998, the Regents adopted a new teaching policy—*Teaching to Higher Standards: New York's Commitment*. This policy aligned standards for teachers with the new standards for students, and sought to improve teacher recruitment, preparation, and certification. Several new initiatives were designed at this time, including new standards for teacher preparation programs, the improvement of teacher recruitment efforts, the restructuring of the certification system, the reorganization of the teacher testing schedule, and revisions to the process of accreditation.

State Role in Teacher Preparation

In New York, 114 colleges and universities are authorized by the SED to operate teacher preparation programs. In 2004, these institutions graduated over 24,000 teacher candidates. However, ensuring an adequate

supply of teachers continues to be an issue for policymakers, especially in New York City. A March 2007 report on teacher supply and demand shows that New York City faces shortages in almost every subject area and that other regions have shortages in some subject areas.

Alternative Pathways to Teaching. In an effort to increase the number of qualified teachers in hard-to-staff subject areas and in geographic areas experiencing chronic recruitment problems, the Regents approved an alternative teacher preparation program (ATP) in 2000. It is designed to attract mature, second-career professionals and well-qualified recent graduates who possess a bachelor's degree with a major in the subject they plan to teach, but lack pedagogical coursework. The ATP is offered by teacher education institutions that partner with local school districts. After completing a 200-clock-hour introductory component and passing two certification tests, ATP candidates are employed as teachers, receive school- and college-based mentoring support, and take additional college courses to complete their certification requirements. During the 2004-05 school year, 12 colleges and universities offered ATP programs in New York City, and 6 institutions offered them in upstate New York. Altogether, there were approximately 2,100 candidates enrolled in these programs in 2004-05.

Institutions that offer ATP are held to the same program approval and accreditation standards as traditional programs with one exception: those who are prepared through an alternative certification program are exempted from the student teaching requirement as their clinical learning experience occurs on the job as they pursue their certificate

Alternative certification programs are sometimes viewed as competitors to traditional

programs by colleges and universities. But alternative certification is not a significant pathway to certification except in New York City. Overall, only about 2.8% of newly certified teachers were prepared through alternative programs between 2003 and 2005. The majority of these teachers, however, were located in New York City and helped to alleviate teacher shortages, especially in hard to staff schools and subject matter areas.

There is also an Internship Certificate pathway to certification, which allows a candidate enrolled in an approved teacher preparation program at the graduate level to obtain a certificate valid for up to 3 years after completion of at least half of the program.

A study of the effects of pathways into teaching on the teacher workforce and student achievement in New York City, supported by and led by scholars from the State University of New York (SUNY) Albany, Stanford University, and the City University of New York (CUNY), shed some light on the impact of alternative certification in New York. The researchers are examining the features of the various pathways into teaching for New York City schools, who enters which pathways and why, where they teach, how long they stay in teaching, the costs of the different pathways, and the features of teacher preparation that are most effective in helping teachers improve the reading and math performance of elementary school students.

The initial findings from the Pathways into Teaching study shows that: “in many cases a teacher’s pathway makes little difference in the achievement of students but that when the grade level and the experience of the teacher are considered some differences exist. In some instances Teaching Fellows and Teach for America members provide higher student achievement gains than the temporary license teachers they replace.

For example, Fellows in their third year of teaching in middle schools outperform temporary license teachers in both math and English/language arts. More typically, alternate route teachers are no worse than the temporary license teachers they replace.” (Boyd et al., p. 2).

However, the study also demonstrates there is an interaction between teaching experience and student achievement. For instance, students of first-year teachers who have completed their teacher education programs score higher than students of teachers who have not completed a teacher education program. Alternative-route candidates' students perform slightly higher in the third year, than do the students of traditional route programs, but at that point all of the teachers, by law, have completed a teacher education program of some kind or another.

The researchers conclude that the different pathways brought different strengths into teaching, and that these differences provided insights into how to improve all teacher preparation programs.

