

CITY COUNCIL  
CITY OF NEW YORK

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TRANSCRIPT OF THE MINUTES

Of the

COMMITTEE ON HIGHER EDUCATION

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January 14, 2016  
Start: 1:14 p.m.  
Recess: 4:11 p.m.

HELD AT: Committee Room- City Hall

B E F O R E: INEZ D. BARRON  
Chairperson

COUNCIL MEMBERS: James Vacca  
Fernando Cabrera  
Jumaane D. Williams  
Laurie A. Cumbo  
Ydanis A. Rodriguez  
Vanessa L. Gibson

## A P P E A R A N C E S (CONTINUED)

Michaela Daniel, Senior Policy Advisor  
Office of Deputy Mayor Richard Buery

Sharissa Townsend  
Office of Deputy Mayor Richard Buery

Ashley Thompson, University Association Dean  
Academic Affairs, Central Office  
City University of New York CUNY's

Larry Patterson  
Academic Student Project/Support Manager  
NYC Men Teach Initiative, Brooklyn College  
Brooklyn College Black and Latino Male Initiative

Ms. Riza Sterling, Teacher  
English Language Arts  
IS-218 in Washington Heights

Mary Erina Driscoll  
Dean and Harold Kobliner Chair in Education  
School of Education  
City College of New York

Arnold Spinner, Interim Dean  
Graduate School of Education  
Touro College

Dr. Dwight Manning, Associate Director  
Office of Teacher Education  
Teachers College Columbia University

Debbie Meyer  
Dyslexic People

Maggie Moroff, Special Education Policy Coordinator  
Advocates for Children of New York

David Gerwin, Social Studies Teacher  
Queens College

Michael Sampson Dean  
School of Education  
St. John's University

Alyssa Sorio, Student at City College of New York  
Student Organizer, United Students Against Sweat  
Shops and Students for Educational Rights

Caryn Donovan, Assistant Dean of Research  
Adelphi University  
Appearing for: Jane Ashdown, Dean  
Adelphi University

Rachel Chapman, Doctoral Student of Urban Education  
Graduate Center and Teaching Fellow  
Department of Elementary Ed, Queens College

David Bloomfield, Professor  
Education Leadership Law and Policy  
Brooklyn College and CUNY Graduate Center

David Suker, Teacher  
Queens Plaza North  
NYC Department of Education

2 [sound check, pause]

3 CHAIRPERSON BARRON: Good afternoon,  
4 everyone. I'm Council Member Inez Barron, Chair of  
5 the Committee on Higher Education. Today's hearing  
6 will inquire into whether New York area teaching  
7 schools and programs are adequately preparing their  
8 graduates to teach in the New York City public  
9 schools. Before we begin, I want to say a few things  
10 about what is being said about CUNY at the state and  
11 federal level. During Tuesday's State of the Union  
12 Address, the President recommitted himself to his  
13 plan to provide free community college to everyone  
14 incentivizing the states to subsidize tuition.  
15 Yesterday, during the State of the State Address,  
16 Governor Cuomo announced his intention to pull away  
17 from the State's commitment to CUNY by shifting half  
18 a billion dollars of the State's obligation to fund  
19 CUNY's senior colleges onto the City. This is  
20 totally unacceptable. As many of you probably know,  
21 my husband, Assembly Member Charles Barron,  
22 interjected his comments into the stated address  
23 because he called attention to the Governor's cuts to  
24 education and the State's failure to pay the City the  
25 \$5.9 billion it was ordered to pay for failing to

2 adequately fund the education of black and brown  
3 people. The Governor's proposal is a further attack  
4 on the education of black and brown people, and all  
5 of the children of this city. We will address it  
6 fully and appropriately during our March budget  
7 hearings. But moving onto today's agenda. According  
8 to the United State Department--United States  
9 Department of Education, teacher preparation is one  
10 of the strongest factors in student learning. The  
11 quality of a teacher's preparation program can have a  
12 greater impact on student outcomes than poverty. We  
13 all know that a great teacher can change a student's  
14 life. However, according to Arthur Levin, the former  
15 President of Columbia University Teacher's College,  
16 at the schools that prepare teachers to teach, quote  
17 "teacher education" is regarded by university  
18 professors and administrators inside and outside of  
19 the education suit--the education school as one of  
20 the poorest quality campus units. Among high school  
21 principals, the view of teacher preparation is  
22 similarly dim especially when it comes to teachers'  
23 ability to work with students from varied cultural  
24 backgrounds, their ability to work with parents, and  
25 their ability to work with students with limited

2 English proficiency. In New York City, which has one  
3 of the largest and most diverse student populations  
4 in terms of race, culture, class and ability, it is  
5 vitally important that we have a teaching population  
6 that is prepared to work with students of all  
7 different backgrounds and with all different needs.  
8 And as a former teacher and principal, I will also  
9 say that it is important for any teacher to respect  
10 their students, and to treat them not merely as  
11 children but as people with their own personalities.  
12 That is a skill that requires training and practice.  
13 And when I'm speaking of training teachers, I'm  
14 talking not just about the academics, but I'm talking  
15 about including all of what we know to be various  
16 abilities and expressions of intelligences. And it  
17 comes to mind Gardner's *Multiple Phase of*  
18 *Intelligences*, which talks about visual and spatial,  
19 verbal and linguistic, logical and mathematical--  
20 mathematical, bodily and kinesthetic, musical,  
21 interpersonal, intrapersonal and naturalists. So,  
22 I'm not just talking about what's in textbook, but  
23 understanding that children are multifaceted, very  
24 complex, and that if teachers are going to be  
25 successful, they've got to understand the various

2 expressions of intelligence, and they've got to also  
3 have a very firm understanding of child development  
4 stages.

5           In the last several years, there's been  
6 an increased intention at the local state and  
7 national level on improving teacher preparation  
8 programs to ensure that they are meeting the needs of  
9 local school districts to make sure they have  
10 competent math and science teachers, and teachers  
11 trained to work with students who have special needs.  
12 In order to accomplish this, school systems and  
13 teaching programs need good data to determine which  
14 programs are working and which aren't. To this end  
15 in 2013, the New York City Department of Education  
16 released a set of teacher preparation program reports  
17 analyzing the hiring, retention and performance of  
18 recent hires who graduated from the 12 schools in the  
19 area that together provide the most teachers to the  
20 New York City school system. At the time of their  
21 release, former Chancellor Dennis Walcott said the  
22 reports would catalyze conversations between the  
23 Department of Education and teacher preparation  
24 programs in the area to promote the development of  
25 more programs and activities aligned with the

2 department's needs. Today, I hope we will hear  
3 testimony about whether the metrics in those reports  
4 are valid, and if they are, what is being done to  
5 improve teacher preparation, and if not, what are the  
6 best practices for assessing teacher preparation and  
7 what should be done with that information to improve  
8 the educational opportunities for all student--for  
9 all New Yorkers. I do hope also that we'll have an  
10 opportunity to address both the traditional and non-  
11 traditional paths to teaching. Traditional, we know  
12 you've got to go through a training program,  
13 bachelor's degree and some type of teaching  
14 experience in the classroom, student teaching. The  
15 non-traditional approach does not require that.  
16 Teaching fellows and teach for America, and we want  
17 to also look to see what kinds of differences may  
18 exist in the effectiveness of persons who come  
19 through those programs. Before we begin, I'd like to  
20 recognize a member of the Higher Education Committee  
21 who is present, my colleague Mr. Vacca. And, I'd  
22 also like to thank the CUNY liaison and Legislative  
23 Director, my staffer Ms. Indigo Washington; the  
24 Committee's Policy Analyst Chloe Rivera; our  
25 Financial Analyst Jessica Dodson; and the Committee's



2 Counsel Jeffrey Campagna, and with that, I'll call  
3 the first panel. Our first panel will be Sharissa  
4 (sp?) Townsend representing Deputy Mayor Richard  
5 Buery and Michaela Daniel. If you would come  
6 forward. If you would state your name and then  
7 present your testimony. When you're seated, I'm  
8 going to ask you to--you can have your seats, and I'm  
9 going to ask you do you--would you raise--raise your  
10 right hand, please, both of you. Would you swear to  
11 tell the truth, the whole truth and nothing but the  
12 truth in your testimony before this committee, and to  
13 answer all committee questions honestly?

14 PANEL MEMBERS: [in unison] I do.

15 CHAIRPERSON BARRON: Thank you. You may  
16 give us your name and your testimony. [pause] Is  
17 your microphone on.

18 MICHAELA DANIEL: I don't know.

19 CHAIRPERSON BARRON: Press the button.

20 MICHAELA DANIEL: All right. Can you  
21 hear me?

22 CHAIRPERSON BARRON: Yeah, thank you.

23 MICHAELA DANIEL: Let me start again.

24 Good afternoon, Chairwoman Barron, Council Member  
25 Vacca, members of the committee staff, my name is

2 Michaela Daniel, Senior Policy Advisor to Deputy  
3 Mayor Richard Buery. This is my colleague Sharissa  
4 [sp?] Townsend. The Deputy Mayor is unable to attend  
5 today's hear, and I'm here to read his testimony for  
6 the record. [pause] Chairwoman Barron and Higher  
7 Education Committee members, thank you for inviting  
8 me to submit testimony on this important topic. As  
9 you know, the Mayor has asked me to serve as the  
10 city's liaison to the City University of New York,  
11 taking over the role from First Deputy Mayor Tony  
12 Shorris. This is a very recent change, and I regret  
13 that I was not able to appear in person for this  
14 hearing. I very much appreciate the opportunity to  
15 have my colleagues present this testimony. Ensuring  
16 that classrooms are places where students of all  
17 backgrounds succeed is of vital importance to this  
18 administration. The Mayor made this clear in his  
19 Equity and Excellence speech last fall announcing  
20 reforms that he and Chancellor Farina know will  
21 prepare New York City students for college and  
22 careers. At the forefront of this work are New York  
23 City's teachers. Preparing them to succeed in their  
24 work in the classroom is essential to ensure that our  
25 children are ready to thrive as adults. The success

2 of initiatives like AP For All and Eligible for All  
3 depends on our teachers. Our city has a number of  
4 public and private teacher preparation programs that  
5 have and will continue to produce effective  
6 educators. CUNY alone enrolls over 16,000 in their  
7 Teacher Education programs. An initiative in my  
8 portfolio that builds on this work and of which I am  
9 especially proud is NYC Men Teach. Through  
10 collaboration between CUNY, the Department of  
11 Education and the Center for Economic Opportunity,  
12 NYC Men Teach will support the preparations,  
13 recruitment and professional development of a  
14 thousand men of color. The initiative will benefit  
15 both the profession and the diverse students that enter  
16 our schools everyday. Currently men of color account  
17 for only 8.6 of our entire teaching profession with  
18 the city, even though over 40% of our students are  
19 Black, Latino and Asian males. This initiative has  
20 the potential to impact the lives of millions of  
21 young people within the city as they see more of  
22 themselves while they learn. NYC Men Teach also aims  
23 to empower teachers with the tools and skills  
24 necessary to educate and encourage our future leaders  
25 using culturally relevant and data driven strategies.