Teacher Certification Policies. Effective February 2004, New York changed its teacher certification system. The new certificate system allows the SED to issue *Initial* certificates (rather than provisional) to candidates who hold at least a bachelor’s degree; complete general education, content, and pedagogical coursework through an approved teacher preparation pathway registered by the SED; participate in student teaching experiences; and pass three New York state teacher certification examinations: the Liberal Arts and Science Test, the Assessment of Teaching Skills Written Test, and an applicable Content Speciality Test. *Professional* certificates (rather than permanent) are issued to teachers who have completed three years of teaching experience,

earned a master's degree, and have had a mentored experience in the first year of teaching. This certificate remains valid with the completion of 175 hours of professional development every 5 years by the Professional certificate holder.

The New York State Teacher Certification Examinations. The New York State Teacher Certification Examination program is designed to help ensure that teachers have the knowledge and skills that are necessary for the job of teaching in New York public schools. Under the Regents policy that took effect in February 2004, teacher candidates must pass the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills Written Test (ATSW), and also a Content Specialty Test to earn an initial certificate. This represents a departure from the previous system in which a Content Specialty Test was not required unless the teacher applied for a permanent certificate, reflecting an increased emphasis by the state on the demonstration of content knowledge by new teachers.

Program Accreditation Policies. In 1998, the Regents changed the standards for the accreditation of teacher preparation programs, reflecting the national shift towards performance-based teacher licensure promoted by the National Council for Accreditation of Teacher Education (NCATE) and the Interstate New Teacher Assessment and Support Consortium (INTASC).

Under current regulations, teacher preparation programs must be accredited by one of three accrediting agencies: National Council for Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or the Regents Accreditation of Teacher Education (RATE) in order to maintain their registration status. At least one SED representative participates in every

accreditation site visit to a teacher education program.

The accreditation process is aligned with teacher standards as well as student learning standards in New York. Further, the Regents require that teachers must be prepared to teach students who function at all levels, including students with disabilities. Teacher preparation programs must also demonstrate that prospective teachers are getting adequate content preparation.

The accreditation process also requires that institutions collect data on their graduates and link it to student achievement. There are not, however, specific data collection or reporting requirements other than reporting passing rates on all certification examinations to the state in order to monitor the Regents' regulation that colleges and universities maintain an 80% pass rate on each certification examination for their graduates.

Teacher preparation programs in New York State seek accreditation through NCATE (52), TEAC (28), or RATE (31). As of April 2007, 95 of the 114 teacher preparation programs have become accredited.

Developing a Culture of Evidence

TNE institutions, as well as registered and accredited teacher preparation programs in New York State, are expected to foster a culture of evidence in their teacher education programs and to use data to drive program improvements. For this to occur, high-quality statewide data systems are needed to help institutions track the placement and effectiveness of their teacher graduates. State leadership and investments are needed to create the conditions, resources, and incentives that will encourage and support the

development of cultures of evidence in teacher preparation programs. State actions and investments also are required to create and maintain data systems that can meet the needs of teacher preparation institutions.

Building High-Quality State Data Systems.

State policies play a critical role in creating conditions that foster evidence-based practice, and in providing IHEs with meaningful data that contribute to program improvement. These include data collection and management policies for teacher and student information at both the state and local level. IHEs need help tracking their graduates within the state, and need access to reliable longitudinal data that includes background and performance data for teacher graduates and their K-12 pupils.

The existing state data systems are isolated in silos that are not integrated. While No Child Left Behind requirements for testing in grades 3-8 were implemented in the 2005-06 school year and ensure student-level data in these grades, the state does not currently have the technical ability to link student performance data to teachers providing instruction to tested students. The Regional Information Centers house student test information from the over 700 New York districts, but these databases are not linked to the teacher databases.

Current Data Capacities. Annually, every public school teacher fills out a Basic Education Data System (BEDS) form for the Personnel Master File, which is managed by the SED Office of Elementary, Middle, Secondary and Continuing Education. In the Personnel Master File (PMF), the teacher reports each of his/her teaching assignments using one of about 800 assignment codes. The teacher also reports on gender, date of birth, salary, and teaching experience, which is broken down into total number of years in the district and total years of experience overall, including years in private schools. Each

teacher's report is associated with the teacher's Social Security number.

The PMF file is a difficult system to use for research purposes. Outside researchers have been allowed access to the data, but, to be in compliance with state and federal privacy laws, they must scramble Social Security numbers and enter into restricted-use contracts with the SED. The SED also retains some control over how the information is used once it is obtained.