2 As you know, I have also overseen the expansion of  
3 Pre-K for All over the past two years. Through that  
4 expansion, thousands of teachers now educate more  
5 than 68,000 four-year-olds across New York City. We  
6 have worked closely with colleges, universities, and  
7 early childhood experts such as CUNY to recruit  
8 teachers and provide training and support during the  
9 summer and school for Pre-K for all teacher, teacher  
10 assistants and leaders. This year over 5,500  
11 educators across all Pre-K settings in district  
12 schools, NYC Early Education centers and charter  
13 schools are receiving ongoing professional  
14 development aligned to their Pre-K program's assigned  
15 curriculum. As Chancellor Farina noted when she  
16 kicked off last summer's trainings, school is never  
17 out for New York City's committed teachers. Improved  
18 and consistent training will lead to better results  
19 for our four-year-olds. The work of collaboration  
20 with our universities to improve teacher training is  
21 vitally important to this administration and is core  
22 to so much of the work we do. This work is personal  
23 for the Mayor so I will close with his own words from  
24 the early days of our Pre-K for All expansion. He  
25 said, "No single factor is more important to starting

2 a child's education right than ensuring that child  
3 has an excellent teacher. I have seen what a  
4 difference it can make first hand with my own  
5 children." Thank you again for inviting me to  
6 testify today. I look forward to working with you  
7 and this committee in my new role moving forward.  
8 And I am happy now to take your questions. As the  
9 deputy mentioned--the Deputy Mayor mentioned in his  
10 testimony, we are recently transitioning to our new  
11 role as community liaison. So I will be taking notes  
12 during the Q&A to guide our future work, and the  
13 partnership between our office and this committee.

14 CHAIRPERSON BARRON: Thank you. I want  
15 to thank you for coming, and for presenting this  
16 testimony, and we certainly understand that it's your  
17 first to this capacity, and what we will do is offer  
18 questions that you can take back and bring and answer  
19 for us.

20 MICHAELA DANIEL: Perfect.

21 CHAIRPERSON BARRON: In terms of the New  
22 York City Men Teach--

23 MICHAELA DANIEL: [interposing] Uh-huh]

24 CHAIRPERSON BARRON: --when did that  
25 initiative start, and how is it functioning? How--

2 who's working on that, and what outreach have you  
3 done?

4 MICHAELA DANIEL: Great. Give me one  
5 second to confer with my colleague?

6 CHAIRPERSON BARRON: Okay. [pause]

7 MICHAELA DANIEL: So, this is an in--an  
8 initiative that launched--recently launched this, um,  
9 and it is, um, a partnership with CUNY, as I said and  
10 the DOE. Um, and it's working to implement best  
11 practices across the nine CUNY campuses that will  
12 really support this work. Um, I think it--it would  
13 make sense to do a briefing for you and for the  
14 committee on this more broadly. So, I'll keep it  
15 general for now, but we can set that up.

16 CHAIRPERSON BARRON: Thank you. So it's  
17 with all of the CUNY institutions, 19 of the CUNY  
18 institutions as you're looking to poll?

19 MICHAELA DANIEL: So my--my understanding  
20 is that right now they're focusing on nine campuses  
21 for--

22 CHAIRPERSON BARRON: [interposing] Nine.

23 MICHAELA DANIEL: --state foremost, and  
24 then--and--and building on that work there.

2 CHAIRPERSON BARRON: So do you know if  
3 the program plans to pull in students who are not  
4 already in education, or is it designed to try to get  
5 them to commit to come to New York City schools?  
6 And, will there be any kind of partnership to other  
7 institutions beyond CUNY, or are we just going to do  
8 the initial and see how that works?

9 MICHAELA DANIEL: So, the--the initiative  
10 seeks to broaden the ways folks can enter into the  
11 teaching profession to increase the pipeline of  
12 educators through new programming and additional  
13 support. To increase the pool of aspiring teachers by  
14 executing a robust outreach campaign focusing on CUNY  
15 students in senior and community colleges, on  
16 certified teacher candidates, on out-of-state  
17 candidates and on career changers and other  
18 professionals. And then seeks to impact hiring and  
19 provide a solid start in the profession by creating a  
20 principals network offering a summer bridge  
21 experience and building a robust participant  
22 community and mentoring network to add supports for  
23 teachers of color and provide leadership development  
24 opportunities.

2 CHAIRPERSON BARRON: So at the conclusion  
3 of someone participating in this program, would they  
4 go through the traditional route of certification, or  
5 would it be the alternative non-traditional route?  
6 Would they have gone through a series of student  
7 teaching and student education classes?

8 MICHAELA DANIEL: So, one of the key ways  
9 that they--that they recruit teachers, and it's  
10 through the traditional teacher prep programs.  
11 Correct.

12 CHAIRPERSON BARRON: Okay, and you talk  
13 about the fact that only 8.6 of the teaching  
14 profession in the city are, in fact, men of color.

15 MICHAELA DANIEL: Correct.

16 CHAIRPERSON BARRON: Doesn't that  
17 represent a decrease in the number of men of color  
18 who had been teaching? If you don't know, then if  
19 you could get me the figures. (sic)

20 MICHAELA DANIEL: [interposing] I don't  
21 know the--the--the answer to that question.

22 CHAIRPERSON BARRON: [interposing] Right.

23 MICHAELA DANIEL: ---but I will make a  
24 note to get that.



2 CHAIRPERSON BARRON: [interposing] I  
3 think that represents a decrease, and it's something  
4 that really is very concerning and troubling to me.  
5 Why did we lose the population--the percentage that  
6 we had, and what can we do to really look to re--re-  
7 establish that number? I understand this program is  
8 here. And, also an additional question. Do you  
9 intend on doing outreach to perhaps the historical  
10 black universities and colleges to try to recruit  
11 some of their graduates to come to New York City to  
12 work and to teach? In terms of the expansion of the  
13 Pre-K program--

14 MICHAELA DANIEL: [interposing] Uh-huh.

15 CHAIRPERSON BARRON: --I taught pre-  
16 kindergarten for I think one year, and for anyone who  
17 thinks that that's an easy task to engage and  
18 stimulate and, you know, attend to all of the needs  
19 of a child who's four years old, it's not.

20 MICHAELA DANIEL: It's not.

21 CHAIRPERSON BARRON: It's very demanding.  
22 Very demanding and in terms of the training that goes  
23 specifically for teachers to address that age group  
24 as well as teachers for ELL students and those  
25 special populations of special needs children, is

2 there a particular program in terms of special needs  
3 children, ELL, that seeks to increase that body of  
4 teachers coming in for that population? Because they  
5 certainly have special needs. So if you could get  
6 that.

7           MICHAELA DANIEL: I will make sure that  
8 we--when we follow up we will have more specifics on  
9 those populations especially in the training around  
10 it.

11           CHAIRPERSON BARRON: Okay. I'm going to  
12 ask my colleagues if you have any questions? No.  
13 Okay, good, and let me just see. [pause] No, okay.  
14 So I referenced the 2000--2013 Teacher Preparation  
15 Report that was released under the former chancellor.  
16 If you could get me information, as to whether or not  
17 this administration is following with that or intends  
18 to revise that or have another study, that would be  
19 helpful.

20           MICHAELA DANIEL: Great.

21           CHAIRPERSON BARRON: And an additional  
22 question that I have is do you have data regarding  
23 the number of teachers hired through the traditional  
24 pathway as compared to the non-traditional pathway?  
25 Because I received a call from someone who said that

2 there may, in fact, be two tracks of human resources  
3 hiring that's taking place, and that there may be  
4 preference that's being given to one group over the  
5 other. So if you have that information, that would  
6 be helpful as well.

7 MICHAELA DANIEL: Absolutely, I'll do  
8 more digging on that, and then work to set up a  
9 meeting between the Deputy Mayor and you and any  
10 other committee members who are right there, and  
11 we'll have them--we'll do digging on follow up and  
12 these.

13 CHAIRPERSON BARRON: Okay. I think there  
14 are some other questions, but my counsel will prepare  
15 them and we can submit them to you--

16 MICHAELA DANIEL: [interposing] Great.

17 CHAIRPERSON BARRON: --and we'll be able-  
18 -we'll be looking for a response to those questions.

19 MICHAELA DANIEL: Fantastic, and we

20 CHAIRPERSON BARRON: [interposing] Thank  
21 you so much for coming.

22 MICHAELA DANIEL: --look forward to  
23 working with you, and with the committee as we  
24 transfer in--into this new role.

25 CHAIRPERSON BARRON: Thank you.

2 MICHAELA DANIEL: Thank you.

3 CHAIRPERSON BARRON: Thank you for  
4 coming. I'm going to call the next panel. Ms. Reza  
5 Sterling, Hunter College Alum; Lawrence Patterson  
6 from Brooklyn College; Ashley Thompson, University  
7 Associate--Associate Dean for Academic Affairs from  
8 CUNY, and Mary Arena Driscoll from CUNY. If you  
9 would come up and take your seats. If you raise your  
10 right hand, so I can swear you in. Do you affirm to  
11 tell the truth and the whole truth, and nothing but  
12 the truth in your testimony before this committee,  
13 and to answer all questions honestly?

14 PANEL MEMBER: [off mic] Yeah.

15 PANEL MEMBER: [off mic] Yes, I do.

16 CHAIRPERSON BARRON: Thank you. Please  
17 identify yourself, and you may begin. I'll start on  
18 my far right.

19 ASHLEY THOMPSON: Okay. May I start?  
20 Thank you.

21 PANEL MEMBER: [off mic] You can start.

22 ASHLEY THOMPSON: Thank you. My name is  
23 Ashley Thompson. Good afternoon. On behalf of his  
24 panel from the City University of New York, I would  
25 like to thank Chair Barron as well as all the members

2 of the Committee on Higher Education for the  
3 opportunity to speak to you on the question of the  
4 City University of New York's preparation of New York  
5 City teachers. My name is Ashley Thompson, and I  
6 serve as University Association Dean for Academic  
7 Affairs at CUNY's Central Office. In this role, I  
8 oversee teacher education programs at CUNY. I am  
9 pleased to tell you about our work with students in  
10 this important academic and workforce area. I am  
11 joined today by Dr. Mary Driscoll, Dean of the School  
12 of Education at City College; Mr. Larry Patterson,  
13 Academic Student Support Manager for the NYC Men  
14 Teach Initiative at Brooklyn College; and Ms. Riza  
15 (sp?) Sterling, an English Language Arts Teacher at  
16 IS 218 in Washington Heights and a graduate of Hunter  
17 College. We're also joined by other representatives  
18 from CUNY's schools of education in our audience, who  
19 will be available, too, for any questions. Together  
20 we will give testimony the question of CUNY's efforts  
21 to provide New York City with high quality urban  
22 educators committed to teaching in our city's public  
23 schools. Specifically, you will hear about teacher  
24 education at CUNY, CUNY's partnership with the New  
25 York City Department of Education, the DOE's Teacher

2 Preparation Program Report, the NYC Men Teach Program  
3 and our commitment to developing a diverse teacher  
4 workforce, and testimony from one of our graduates  
5 about her journey into the classroom.

6 CUNY enrolls more than 16,000 students in  
7 education program across the university from  
8 associate to doctoral degree programs at 17 campuses.  
9 About 7,000 students pursue graduate study, and  
10 education is CUNY's largest discipline across masters  
11 level programs. CUNY prepares teachers for  
12 certification in nearly every subject area licensed  
13 in New York State. And I've brought brochures for  
14 you today, which lay out the education offerings at  
15 CUNY. There are three panels on the front and one in  
16 the back for your reference, and since this was  
17 printed, CUNY has added even more programs.

18 National and State policy efforts to  
19 increase the quality of teachers by exerting pressure  
20 on teacher preparation programs. Since 2012, CUNY's  
21 teacher education programs have responded to the  
22 Regents Reform Agenda set out by New York State  
23 Education Department. From support faculty  
24 engagement with the Common Core State Standards to  
25 preparing students for new Teacher Certification

2 Exams, to tackling new accreditation standards, CUNY  
3 has been proactive in its efforts to strengthen  
4 academic quality. At the same time, our mission  
5 requires that we prioritize access and opportunity to  
6 the various teacher pipelines that exist at CUNY.  
7 CUNY is the largest provider of teachers to the New  
8 York City Department of Education. For fall 2015,  
9 CUNY graduates comprised nearly a third of new  
10 teachers hired by the DOE. CUNY's schools were six  
11 of the top ten colleges in terms of number of  
12 graduates hired by the DOE. Queens College and  
13 Hunter College were the top two. Applicants from  
14 schools such as City College and Lehman College were  
15 our most diverse. With more than 60% of these  
16 school's applicants self-reporting a background from  
17 under-represented groups. In addition to countless  
18 local partnerships at the district and school  
19 building level, CUNY and the Department of Education  
20 meet regularly in a variety of settings, including  
21 the CUNY DOE Steering Committee, which guides the  
22 policy and practice across the institutions. My team  
23 within Academic Affairs actively plans with DOE's  
24 Office of Teacher Recruitment around anticipated  
25 hiring needs and processes. We communicate well and

2 routinely discuss data such as the Teacher  
3 Preparation Program Reports and our mutual desire to  
4 share metrics, which give us more information about  
5 how we can better support teachers in both pre-serve  
6 as teachers and in-service teaching. CUNY is engaged  
7 in work towards the Mayor's Equity and Excellence  
8 Agenda, and supports priorities such as College  
9 Access for All and Computer Science for All. For  
10 example, CUNY and the DOE are partnering on a pilot  
11 this spring to bring middle-school student to CUNY  
12 campuses for an age-appropriate experience that we  
13 would continue to deepen and expand.

14           Since 1870 when Hunter College was  
15 established as the first publicly funded tuition free  
16 teacher's college in the United States, the City  
17 University of New York has been a leader in educating  
18 this great city's children, impacting both pre-school  
19 to 12th grade, and higher education. CUNY offers a  
20 rich range of affordable high quality degree programs  
21 in education to thousands of students who benefit  
22 from our continual efforts to improve and innovate.  
23 Thank you. [pause]

24           DEAN DRISCOLL: Good afternoon and thank  
25 you to the member of the Higher Education Committee



2 and to the Chair for this opportunity to speak with  
3 you. My name is Mary Erina Driscoll, and I am the  
4 Dean and Harold Kobliner Chair in Education at the  
5 School of Education at the City College of New York  
6 located in Hamilton Heights. City College was  
7 founded in 1847 to educate what Townsend Harris  
8 termed the Children of the Whole People. Entwined  
9 with its rich history is a deep and continuing  
10 commitment to provide both excellence and access to a  
11 superb education. For nearly a century the City  
12 College School of Education has shared in that  
13 mission by preparing teachers and leaders who bring  
14 their many talents to our city's schools. At  
15 present, we have approximately 1,800 students  
16 enrolled in preparation programs at the undergraduate  
17 and graduate level. Our school still serves an urban  
18 first generation and highly diverse population of  
19 students. Many of them come from city schools, and  
20 most want to return to teach and lead in those  
21 settings. The question we've been asked to address  
22 is critically important for at two reasons. First  
23 and foremost, concerns about the quality of the  
24 teaching force are fundamentally concerns about the  
25 welfare of the children and youth educated in New

2 York City schools. Nothing is more crucial than  
3 their wellbeing. And good teachers are essential to  
4 providing an education that enhances and improves the  
5 life chances of the children of New York. Second,  
6 ensuring opportunities to pursue a rigorous course of  
7 study in order to enter the teaching profession is  
8 also vital especially for the many first generation  
9 students who enroll at City College and other CUNY  
10 institutions. Our aspiring educators deserve high  
11 quality clinically rich experiences that enable them  
12 to achieve success in their chosen field. For many  
13 of our students this achievement brings social  
14 mobility as well, but our city gains, too, when those  
15 entrusted to teach our children embody the kind of  
16 global diversity that is the very lifeblood of New  
17 York. Let me offer you three examples to support my  
18 contention that City College adequately trains  
19 teachers. The first involves our ability to offer  
20 programs that recruit the most talented individuals  
21 and respond to the needs established by the New York  
22 City Department of Education. The second details  
23 particular programs that reflect our commitment to  
24 recruiting, developing and supporting a diverse cadre  
25 of talented urban teachers and leaders. And finally,

2 I will discuss briefly some of the findings of the  
3 data report already referenced that offered helpful  
4 assessments of our graduates currently work in the  
5 field. So first, providing an adequate context for  
6 preparation requires devising a range of programs  
7 that expand opportunities to enter teaching at all  
8 phases of the life cycle. City College like most  
9 other CUNY schools attracts many individuals who come  
10 to education after they have completed a degree in  
11 another field. Indeed, the pipeline of teaching--for  
12 teaching in the 21st Century will fail if we cannot  
13 continue to attract talented individuals into  
14 teaching as a second or even a third career. Having  
15 flexibility in the design and delivery of our  
16 programs is a genuine asset. We can maximize our  
17 pool of potential aspirants and tailor our programs  
18 to meet the most critical needs of New York City  
19 school system, which is our primary post-graduation  
20 employer. At present, for example, we have two  
21 active cohorts of New York City teaching fellows who  
22 enroll in a clinically rich alternative preparation  
23 masters program, and who are preparing for  
24 certification in shortage areas such as bilingual  
25 special education, special education at the

2 elementary and secondary level, and teachers of  
3 English as a second language. City College has a  
4 history of cooperating with non-profits such as Math  
5 for America to prepare secondary math teachers,  
6 another shortage area. We are collaborating through  
7 a math-science partnership grant with the New York  
8 City Department of Education to provide targeted  
9 professional development for middle-school science  
10 teachers. We are currently on our sixth cohort of  
11 practicing teachers who are subsidized by the New  
12 York City Department of Ed to complete the  
13 certification extension for bilingual education,  
14 which is a particularly need. And we were proud to  
15 be part of the Mayor's initiative to prepare new  
16 teachers for the Early Childhood classrooms that are  
17 now providing Pre-K experiences for thousands more  
18 city children.

19           Second, adequate preparation in New York  
20 City means preparing teachers who are skilled  
21 practitioners in urban schools. Those teachers must  
22 understand the urban context and respect the  
23 experiences of students, parents, and the families  
24 who live there. They must also know how to use the  
25 cultural and linguistic riches found in our city.

2 Maintaining a pipeline that recruits our own city  
3 students and shepherds them through the rigors and  
4 awards of a demand preparation program is imperative.  
5 City College benefits from its ability to access the  
6 CUNY system when selecting candidates for our  
7 undergraduate programs in particular. Most of our  
8 students in education comes to us as transfer  
9 students from other CUNY institutions. We've  
10 developed success joint preparation programs with the  
11 Borough of Manhattan Community College in bilingual  
12 and childhood education, which provide high quality  
13 advisement and transition management for students who  
14 apply and are accepted. Our Center for Worker  
15 Education at City College collaborates with our  
16 school to provide excellent preparation for students  
17 who work full time in day care and other Early  
18 Childhood settings. In part, because of these  
19 dedicated efforts we note that the demographic makeup  
20 of our undergraduate population mirrors almost  
21 completely the demographics of the New York City  
22 Public Schools. Finally, with respect to examining  
23 data on our students, in 2014, the New York City  
24 Department of Education provided us with a Teacher  
25 Preparation Program Report that included the

2 information referenced about outcomes of our  
3 graduates. Reviewing that data with our DOE  
4 colleagues was a useful process, and we would  
5 encourage future efforts in this area. I note in  
6 particular the data on the percentage of teachers  
7 hired into the New York City Department of  
8 Education's highest needs schools. We are proud that  
9 at City College more than 42% of our placements in  
10 the time period cited occurred in that quarter of New  
11 York City schools where students and teachers faced  
12 the greatest challenges. Measuring student learning  
13 is important, and looking at how long teachers stay  
14 is useful, but employing high quality teachers in  
15 these schools is essential if we want to be build a  
16 better urban education system overall. Providing  
17 data about our graduates also helps us to learn how  
18 to do our work data. These data showed how us  
19 important it was to devise some initiatives to  
20 continue connections with our students teaching in  
21 these most challenging settings. Our outreach to new  
22 teachers last year taught us about the kind of  
23 supports we could provide and gave us critical  
24 feedback on the areas in which graduates felt most  
25 and least prepared. In addition, we are working with

2 District 6 in Washington Heights to strengthen  
3 teaching through several initiatives, and are  
4 piloting a partnership among the DOE Office of  
5 Teacher Recruitment and Quality, PS 4, which is in  
6 District 6 and PS 161, which is in District 5, that  
7 will help us work better with cooperating teachers,  
8 connect student teaching and post-employment and  
9 craft first year experiences that provide ongoing  
10 support for our new graduates and the high need  
11 schools that employ them.