Information on teacher certification and exam history is managed by the Office of Teaching Initiatives within the Office of Higher Education. The Certification File indicates levels of certification, the dates of certification, and areas each teacher holds a certificate. The general public has access to some of the certification information through an online resource called the TEACH Public Inquiry System, which allows members of the public to verify the certification of every teacher by showing the specific certificates each teacher holds.

Since 1999, the Office of Higher Education has published an online Higher Education Institutions Results Report. This report gives state-level aggregate pass-rate data for certification exams for teachers in traditional and alternative preparation programs, as well as for candidates using the Individual Evaluation pathway.

There is some interest within the SED and among other outside parties to bring all student and teacher data together in an independent "Teaching Center" database. However there are a number of concerns about this plan that impede implementation. One obstacle is the teacher union concern about linking student and teacher data. In addition, the SED has not had adequate staff or other resources to devote to this work.

Under the 2007-08 state budget, there is a significant amount of new funds available for education in New York, and the schools are more accountable for the use of these additional funds. This accountability could serve as the catalyst for improving the state's capacities for data collection, linkage and analysis.

Overall, two things must be done before student and teacher data could be linked statewide: build political support, and provide adequate funding to improve the state's capacity for such work.

Effective Engagement of Arts and Sciences Faculty

Stronger collaborative working relationships between Arts and Sciences faculty and teacher education faculty and greater involvement of Arts and Science faculty in the preparation of new teachers is a requirement of the current regulations. The purpose of including this in the 1998 regulations was to encourage teacher education programs to strengthen the content knowledge of their graduates, as well as to prepare teachers who are knowledgeable of the student learning standards. Collaboration is a requirement in order to receive program registration and also for RATE accreditation. The program registration requirements and the accreditation standards aim to strengthen teacher content knowledge by more closely aligning preparation of teachers with student learning standards, recognizing that the collaboration between Arts and Sciences faculty and education faculty is necessary for this to happen.

To meet registration requirements, all teacher preparation programs now must show that they have a connection with Arts and Science faculty in developing programs. In addition, programs leading to professional certification

must include 12 credits of "linking courses" developed through collaboration between Education and Liberal Arts and Sciences faculty. Linking courses include both content and pedagogy.

These policies provides strong endorsement of A&S engagement in the preparation of teachers. However, the issue is how far the state can go in regulating such collaboration. In New York, institutions are given substantial autonomy to determine how to meet each part of the regulations. The state does, however, offer technical assistance, and each institution is assigned a staff person from the SED.

Conceptualizing Teaching as a Clinical Practice

The third TNE design principle calls for placing increased emphasis on teaching as a clinical practice profession. From this perspective, teacher candidates should be placed in clinical settings, e.g., schools and classrooms with master practitioners, as soon as and as often as possible to directly hone their skills in assessing student needs and designing effective curriculum and pedagogy. University faculty should support and guide them during these experiences and integrate academic preparation with the clinical experience. However, the practice of institutions developing residency or induction programs is in a nascent stage. Current state regulations include the requirement for early field experiences prior to student teaching, as well as identifying a minimum amount of student teaching though institutions often exceed the minimum days of student teaching.

Encouraging the Development of the Clinical Skills of Teaching. Requirements for clinical experiences vary considerably across the country. In general, most states require a minimum one-semester clinical experience that is supervised by faculty in a teacher

preparation program. The standard for clinical experience in New York is more rigorous than in most states. New York requires field experiences of various types during teacher preparation programs, ranging from early informal observations of classrooms during program, to formal student teaching periods as a capstone experience in undergraduate and graduate programs. Candidates are required to observe classrooms in different settings before teaching a class themselves with the help of a clinical supervisor. Both field experiences and student teaching are required to take place in a variety of settings and with a variety of students. IHEs are collaborating with local schools to offer students diverse field experiences and student teaching.

In addition, the PSPB, which includes representatives from IHEs, has devoted considerable attention to the concept of residency during board their meetings. Residency is seen by some reformers as a cornerstone of a stronger teaching profession. However, in New York, as in other states, teaching is not designated a profession. The Office of Teaching and an Office of the Professions are distinct divisions. And the idea of residency is a hard sell to school administrators who are more interested in staffing schools with full-time teachers than in supporting interns.