12           Let me conclude by saying that adequate  
13 is not enough for the children of New York. For all  
14 of us engaged in teacher preparation, it is important  
15 not only to raise the bar, but also to continue to  
16 demand the resources necessary to do this job well.  
17 21st Century educator preparation will require us to  
18 partner in new and imaginative ways with those who  
19 share our mission. I speak not only for myself, but  
20 also for my colleagues in educator preparation when I  
21 say we welcome this challenge. We look forward to  
22 building new alliances in the service of the city's  
23 children. Thank you. [pause]

24           LARRY PATTERSON: I'm sorry. I'm sorry.  
25 Good morning, Chair Barron. Greetings ladies and

2 gentlemen and Committee of Higher Education. I am  
3 Larry Patterson, the former Project Manager of the  
4 Brooklyn College Black and Latino Male Initiative.  
5 Working with the BLMI has been one of the most  
6 gratifying experiences I've had in my professional  
7 career in youth development. The program has grown  
8 in size and scope since I started in 2010. BLMI  
9 Director Nicole Sinclair is one of the most brilliant  
10 and dynamic people I've had the great fortune to  
11 work. Under Nicole's leadership, the Brooklyn  
12 College BLMI was granted a \$99,000 grant, and also a  
13 \$1 million endowment from the Curtis Family  
14 Foundation. BLMI now has an annual Herbert Kerr's  
15 Leadership Academy Summer Institute, and an annual  
16 weekend summer retreat that was launched by Ms.  
17 Sinclair. Prior to becoming part of the BLMI, I  
18 taught in New York City Public School System for  
19 seven years. So, I have an idea of some of the  
20 challenges that exist with teaching in the public  
21 school system. I had very little preparation prior  
22 to teaching and received little to no training or  
23 mentoring once I started. It was literally a learn-  
24 as-you-go experience. It was not until I started at  
25 Brooklyn College as a staff member of the Black and



2 Latino Male Initiative and met Dr. Harun Karim (sp?),  
3 who at the time was launching the Urban Community  
4 Teacher's Project that I realized there was a science  
5 behind education. Although my duties focus mainly on  
6 BLMI, I was drawn to the UCT, Urban Community  
7 Teachers program because of the unconventional  
8 approach that was being employed to prepare the  
9 scholars. There were U--UCT members that were also  
10 BLMI members. So there was no--some overlap of the  
11 two programs. The methods and strategies used to  
12 engage the students were innovative and effective.  
13 Culturally responsive pedagogy, scholar led seminars,  
14 field trips, national conferences, and consistent  
15 authentic mentorship. I was able to apply many of  
16 these approaches to the BLMI program. What we found  
17 most effective was to use the city as a school by  
18 accessing cultural institutions such as the African  
19 Burial Ground, the Schomburg Center for Research and  
20 Black Culture, the Studio Museum of Harlem, the  
21 Brooklyn Museum of Art, and also attended the 20th  
22 Anniversary of the Million Men March to name a few.  
23 All of this off-campus engagement resulted in the  
24 young men of BLMI becoming more aware of the  
25 multitude of resources around them, and a greater

2 understanding of how to utilize them to their  
3 advantage. Over all, these experiences resulted in  
4 the scholars becoming more self-aware, sophisticated,  
5 and empowered. Student academic outcome was also  
6 improved by providing access to campus resources like  
7 in-house tutoring, personal counseling, advisement  
8 and one-on-one mentoring. The 2012-2013 BLMI cohort  
9 accumulated an average of 18.8 credits and finished  
10 with a 2.93 cumulative GPA. I know that many of the  
11 strategies, skills and experience of going from  
12 working with UCT and BLMI are transferrable to the  
13 new initiative led by Mayor Bill de Blasio, and  
14 actually, there's a flyer in your packet. Men Teach  
15 is an engagement and recruitment effort aimed to  
16 inspire more men of color to become teachers in New  
17 York City. CUNY's New York City Men Teach program  
18 will focus on recruiting 600 CUNY students into  
19 teacher education programs, and assisting them  
20 through graduation certification and hiring.  
21 Participating students will receive intensive  
22 advisement, academic support and financial  
23 assistance. Brooklyn College is one of the nine  
24 senior colleges launching New York City Men Teach at  
25 CUNY this spring. With the launch of New York City

2 Men Teach, there are nuances that need to be  
3 considered regarding the cultural norms of our  
4 scholars when preparing the next generation  
5 educators. The impact of culture is too important to  
6 overlook. The influence of history relating to that  
7 culture is also central to the preparation of these  
8 educators. I do not feel that these factors have  
9 been adequately addressed by post-secondary  
10 institutions in a holistic way when preparing  
11 educators in an urban environment. In my opinion  
12 this has had a detriment effect on our education  
13 process. The good news is that through a program  
14 like New York City Men Teach we can begin to create a  
15 new model. Thank you.

16 CHAIRPERSON BARRON: Thank you. The next  
17 panelist.

18 RIZA STERLING: Good afternoon. I would  
19 like to thank all of the members of the Higher  
20 Education Committee for the opportunity to share my  
21 experiences this afternoon. My name is Riza Sterling  
22 and I am a teacher in IS 218 on 196th and Broadway. I  
23 have obtained a Bachelors in English, Secondary  
24 Education and Masters in Literacy from Hunter  
25 College. To me, college is solely about creating a

2 future where I would be financially stable. This  
3 partially--this is partially due to the fact that  
4 less than a handful of my family members barely made  
5 it to college. I grew up in the South Bronx and  
6 never really understood the purpose of education. So  
7 becoming a teacher was the farthest thing from my  
8 mind. I knew that as a child it was a dream of mine,  
9 but by the time I finished high school, my confidence  
10 was diminished to the point where I couldn't take the  
11 idea seriously. So, I admit I never truly thought  
12 I'd follow through with the education program. I  
13 didn't even think I'd get accepted. I kept giving  
14 myself ultimatums: If I don't get accepted, then  
15 it's meant to be. If I make it through a year, it's  
16 good enough. I've done enough so I should just stop  
17 here. Little did I know that all of this came from  
18 the fear of not being good enough. It continued in  
19 this way until I finally met teachers that built my  
20 confidence back up piece by piece. Until this day, I  
21 strive to transfer the same experience I had to my  
22 students. As a Hunter undergraduate student, I was  
23 greeted by compassionate professors who noticed my  
24 potential and set out to guide and encourage me  
25 through my journey in becoming an educator. Not only

2 did they give me the confidence I needed to continue  
3 with the program, they identified my strengths, and  
4 explained how they would support me in the long run.  
5 To start, the Hunter program managed to always  
6 maintain a balance between developmental and  
7 practicum courses. As an undergraduate, I received  
8 instruction in child development and then went--then  
9 was able to see the theory in practice when attending  
10 field work and student teaching. To add, Hunter  
11 provided courses, which provided a plethora of  
12 resources and trained me to construct lesson plans,  
13 unit plans, materials, et cetera that spoke to  
14 student equity. Throughout these courses, professors  
15 always run back to the importance of teaching the  
16 high need population, as well as the need to provide  
17 these individuals with a voice. This spoke directly  
18 to me as I come directly from that population.  
19 Moreover, with the wave of Common Core alignment,  
20 even though it had not yet been fully put in place,  
21 professors began to prepare students in anticipation  
22 of the standards. When moving into the literacy  
23 masters program, I became more immersed in the  
24 standards, as I was to align every unit and  
25 assessment to the Common Core. The notion that I was

2 to use the standards as guide for my objectives,  
3 helped me in developing instruction as it gave me a  
4 better sense of direction. In addition, professors  
5 did not solely focus on standards based instruction.  
6 They also embedded in me the importance of developing  
7 student self-advocacy, and gave me a means to meet  
8 this goal. The Hunter Education Program focused  
9 primarily on preparing me to address the high  
10 population of ELLs, special needs students, and  
11 students coming from low-income backgrounds. I  
12 learned about differentiation, learning styles,  
13 academic language, English acquisition, et cetera.  
14 But one of the most significant aspects of the  
15 program was the use of field work and student  
16 teaching. Not only was I able to learn about  
17 students' developmental stages, and the development  
18 of instruction, I was able to see all of it in place.  
19 Through my field work, I was able to see a variety of  
20 teachers and visit and assortment of schools ranging  
21 from middle school to high school. This real life  
22 experience prepared me in more ways than one as I was  
23 able to witness various teaching styles and  
24 techniques. In addition to field work, I was  
25 required to participate in a semester of student

2 teaching where I had to experience the pressures of  
3 teaching. I developed relationships with the  
4 students, created culturally responsive units and  
5 lesson plans, and learned how to be organized from my  
6 co-teacher. I was also provided with feedback from  
7 a Hunter Supervisor, which aided in my growth.

8 Overall, Hunter used different methods of tracking my  
9 progression from digital portfolios to feedback from  
10 observations. This growth model gave me the chance  
11 to develop a work ethic--a work ethic that promotes  
12 ambition and determination in my pedagogy. In the  
13 end, I used my Hunter experience as a model for my  
14 teaching approach, and it has taken me far. I have  
15 continued to be an effective New York City teacher  
16 working in a high needs school in Upper Manhattan.  
17 Even with all of the challenges that come my way, I  
18 continue to harness passion for my profession for the  
19 simple reason that I continue to make a difference.  
20 Hunter has been supportive throughout my time there,  
21 and continues to be supportive even today. This is  
22 why I will always vouch for Hunter's Higher Education  
23 program, and am planning to apply for the new  
24 Doctoral Program in Instructional Leadership. Thank  
25 you.

2 CHAIRPERSON BARRON: I want to thank each  
3 of the panelists for coming, and giving your  
4 testimony and I do have some questions. I want to  
5 acknowledge we've been joined by Councilwoman Vanessa  
6 Gibson and Council Member Laurie Cumbo. Thank you.  
7 First, Dr. Thompson, in you testimony

8 DR. THOMPSON: First, Dr. Thompson, in  
9 your testimony you referenced the Department of  
10 Education meeting regularly in a variety of settings  
11 including the CUNY DOE Steering Committee. Can you  
12 tell us who's on that steering committee, and how  
13 often they meet?

14 DR. THOMPSON: I would be glad to get you  
15 a complete list of members. Examples include Phil  
16 Weinberg from the DOE; John Mogulescu, who is Senior  
17 University Dean at CUNY; David Crook, who's the  
18 University Dean for Institutional Research, and  
19 myself sit on that committee. Amy Way from the  
20 Department of Education. She's Executive Director of  
21 the Office Teacher Recruitment and others. I would  
22 be glad to give a list to you. The committee meets  
23 approximately every other month. [pause]

24 CHAIRPERSON BARRON: And you talk about  
25 the--you plan with the DOE, with the DOE's Office of



2 Teacher Recruitment around anticipated hiring needs  
3 and processes. Could you expand a little bit about  
4 those processes? Are you looking to have people both  
5 through the traditional and the non-traditional? Are  
6 you emphasizing over the other?

7 DR. THOMPSON: So we have both programs--

8 CHAIRPERSON BARRON: [interposing] And  
9 what are your projections for the hiring needs,  
10 especially in terms of the Mayor's Housing Plan where  
11 he's talking about particular areas needing perhaps  
12 6,000 units coming in. How are you tying those  
13 housing projections to requesting additional seats in  
14 those communities?

15 DR. THOMPSON: So an example of a  
16 conversation we might have would be that that the DOE  
17 expects that they will need a certain number of  
18 teachers in bilingual education or science education,  
19 and we could look at enrollment numbers and see how  
20 many we expected to graduate. So we're looking at  
21 more direct anticipated needs in terms of hiring and  
22 supply and demand. That would be an example.

23 DEAN DRISCOLL: Right. May I respond.

24 CHAIRPERSON BARRON: Uh-huh.

2 DEAN DRISCOLL: May I respond,  
3 Councilwoman? One of the things I think the CUNY  
4 institutions do is to develop programs on an as-  
5 needed basis as well. So the Bilingual Extension  
6 program that's subsidized by the Department of Ed is  
7 an example. The need there is for people to have  
8 some education in--in English Language Learners  
9 beyond what they would get in normal preparation so  
10 that they're able to work effectively with a high  
11 needs population. We also have extensions in special  
12 education that are targeted to particular populations  
13 and age levels. And so, those are the kinds of  
14 things that we work with, and to develop and often  
15 deliver through non-traditional methods, if that--if  
16 that suits the populations.

17 CHAIRPERSON BARRON: You referenced high  
18 needs populations. We know that a person can come,  
19 two people can come, three people can come with the  
20 same credentials on paper, but we know that the high  
21 needs populations has additional requirements,  
22 additional supports that they need. So how do you  
23 determine of these equally qualified candidates,  
24 which one would be better suited to bring their  
25 talents and skills to those high needs populations?

2 DEAN DRISCOLL: I--I think actually for  
3 our students, most of our students are student  
4 teaching in high needs schools. So the--the kind of  
5 common experience that they have is that they're  
6 working in schools that have linguistic challenges  
7 and I--I want to be clear that we also see these as  
8 assets. I mean we see these as assets in them  
9 learning how to teach, and--and that diversity is one  
10 of the building blocks you work with for good  
11 teaching. So, I--I don't want to convey in any way  
12 that this is--even though we're talking about high  
13 needs, that that his a deficit model. I think our  
14 students have to learn how to partner with community  
15 agencies, and other community-based organizations to--  
16 -and especially those students in our leadership  
17 program to really broker the--the resources that  
18 students need. So, it's not so much a matter of  
19 selecting which students work there, but that most of  
20 our students have exposure to the by virtue of being  
21 part of at least a City College program.

22 CHAIRPERSON BARRON: And in your  
23 testimony you say measuring student learning is  
24 important, and looking at how long teachers stay is  
25 useful, but employing high quality teachers in these

2 schools is essential if we want to build a better  
3 urban educational system overall. So those are some  
4 of the metrics that we use in the report. Are you  
5 questioning those metrics? Are you saying those  
6 metrics don't have the same strength as other  
7 qualities?

8 DEAN DRISCOLL: No, actually, speaking  
9 for my--for myself and my institution, I don't want  
10 to speak for all of CUNY on this, I thought it was a  
11 pretty good set of metrics. I mean the basic  
12 questions that were asked.

13 CHAIRPERSON BARRON: [interposing] And,  
14 in your meetings does the DOE also agree that this is  
15 a good set of metrics that's being used?

16 DEAN DRISCOLL: The only meetings that I  
17 had were prior to this report. We have a session  
18 with people as these reports were being developed  
19 where we reviewed our data, and the way it was  
20 presented prior to it being publicly distributed.  
21 And I found it a very productive, very fruitful  
22 conversation. One of the places that we struggle,  
23 quite frankly, is getting really good information on  
24 our graduates once they've left us. And I think the  
25 CUNY DOE partnership has been essential to providing

2 the kind of data on our graduates we need. So, now,  
3 we have access to data about where our students  
4 working, and how long they stay, and what their--  
5 their success rate is. I think it's very important  
6 for any dean to know where are your students getting  
7 jobs. And I think we were very pleased at City  
8 College that they were working, most of them, in the  
9 places where we think they're most needed. That's  
10 good thing. I think how long they stay, and how well  
11 they do is obviously very important, but getting our  
12 students into the schools where they're needed has to  
13 come first. So that's what I meant in terms of  
14 comparing them. All of those things are important.

15 CHAIRPERSON BARRON: The program that you  
16 offer, is that an alternative program because you  
17 talked about preparing teachers for bilingual special  
18 ed and ELL, and those are some of the areas. Is that  
19 alternative, or do they come away with having  
20 completed X number of credits in teacher education  
21 courses, passing the exam, and moving forward having  
22 been--having also gone through student teaching?

23 DEAN DRISCOLL: Well, we--we offer  
24 multiple programs of different kinds, and let me just  
25 say very quickly what--what I mean by that. For one

2 thing, I think the difference between traditional and  
3 alternative programs is blurring a bit because we all  
4 recognize the importance of clinical work above and  
5 beyond student teaching. So it used that one was  
6 really more in a clinical setting, and one was more  
7 in a classroom setting. Even our students who  
8 student teach have 100 hours of field experience, and  
9 it's now not just field observation, but field  
10 experience before they walk into a classroom. That  
11 said, the traditional programs that are linked to--to  
12 degrees offer them the opportunity to earn an under  
13 graduate or graduate credential. We have alternative  
14 programs like the--like the fellows that also do  
15 that, but we have shorter programs that are targeted  
16 to needs that may not be linked to a masters program,  
17 or are designed to attract people who are already in  
18 another career. And I would say largely the Fellows  
19 Program would be that. We've--we've--as I said,  
20 we're in a number of areas as well as the extensions  
21 that are targeted professional developments to  
22 improve the teaching of teachers who are already  
23 working in the city's classroom, and need special  
24 expertise in special education, early childhood

2 special education, bilingual education or teachers of  
3 English as a second language.

4 CHAIRPERSON BARRON: And you men--you  
5 mentioned that you're now in your sixth cohort. Is  
6 that what you said?

7 DEAN DRISCOLL: There are six--my  
8 assistance dean for--Yes, we had six cohorts that the  
9 Department of Ed--it's about 25 students each. We  
10 worked with them starting--I became Dean in 2012. So  
11 starting 2012-2013, we had a joint selection process.  
12 Each cohort enters, and usually the first course that  
13 we offer is done for them only on a slightly  
14 different schedule than our regular schedule. We'll  
15 offer it on Saturdays, or start it in the middle of  
16 the semester, and work to develop that. Then, for  
17 the remaining courses, and it's a 15--bilingual  
18 extension is a 15 credit program. They would take  
19 those in the evenings or the summer along with our  
20 regular programs. So it's kind of a merge between  
21 tailoring it to a particularly--to a particular  
22 group, but then also having them blend, and one of  
23 the things that our faculty like about it they like  
24 having people who are experienced teachers learning  
25 new skills in the classroom with people who have

2 never really been a classroom full time, and are  
3 learning how to do it for the first time.

4 CHAIRPERSON BARRON: How long is the  
5 program? Is it--does it depend on--you talked about  
6 bilingual, special ed, ELL. Are they each 15  
7 credits, or is it more?

8 DEAN DRISCOLL: The extensions, which are  
9 the professional development vary a little bit. They  
10 go from 15 credits--I think we might--the one in--one  
11 of them in special education might be as few as 12,  
12 but they range between 12 and 18 credits, and they're  
13 for people who have already their certification, and  
14 are retraining themselves in an area of great need--

15 CHAIRPERSON BARRON: [interposing] Okay.

16 DEAN DRISCOLL: --in the city schools.

17 CHAIRPERSON BARRON: Okay, and you  
18 mentioned that they're--they're subsidized by the  
19 DOE. What do those subsidies include?

20 DEAN DRISCOLL: The subsidies that we've--  
21 --we've dealt with is--is the students pay no tuition.  
22 The tuition is subsidized by the Department of Ed in  
23 full. I'll have to check on the--on the fees. I'm  
24 never sure about that, but yes the bulk of the costs



2 are covered by the Department of Ed, but I can get  
3 you that information.

4 CHAIRPERSON BARRON: Okay, I have some  
5 more questions, but I'm going to ask my colleague,  
6 Cum--Cumbo. Do you have questions?

7 [pause]

8 COUNCIL MEMBER CUMBO: Hello, so good to  
9 see all of you, and it's especially good to see you,  
10 Larry, in this new capacity. It's very good to see.  
11 Wanted to know because one of the things, and  
12 particularly addressing this to Larry, but would also  
13 like for everybody to be able to weigh in on this.  
14 As we know, in our school system that teachers that  
15 are male are at such a low percentage. I don't want  
16 to quote, but I believe it's like as far as African-  
17 American male teachers, it's about 2% of teachers are  
18 African-American. Is there some kind of recruitment  
19 approach? Is there some type of way that we are  
20 trying to recruit more African-American male  
21 teachers, because I feel in our classrooms that would  
22 make a huge difference in terms of boys being able to  
23 connect with African-American male teachers.

24 LARRY PATTERSON: I think I'd like to  
25 respond to that.

2 COUNCIL MEMBER CUMBO: Uh-huh.

3 LARRY PATTERSON: I--I think with the--  
4 the work that I'm familiar with, which is with Black  
5 and Latino Male Initiative, what we were doing there  
6 as--a--it was fortification mission pretty much  
7 because the--the Black and Latino men that we're  
8 going to be recruiting need to understand that they  
9 are capable of being in a leadership role in the  
10 classroom. But in order to do that, there's--there's  
11 a lot of work in terms of, you know, historical  
12 relevance that has to happen. You know, there's a  
13 history lesson that has to be told in order for these  
14 young men to understand that, you know, there's a--a  
15 legacy that they come from, you know, of--of  
16 scholarship and that sort of that of thing. And then  
17 also because they're going to a stage they're not  
18 normally seen on, they're going to have to really  
19 have a--a strong sense of self because a lot of  
20 students are not used to seeing Black and Latino men  
21 in front of the classroom. That--that was my  
22 experience, you know, when I was teaching. So--and  
23 like I said, I was not, you know, I did not come out  
24 of a school of ed. I--I just kind of got into  
25 teaching, but, um, it was a factor. You know,

2 because they were not used to seeing me in front of  
3 the classroom. SO I constantly had to reaffirm  
4 myself, and then, you know, eventually when that  
5 happened then--then there were some--some really good  
6 outcomes.