In place of a residency experience such as the medical profession requires, clinical teaching experiences will continue to be divided into a pre-service component in the form of student teaching, supported by teacher preparation programs, and an in-service component, supported by local school districts through induction and mentoring programs.

Supports for Teacher Mentoring and Induction. In New York, state policies supporting teacher induction have changed in recent years. Effective February 2004, a

mentored experience to be completed in the first year of teaching is required of all beginning teachers holding an Initial certificate. There is a great deal of local flexibility for the provision of mentoring, although some components are regulated by law. Specifically, districts are required to indicate in their Professional Development Plans how mentoring will be provided to beginning teachers. Districts must indicate how mentors will be selected and prepared; describe the mentoring activities as well as frequency and length of these activities; and retain these records at the district level. Monitoring of a selected sample of districts is conducted to ensure that districts are in compliance with the regulation.

The PSPB is in the process of developing standards to recommend to the Board of Regents for these mentoring programs. If approved, these standards would be issued as technical assistance for districts to self-assess mentoring program development, and, in particular, to strengthen the mentoring experience for beginning teachers.

Since 1986 there has also been a state-funded Mentor Teacher Internship Program. The statute for this program is more demanding in terms of what must be in place for an adequate mentored experience than the required mentored experience for first-year teachers holding Initial certificates. Through a competitive selection process, districts apply for this program. In 2006-07, 71 districts received funding through this program out of approximately 700 school districts in New York. This program has provided seed money for the development of strong mentoring programs. Funding for this program has been provided continuously since 2000 at levels ranging from \$ 4 million to \$ 6 million annually. In 2007-08, funding for this program has been increased to \$10 million. This program is viewed by many, including those in

the SED and the PSPB, as exemplary. Among the provisions of this program are: development of these programs by the district, collaboration with local teachers' organizations, and a 10% release time for the intern and mentor. Districts could emulate this program as they seek to satisfy the state mandate for one year of mentoring. However, many find the costs prohibitive.

Other than this program, there is currently no categorical state funding source to support the required first year mentoring experience, although there are some professional development monies available to districts from state aid and NCLB Title II-A formula funding.. There is also no explicit role for institutions of higher education in supporting induction.

IHE Role in Mentoring and Induction. TNE challenges IHEs to take responsibility for the performance of their graduates by developing two-year induction programs that support their transition into the classroom. One of the many challenges of these efforts is how to serve graduates who are dispersed across many districts with different approaches to supporting new teachers.

Nevertheless, IHEs may be well positioned to help bridge the divide between pre-service and in-service teaching experience by providing a stable, continuous resource for beginning teachers. Strengthening the involvement of IHEs in induction would enhance continuity in teacher development.

As of February 2004, all teachers holding an Initial certificate are required to participate in a mentored experience in the first year of teaching, but the quality of these experiences may vary widely. Further, there is no explicit role for IHEs in the mentoring experience. IHEs that choose to support their graduates

may find that their efforts run parallel to state or local mentoring programs.

One exception to strengthen the mentored experience for teachers is the Bank Street effort to implement a set of induction opportunities that have been designed to assist graduates with the transition from students to independent professional educators. Recent graduates are provided with a menu of induction offerings to meet their diverse needs and circumstances, including the following:

- An Alumni Partner Program that matches recent graduates with experienced alumni;
- On-line course offerings through the American Museum of Natural History;
- Peer discussion study groups facilitated by a Bank Street faculty member.
- A comprehensive website that connects teachers to supportive materials and resources.

State policy and resources concerning mentoring and induction are not constraining the efforts of Bank Street as it reaches out to its graduates. However, within the context of current policy, there is little opportunity to integrate Bank Street's effort with existing state and district mentoring programs.

Ideally, IHE services should complement local programs. According to a representative of the SED, the existing local and state mentor programs would benefit from such augmentation. IHEs could provide a useful supplement to current district efforts. The question is how to stimulate and support such collaboration.

Towards Supporting, Spreading, and Sustaining TNE Reforms

New state policies in New York regarding teacher certification, program accreditation, and beginning teacher induction are generally supportive of the TNE principles and the work under way at Bank Street College of Education. To strengthen and deepen the state's move towards a performance-oriented system of teacher preparation, a number of issues require the attention of policymakers, state officials, IHE leaders, and stakeholder groups responsible for ensuring teacher quality in the state.