7 COUNCIL MEMBER CUMBO: Did anyone else  
8 want to speak to that?

9 DEAN DRISCOLL: We're participating in  
10 the--in the same initiative. We've--we've just  
11 started it. I--I wanted to say one of the things  
12 that complicates this, which is another factor that  
13 we have to deal with if we want to recruit, is that  
14 we still have patterns of gender separation depending  
15 on what type of teaching somebody is preparing for.  
16 So, for example, one of the areas of greatest need  
17 for males in the classroom is in early childhood.  
18 And we were somewhat successful in the Mayor's  
19 initiative recruiting males into that initiative.  
20 Um, I think this is a wonderful opportunity for the  
21 CUNY institutions. And I think the work at Brooklyn  
22 has really been a signal on this to try to expand  
23 that outreach to--to areas that are not traditionally  
24 taught by males period, much less males of color.

2 COUNCIL MEMBER CUMBO: And Council Member  
3 Barron, you may have asked these questions already,  
4 and if you did before I got here please let me know.  
5 Do you have the percentage of your graduates that go  
6 on to work in the New York City public schools?

7 DR. THOMPSON: I can get those data to  
8 you.

9 COUNCIL MEMBER CUMBO: Okay. Can you  
10 ballpark what you think it is.

11 DR. THOMPSON: [off mic] One thing I  
12 cited in my [on mic] a figure I cited in my testimony  
13 is that CUNY graduates were about a third of the new  
14 teachers hired by the DOE this fall.

15 COUNCIL MEMBER CUMBO: Okay.

16 DR. THOMPSON: We're the largest provider  
17 of teachers to the DOE?

18 COUNCIL MEMBER CUMBO: That's fantastic.

19 DEAN DRISCOLL: But our students--one of  
20 the things that we--and we'll go back and we'll get  
21 you the--the firm numbers on that, too. The students  
22 not only go into regular DOE schools, but they also  
23 participate charter schools as well. And sometimes  
24 they're--sometimes that means that they are not  
25 certified, although necessarily. So there's a lot of

2 blurred lines there, too. I would say certainly the  
3 majority of our students go into the New York City  
4 public schools, but we can get you the number.

5 COUNCIL MEMBER CUMBO: What kind of  
6 incentives do your students have to go into the  
7 teaching profession? So I know for--and this has  
8 been some time now, but for instance your student  
9 loans would be forgiven if you went into the teaching  
10 profession. Or, you could get a bonus of some sort.  
11 Like are there incentives for students coming from  
12 CUNY going into the Department of Education to become  
13 a teacher? Are there incentives that would make it  
14 more attractive for them as a career path?

15 DEAN DRISCOLL: One of the programs that  
16 we have that probably has the most incentives is  
17 actually a federally funded NOYCE Academy of Scholars  
18 for Science and Math, and that's in some ways like  
19 the Cadillac because they get stipends. They get  
20 support before, during and after. They get tuition.  
21 We have some targeted scholarships, but by no means  
22 do we finance all of our students. They generally  
23 finance themselves. The alternative programs  
24 provide, such as the Teaching Fellows, the

2 opportunity for people to work while they're doing  
3 this.

4 COUNCIL MEMBER CUMBO: Uh-huh.

5 DEAN DRISCOLL: But I think it's--it's  
6 kind of a--a mixture of things depending on the  
7 programs.

8 DR. THOMPSON: I was just going to say  
9 that all different--the different colleges have all  
10 different kinds of programs depending on--on the  
11 students they serve.

12 COUNCIL MEMBER CUMBO: And teachers are  
13 prepared coming out of CUNY to be able to teach to  
14 the Common Core standards.

15 DEAN DRISCOLL: Yes.

16 COUNCIL MEMBER CUMBO: And when did that  
17 become implemented and--

18 DEAN DRISCOLL: The Regents Reform Agenda  
19 was implemented in academic year 2012-2013. And so,  
20 it's been a particular challenge because the students  
21 we have now weren't educated under the Common Core.  
22 That will be different--

23 COUNCIL MEMBER CUMBO: [interposing]

24 Right.

2 DEAN DRISCOLL: --in a few years. So  
3 they're--you know, they're learning now to go into  
4 that--that curricular environment. So, it's  
5 something that all of our campuses have been involved  
6 in.

7 COUNCIL MEMBER CUMBO: Can teachers go  
8 back to CUNY for refreshers for different things, for  
9 new implementation, new things like Common Core that  
10 the way the system constantly is evolving are there  
11 ways for them to reconnect back with CUNY for  
12 refreshers on these things?

13 DEAN DRISCOLL: You know, we have a  
14 program now through the DOE that's a math/science  
15 partnership grant, and it's targeted towards middle  
16 school science teachers who need to come back and  
17 learn more science. And so, there's a set of courses  
18 that were designed primarily for our own  
19 undergraduates and graduates who are preparing. It's  
20 being offered to them because it's a very interactive  
21 hands-on way of thinking about the basic science  
22 components. So these are teachers who are certified,  
23 have all of the things that they needed, but may not  
24 be as equipped with the kind of--the current thinking  
25 science methodology. And so, that's an example of a

2 program I'm sure that we could probably cite. Going  
3 across the--the institutions there are many programs  
4 like that.

5 COUNCIL MEMBER CUMBO: And my final  
6 question before I turn it back over to the chair is  
7 do students graduating from CUNY in the educational  
8 field, are they instantly able to find employment as  
9 a teacher with the DOE or is that a challenge or are  
10 they wait listed? Where are we with that? Is it--is  
11 it something that as soon as they graduate DOE can't  
12 grab them up fast enough, or is it that there is a  
13 wait list or the challenge? What does that pipeline  
14 look like?

15 DR. THOMPSON: It depends on their  
16 content area.

17 COUNCIL MEMBER CUMBO: Okay, and what are  
18 the content areas? I can--I can imagine the STEM  
19 fields, of course, but--but how else does it go?

20 DR. THOMPSON: STEM fields, special  
21 education, and bilingual education. Those would be  
22 very high need areas.

23 COUNCIL MEMBER CUMBO: Are the students  
24 informed of that coming into it? What--what--what  
25 will be the most?



2 DEAN DRISCOLL: The students who--I mean  
3 the students who are taking a course in childhood  
4 education, which would be elementary education, for  
5 the past couple of years that has not been a shortage  
6 area. However, if they also have specialization in  
7 special ed or bilingual, that makes them much more  
8 attractive.

9 COUNCIL MEMBER CUMBO: I see.

10 DEAN DRISCOLL: And they can do that  
11 through a grad--through a graduate program as well.  
12 It's also important to link the kinds of schools that  
13 you want to put them in. And so if a student says I  
14 only want to work in this zip code in Brooklyn, they  
15 may or may not be able to get a job. But if they're  
16 willing to work in schools that are challenging, but  
17 where they're going to have a good experience and  
18 have support, then it's much more likely they're  
19 going to get a job even in the non-shortage area.

20 COUNCIL MEMBER CUMBO: Thank you. Thank  
21 you very much. Thank you, Chair Barron.

22 CHAIRPERSON BARRON: Thank you. As we're  
23 talking about teacher preparation, we know that New  
24 York City in my opinion has an over-emphasis on  
25 standardized teaching. How do you balance preparing

2 teachers to be effective in the classroom with the  
3 knowledge that the standardized testing occupies a  
4 great deal of their time along with the fact that so  
5 many other methods of evaluating effective teaching,  
6 and how children have learned and gained? How do you  
7 balance that as you're preparing teachers to go into  
8 the classroom?

9 DEAN DRISCOLL: One of the things that  
10 has been interesting about the implementation of the--  
11 -of the new teacher assessments under the Regents  
12 Reform Agenda especially with the edTPA, the Teacher  
13 Performance Assessment where students are looking at  
14 a video tape. Now, that's controversial in many  
15 respects, but--but one of the things that our  
16 students are learning to do better is not just to  
17 assess students, but to think about how to use the  
18 information from those assessments, and that's one of  
19 the--the rubrics that they're graded on. Not just  
20 how did the students do, but what did you do with  
21 that knowledge? I think the broadest sense our  
22 students are being prepared not to think about that--  
23 that data as only standardized tests. That they're  
24 thinking about the assessments they do every single  
25 moment in a classroom, and how they use that

2 knowledge. So, I--I think our programs are trying to  
3 embrace that, and make them think about assessment  
4 more broadly than standardized tests, but also to use  
5 the information that comes to them from a variety of  
6 data sources widely.

7 CHAIRPERSON BARRON: Okay, thank you.

8 Mr. Patterson, I have just a few questions--

9 LARRY PATTERSON: [interposing] Yes.

10 CHAIRPERSON BARRON: --for you. Your  
11 testimony says that prior to the funding of part of  
12 the Black Male Initiative, and I have to give kudos  
13 to my husband, former Council Member--

14 LARRY PATTERSON: [interposing] And I  
15 thank him deeply.

16 CHAIRPERSON BARRON: --Frank Barron. Say  
17 again.

18 LARRY PATTERSON: And I thank him deeply.

19 CHAIRPERSON BARRON: Oh, good. I'm glad  
20 to hear that. I'll relay that to him. You said that  
21 you taught in the public school system for seven  
22 years. So you understand the challenges. I had very  
23 little preparation prior to teaching. I received  
24 little to no training or mentoring once I started.  
25 How did that happen?

2 LARRY PATTERSON: I--a friend of mine  
3 suggested that I think about teaching because there  
4 was an opening. They--they needed subs. So, I went  
5 to Walt Whitman in Brooklyn, and I, you know, I went  
6 through the process to apply to get a TPC (sic)  
7 license. And I walked into the school, and I was  
8 thrown a set of keys, and I--needless to say, I was  
9 in shock, and I said well what do I do, and I was  
10 instructed well you make it camp, if you'd like, and  
11 then they--they walked away. So that was my initial,  
12 um, ex--exposure to the teaching field. I ended up  
13 being a--in my opinion a--a good teacher because I  
14 think critically and, you know, I--I didn't want to  
15 fail but that had been my experience.

16 CHAIRPERSON BARRON: So for those seven  
17 years were you at the same place?

18 LARRY PATTERSON: I was at the same  
19 place.

20 CHAIRPERSON BARRON: And the principal  
21 never gave you a buddy or a close---?

22 LARRY PATTERSON: Two--two years after I  
23 got started, two years after I had been teaching, I  
24 was given a master teacher, and I was doing a lesson

2 and in--in that part of Brooklyn, it's--it is, you  
3 know, a Caribbean population--

4 CHAIRPERSON BARRON: [interposing] Yes.

5 LARRY PATTERSON: --from all over the  
6 Caribbean.

7 CHAIRPERSON BARRON: [interposing] Yes.

8 LARRY PATTERSON: So I was trying to  
9 explain-- We had just seen--we were going to see  
10 *Daughters of the Dust* by Julie Dash--

11 CHAIRPERSON BARRON: [interposing] Yes.

12 LARRY PATTERSON: --about the Gullah  
13 people. So I was trying to explain to all of the  
14 students that we have this pecking order that you  
15 should disregard because we all come from a similar  
16 experience. So I had my hand up on the board, and I  
17 had traced it showing that we were fingers of the  
18 same hand, and the master teacher came in and erased  
19 it, my diagram and said for the purpose of  
20 continuity, I need you to teach this. So I put my  
21 hand back up on the board and retraced my hand. I  
22 said for the purpose of continuity I need to, you  
23 know, let these young people know that we are from a  
24 Diaspora experience. And so, I learned through, you  
25 know, just, you know, just--a lot of it was common

2 sense, but the main part was that I had a connection  
3 to these children because when you looked at them,  
4 you didn't know that they were from Haiti, Jamaica,  
5 Barbados, you know, wherever. They were my children.  
6 So I--I had a invested, you know, interest in them.  
7 So, you know, eventually I--I got it. I was teaching  
8 a--a-a, um, kind of like an industrial arts thing  
9 and--and because there was no oversight, I was able  
10 to do what I saw fit to do. And it--it actually  
11 worked because I engaged the students to find out  
12 what it is that that we should do, and they were very  
13 forthcoming with, you know, with information. So  
14 that's a power base that is--is consistently  
15 overlooked, you know, by--by adults.

16 CHAIRPERSON BARRON: Right, they come  
17 with a world of knowledge--

18 LARRY PATTERSON: [interposing]  
19 Absolutely.

20 CHAIRPERSON BARRON: --and it doesn't  
21 often times get acknowledged, accepted or recognized.

22 LARRY PATTERSON: And it's undervalued.

23 CHAIRPERSON BARRON: Right. Undervalued  
24 definitely, and that's a part of what the problem is  
25 and a part of what we need to make in the future

2 preparation program is addressed, a respect for  
3 culture, respect for children, the individualities,  
4 their personalities. Setting high expectations for  
5 them so that they know, no, you can't just come in  
6 and have the ability to coast. There's--there's a  
7 study that says the top 5% of teachers are able to  
8 impart a year and a half worth of learning to  
9 students in one school year as opposed to the weakest  
10 5% who advanced their students only half a year of  
11 the material within a school year. So it certainly  
12 speaks to a very range--a wide range of teacher  
13 capabilities and being effective in the teaching and  
14 learning process. Because if a teacher says well I  
15 taught it, but there's no evidence that the students  
16 can demonstrate their ability to grasp it and learn  
17 it. That's a problem. It's a big gap, and finally,  
18 I just want to acknowledge the last testimony, and  
19 say that I'm an alum from Hunter as well.

20 RIZA STERLING: Oh, great.

21 CHAIRPERSON BARRON: So, yeah, that's my-  
22 -that's my alma mater, Class of January 1967,  
23 although I didn't go for teaching. I went for  
24 science. I was a science major and, in fact, entered  
25 teaching through the--an alternative measure. They

2 needed teachers, and I didn't have education classes,  
3 but my minor at Hunter was psychology, and they said  
4 well that's a great parallel, psychology classes. I  
5 had about 16 credits of psychology. So that was my  
6 entre into teaching. Of course, I went back, and I  
7 went to Bank Street, and I have to give them great  
8 accolades. It's a superior school and help to boost-  
9 - But when I went into the classroom, my experience  
10 is very different. I had a principal realized this  
11 is someone who has not learned the techniques at  
12 school, and what he did was he sat me in a classroom  
13 conducted by a master teacher. And for the first two  
14 or three weeks maybe a month, that was all I did, sit  
15 in her classroom and watch, observe. He said watch  
16 everything she does. Pay attention to everything  
17 that she does, all of the transitions that she does.  
18 So that was my introduction to teaching, but you  
19 certainly someone who is going to help guide you, and  
20 train you and give you some positive effective  
21 feedback because you never--I can't see a master  
22 teacher going in front of a class of children and  
23 undermining what the teacher has done. There's  
24 another way to discuss with the teacher your  
25 differences of what is being presented. But



2 certainly, never go in and undermine the teacher  
3 while the teacher conducting her class. And I  
4 commend you for standing up. I commend you for that.  
5 And finally in terms of the testimony from Ms.  
6 Sterling, you said that by the time you finished high  
7 school your confidence was diminished. Was that just  
8 something that was a part of the challenges of going  
9 through those years of development, or was it  
10 something that you received from the exterior, mainly  
11 teachers? Did teachers do that, or was that just  
12 something, a part of your whole process?

13 RIZA STERLING: I think it was a  
14 combination. So in high school I didn't relate to  
15 any of my teachers and none of the teachers really  
16 understood where I was coming from. So I had a job  
17 since I was 14. I worked six days a week, and I went  
18 to school.

19 CHAIRPERSON BARRON: [interposing] Wow.

20 RIZA STERLING: So my grades just were  
21 like bare minimum. Like barely passed. So  
22 confidence as far as education goes was not where it  
23 should have been, and college wasn't really an  
24 option, but I just figured let me just go. And then  
25

2 my whole experience like changed my whole perspective  
3 on education at Hunter.

4 CHAIRPERSON BARRON: So I want to commend  
5 you for sticking with it, and being successful, and  
6 for continuing to elevate yourself and move on. I  
7 want to wish you all the best. I want to thank the  
8 panel for that as well. Thank you for coming.

9 RIZA STERLING: Thank you.

10 DR. THOMPSON: Thank you.

11 DEAN DRISCOLL: Thank you again.

12 CHAIRPERSON BARRON: I want acknowledge  
13 we've been joined by Council Member Rodriguez. The  
14 next panel Dwight Manning from Teachers College;  
15 Maggie Moroff, Advocates for Children of New York;  
16 Ronald Spinner from Terminal College; and Debbie  
17 Meyers from Dyslexic People. [background noise] I  
18 also want to acknowledge that we were expecting  
19 Columbia University to come. They're not able to be  
20 here, but we do want to--

21 DEAN SPINNER: [off mic] Columbia  
22 University is here.

23 CHAIRPERSON BARRON: [interposing] Oh,  
24 you are here. Oh, did he fill out a slip? Okay,  
25 great. Thank you. Oh, that's why you passed this to

2 me. Great. Thank you. [background comments and  
3 noise] And as this panel is taking their seats, I do  
4 want to express my condolences to the Columbia  
5 University family for the loss of those of your  
6 community that perished in Colombia. They were on a  
7 humanitarian effort I believe--

8 DEAN SPINNER: [interposing] Honduras.

9 CHAIRPERSON BARRON: --and we do want to  
10 acknowledge that. In Honduras. Okay, thank you so  
11 much. If you'd raise your hand, your right hand. Do  
12 you affirm to tell the truth, the whole truth and  
13 nothing but the truth in your testimony before this  
14 committee and to answer all questions honestly?

15 DEAN SPINNER: I do.

16 MALE SPEAKER: I do.

17 CHAIRPERSON BARRON: Thank you. You may  
18 begin. Who would like to start?

19 DEAN SPINNER: I'm Arnold Spinner. I'm  
20 the Associate Dean and now the Interim Dean at the  
21 Graduate School of Education at Touro College, and  
22 good afternoon to all, and thank you very much for  
23 this opportunity. Touro's Graduate School of  
24 Education-- By the way, we only offer master's  
25 degrees. Unlike some of my colleagues who have

2 undergraduate and doctoral degrees, we are only a  
3 master's degree granting institution. We were  
4 founded in 1993 as the Graduate School of Education  
5 and Psychology. In 2009 due to new growth in the  
6 program, education was separated from psychology and  
7 the Graduate School of Education became the  
8 freestanding school within the Graduate Division at  
9 Touro College. In the four decades that have passed  
10 since Dr. Bernard Lander founded Touro College, the  
11 institution had grown significantly and achieved  
12 remarkable success. When launched with this initial  
13 class of only 35 students, Touro was envisioned as a  
14 great experiment in higher education blending the  
15 test of Jewish and secular scholarship in an  
16 atmosphere of personal attention and academic  
17 excellence. The Graduate School of Education was  
18 established on the basis of a firm conviction that  
19 education is one of the most important tools for  
20 bringing about continuous improvements in the  
21 conditions--conditions of life for all people. This  
22 goal was and remains to offer exemplary programs to  
23 participants to who will in turn will become  
24 exemplary teachers and educators.

2           In 1995, upon its first registration with  
3 New York State Education Department, the Graduate  
4 School of Education began offering its first  
5 education program. Today, it is one of the largest  
6 schools of education in the State of New York. Our  
7 mission is to prepare the first cadre of highly  
8 qualified educators. This mission is in keeping with  
9 the Judaic commitment to social justice, intellectual  
10 pursuit and service to community. Our moment draws  
11 upon constantly evolving urban community of New York  
12 and reflects an extremely diverse student body  
13 including students from all over the world. The  
14 Graduate School of Education remains solidly  
15 committed to high quality universal education. Our  
16 goal is to offer exemplary program and to graduate  
17 outstanding students distinguished by their academic  
18 expertise, ethics and commitments to providing  
19 superior leadership in the field of education. Our  
20 school currently offers only eight graduate degree  
21 programs and four certificate programs leading to New  
22 York State certification. Our current enrollment is  
23 3,000. Last year, Graduate School awarded more than  
24 master's degrees to minority students than any other  
25 university in New York State, 527. Touro ranked

2 number one on the New York State in awarding masters  
3 of education degrees to Hispanic and African-  
4 Americans and second for graduating Asian-Americans.

5 On the national level, Touro ranks seventh for  
6 awarding the most masters of education degrees to  
7 minorities, number four for Hispanics and number 8

8 for Asians and African-Americans. Based on the data  
9 supplied by the New York City Department of

10 Education, the Graduate School supplies a significant

11 number of teachers to serve in the city's public  
12 schools. Of the data reported to us of 600,000

13 student graduates who received their degrees during

14 the period reflected in the 2013 report, 1,029 were

15 from Touro's Graduate School of Education. Of that

16 number, 371 were hired into high needs schools.

17 Additional data verifies Touro's contributions to the

18 city schools. For example, in high needs license,

19 ESL, math and special education. The Graduate School

20 of Education placed 728 in the highest need licensed

21 areas. During this period of time, no other college

22 was even close in terms of master degree candidates.