Addressing IHE Access to Appropriate Data. In redesigning teacher certification and the program approval process, state officials have emphasized that evidence of PreK-12 student learning is fundamental. As anticipated, these policies have created a demand from IHE faculty for access to outcome data regarding student learning and information about teacher characteristics, performance, and practices, as well as the conditions of teaching. In considering this issue:

- What is the fit between data available from state agencies and the questions that IHEs want to address in their efforts to improve their programs? IHEs need to be able to track their graduates from their teacher preparation programs, find out where they are in five years, and whether they have changed teaching assignments. But state data collection practices are cross-sectional in nature, i.e., data collection is not structured so that the *tracking* of teachers is possible. Most states, including New York, have only recently begun to implement systems in which it is possible to track students over time, but they have not yet addressed matching teachers to the students and giving their longitudinal data

on teachers to teacher preparation institutions.

- What are the technical and financial resources necessary make the connection between teachers and their students and assessment results?

Expanding the Role of Arts and Science Faculties in Teacher Preparation to Strengthen the Quality of Teacher Content Knowledge. New York's new program registration requirements, certification structure and accreditation system represent important steps toward strengthening teacher content knowledge and ensuring alignment with student learning standards. Through changes in the certification structure, prospective teachers must pass a Content Speciality Test in order to obtain an Initial certificate. During the program registration review process and during NCATE and RATE accreditation site visits, teacher preparation programs must demonstrate that they collaborate with Arts and Science faculty for the advancement of teacher preparation.

However, a broader role for Arts and Science faculty in teacher preparation could be more fully conceptualized and articulated by state leaders and New York's teacher preparation community. In considering this issue:

- How can the state be more specific in its statutory regulations that education and Arts and Science faculty collaborate to provide and strengthen teacher education programs, especially the clinical aspects of these programs?
- How can IHE leadership promote stronger collaboration across education and Arts and Science faculties and encourage a sense of shared responsibility for teacher quality?

- What adjustments may be needed in the IHE incentive system, such as faculty load, tenure requirements, and the university and college mission to support this strategic collaboration?

Encouraging a Role for IHEs in the Induction of Beginning Teachers. School districts in New York are primarily responsible for the delivery and quality of induction. However, some believe that the quality of induction support for beginning teachers across the state is under-funded, highly variable and could be strengthened. IHEs appear uniquely positioned to provide a valuable contribution to supporting teachers in this transition to the classroom. The role that IHEs might play needs careful examination giving consideration to IHE capacity and the fit between IHE services and existing district programs. In considering this issue:

- What are the roles IHEs see for themselves in supporting their graduates as they begin teaching?
- How can the state promote coordination between IHE efforts to support their graduates and existing district induction programs?
- What new resources are needed to support IHE expansion of their responsibilities to include their graduates' transition to teaching?

Resources for Additional Information:

Teachers for a New Era
www.teachersforanewera.org

Teachers for a New Era Bank Street
College of Education
www.bankstreet.edu/newtne

The Nelson A. Rockefeller Institute
of Government
www.rockinst.org

New York State Education Department, Office
of College and University Evaluation,
www.nysed.gov/ocue

New York State Education Department, Office
of College and University Evaluation,
www.nysed.gov/tcert

State Professional Standards and Practices
Board for Teaching
[www.highered.nysed.gov/tcert/resteachers/
standardboard_main.htm](http://www.highered.nysed.gov/tcert/resteachers/standardboard_main.htm)

About CPRE

The Consortium for Policy Research in Education (CPRE) studies alternative approaches to education reform to determine how state and local policies can promote student learning. Currently, CPRE's work is focusing on accountability policies, efforts to build capacity at various levels within the education system, methods of allocating resources and compensating teachers, instructional improvement, finance, and student and teacher standards. The results of this research are shared with policymakers, educators, and other interested individuals and organizations to promote improvements in policy design and implementation.

CPRE unites seven of the nation's leading research institutions: The University of Pennsylvania, Teachers College, Harvard University, Stanford University, the University of Michigan, the University of Wisconsin-Madison, and Northwestern University.

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