23 Other data demonstrates Touro's value. For example,

24 only 2% of our 1,029 placed graduates were rated

25 unsatisfactory in their first year. Additionally,

2 89% of our graduates were still employed by the  
3 Department of Education after three years, and 60%  
4 were awarded tenure in their first decision  
5 anniversary. This compares to the DOE's average of  
6 3% for teachers receiving unsatisfactory ratings, and  
7 less than 80% who were employed after three years.  
8 Of the total of 8,632 graduates during the six-year  
9 period, 2008 to 2014, 49.2% or 4,245 worked in the  
10 New York City Department of Education at some time  
11 during their educational period. An additional  
12 almost 14% were given licenses--obtained licenses to  
13 teach although they never took positions within the  
14 city. That nearly 50% statistic and the 63% of  
15 graduates who were either licensed or employed, are  
16 evidence of the close relationship with New York City  
17 Department of Education and the Touro Graduate School  
18 of Education. Although the percentage of graduates  
19 employed in the New York City Department of Education  
20 declined over a six-year period, and if you recall,  
21 that was the period where we had the job freeze. The  
22 Graduate School of Education in some programs had  
23 over 70% of their graduates employed at the DOE that  
24 is TESOL 75%; Instructional Technology and again even  
25 special education. The Borough of Brooklyn is the

2 largest hiring almost 46% of our graduates followed  
3 by Queens with 20% and the Bronx 13. Touro graduates  
4 were serving in 1,081. That's 68%. I'd like to  
5 repeat that number, at 68% of the schools we have  
6 students who are graduates. They are in their  
7 initial assignment. While Touro has a presence in  
8 the majority of New York City schools, there are  
9 schools with a particularly high concentration of our  
10 graduates. Of the Touro graduates hired in 2010, 88%  
11 were still active in 2013. That's after three years  
12 of teaching, and that compares with our very high  
13 retention rate. That compares with a system wide  
14 average of only 70% for the full 2008 example. In  
15 2013, our students were hired by more schools than  
16 almost any other college within the metropolitan  
17 area. Among certificate areas, the percentage of  
18 Touro graduates in regular active service was over  
19 90--over almost 90%. Special education, a relatively  
20 large program in Brooklyn has a stable enrollment of  
21 over 85%. In addition, of the 1,582 schools listed  
22 in the New York Department of Education, as I said  
23 earlier, we have candidates and students working in  
24 almost 1,200 or 1,100 of those. And finally, I just  
25 wanted to say by--guided by our commitment to diverse



2 and underserved student populations, our faculty  
3 strongly believes in the power of education to  
4 improve opportunity and the quality of life. The  
5 Graduate School of Education Program seeks to prepare  
6 the diverse highly qualified teachers, school  
7 counselors and school leaders who are lifelong  
8 learners and knowledge developers dedicate to  
9 inspiring the same qualities with their students. I  
10 also distributed to you a little cheat sheet with all  
11 the statistics broken down rather basically. Thank  
12 you.

13 CHAIRPERSON BARRON: Thank you very much.  
14 The next panelist.

15 DR. MANNING: Thank you Chairwoman Barron  
16 and honorable City Council member of the Higher  
17 Education Committee. I appreciate the opportunity to  
18 address the question of teacher preparation in New  
19 York City, particularly the Department of Education's  
20 August 2013 Teacher Preparation Program Reports,  
21 which profiled 12 institutions of higher education  
22 that prepared teachers including Teachers College  
23 Columbia University. I'm Dr. Dwight Manning,  
24 Associate Director in the Office of Teacher Education  
25 at Teachers College Columbia University. I'd like

2 focus on five aspects in response to this line of  
3 inquiry, and related to these 2013 reports. The  
4 function--of the--of the report, data collection.  
5 The validity of the report, teacher workforce in New  
6 York City and professional accreditation. Taken  
7 together, doubts raised from investigating these  
8 aspects lead us to find the reports of limited  
9 relevance and impact regarding function. The report  
10 used six measures intended to reflect the performance  
11 of new teachers from 2008 to 2012 from these 12  
12 education programs that supplied the most educators  
13 to the New York City Department of Education system  
14 during those years. Those measures included highest  
15 need licenses, highest need schools, New York State  
16 growth scores, tenure decision, unsatisfactory  
17 ratings and retention. The function and application  
18 of these six measures was unclear and were not  
19 unequivocally associated with any program changes at  
20 Teachers College. The first two measures, placements  
21 of teachers with highest needs--licenses in highest  
22 need school are not truly reflections of classroom  
23 performance of new teachers. Student growth scores  
24 also known as value added measures are now moot  
25 throughout the state and country. In December,

2 Governor Cuomo pro--proposed pausing test based  
3 teacher evaluations. Teacher preparation programs on  
4 our campus are continuously developing internal  
5 improvements. For example, since these reports were  
6 published various Teachers College, which we often  
7 call, TC, various TC programs have implemented  
8 earlier starting dates for student teaching  
9 placements, additional video recording of pre-service  
10 teachers in classrooms, and counseling more students  
11 out of the teaching profession. Such improvement  
12 focus on preparing better teachers and are not  
13 necessarily in response to external reports.

14           Regarding data collection, we understood  
15 that these were to be internal, preliminary drafts  
16 and found that they were not fully developed for  
17 public release. Alumni of Teachers College reported  
18 institutional confusion in this survey as both  
19 Columbia University and Teachers College appeared as  
20 options to identify their institution of higher  
21 education. To clarify, Teachers College, one of  
22 several distinct colleges at Columbia, is the  
23 graduate school of education of Columbia University.  
24 Barnard College of Columbia, on the other hand,  
25 offers a small undergraduate teacher preparation

2 program. Alumni who identified as graduates of  
3 Columbia University on this survey may have completed  
4 either a graduate program at Teachers College or an  
5 undergraduate program at Barnard College. This lack  
6 of differentiation in the survey questionnaire cast  
7 doubt on the accuracy of the data collection and  
8 reporting. Regarding validity, various disclaimers  
9 printed in footnotes cast doubt on the validity of  
10 these reports. For example, we find the following  
11 statements: Sample sizes vary across charts because  
12 some data are not present for all teachers. Due to  
13 small end sizes results should be interpreted with  
14 caution, and results may differ from citywide rates  
15 reported elsewhere. Retention data on teachers who  
16 were retained in the New York City Department of  
17 Education three years after hiring may have limited  
18 relevance to teacher's preparation coursework or  
19 student teaching, and more to do with factors such as  
20 a school's administration and support, geographic  
21 mobility and/or mentoring in the early years of a  
22 teacher's career. New York State has been  
23 experiencing and oversupply of teachers. Less than a  
24 quarter of the class of 2012-13 found jobs teaching  
25 following their graduation. Hence, schools are able

2 to select from an abundant workforce, and hire the  
3 most qualified teachers. Furthermore, according to  
4 the New York State Education Department, NYSED's  
5 data, over 90% of New York City teachers were rated  
6 as effective or highly effective in the 2013-14  
7 Annual Professional Performance Review Ratings, APPR.  
8 Consequently, the teaching workforce in New York is  
9 quite strong. Teachers College students are highly  
10 employable across the global education community.  
11 Many alumni who applied to the Department of Ed  
12 between 2008 and 2012 and to have not secured  
13 employment by the time of their graduation found  
14 employment in their home states and countries since  
15 these years, as my colleague to the left pointed out-  
16 -since these years were during hiring restrictions in  
17 New York City. This fact further dilutes these  
18 reports. TC pre-service teachers are indeed  
19 adequately and effectively prepared to move into  
20 teaching careers. Measures that better address the  
21 adequacy of teacher preparation programs may be the  
22 new rigorous certification exams only implemented in  
23 2014. New York State Education Department, NYSED  
24 data indicates that during the first year of  
25 implementation 92% of TC students passed the

2 Educating All Students Exam compared to 77%

3 statewide. And 91% of our students passed the

4 Academic Literacy Skills test compared to 68% of our

5 students throughout the State of New York. Recently

6 released NYSED data shows that on the new rigorous

7 nationally scored Teacher Performance Assessment,

8 known as edTPA, 188 of 189, that's 99.5% of program

9 completers prepared at Teachers College passed the

10 New York State Cut Score, which is the highest

11 standard among the 12 states that have implemented

12 this new national assessment. TC maintains deep

13 partnerships with K-12 schools in the New York City

14 Department of Education in which we adequately and

15 effectively prepare teachers. Over the last three

16 academic years through the Office of Teacher

17 Education, pre-service teachers have completed their

18 student teaching placements in approximately 120

19 schools per year. Depending on the respective

20 academic programs, teacher candidates at Teachers

21 College spend an average of 280 hours per placement

22 over two, three, or four semesters. Thereby,

23 accumulating vast clinically rich experiences well

24 beyond the 500 hours mandated by New York State.

25 Regarding accreditation, Teachers College is fully

2 accredited by a range of national and state agencies,  
3 councils and departments. As of October 2013, TC was  
4 professionally accredited by the National Council for  
5 Accreditation of Teacher Education through the year  
6 2020. Teachers College has been continuously  
7 accredited by the Middle States Commission on Higher  
8 Education since 1921. The last comprehensive self-  
9 study and site visit occurred in 2006. In 2011, the  
10 Commission accepted the Teachers College periodic  
11 review report, reaffirmed its accreditation and  
12 commended the institution for progress to date, and  
13 for the quality of that periodic review report. The  
14 next evaluation visit is scheduled for the month of  
15 March 2016, very soon. Individual academic programs  
16 at Teachers College are accredited by their  
17 respective specialty--specialized professional  
18 accreditation agencies or spas, and the New York  
19 State Education Department has approved 35 distinct  
20 initial teacher certification titles across our  
21 various academic programs. In conclusion,  
22 considering the function, data collection, and  
23 validity of these reports, the strength of the  
24 teacher workforce, the clinically rich preparation  
25 provided by Teachers College, and the rigor of new

2 certification exams, these reports provide a narrow  
3 inconclusive picture of our alumni, and we have found  
4 them to be of limited value. We look forward to  
5 continuing our leadership in teacher preparation  
6 adequately and effectively preparing teachers to  
7 serve the students in New York City and beyond.  
8 Thank you for the opportunity to speak with you this  
9 afternoon.

10 CHAIRPERSON BARRON: Thank you. Next  
11 panelist.

12 DEBBIE MEYER: Thank you for this  
13 opportunity and thank you for all your remarks about  
14 diverse learners and diverse intelligences. My name  
15 is Debbie Meyer but, of course, I'm not the famous  
16 education reform [off mic]. [on mic] I'm the  
17 product of a public university. My father taught at  
18 a public university, and based on my own experiences  
19 I have deep respect for public education. At the  
20 same time, however, I am the mother, wife, sister-in-  
21 law and aunt to dyslexic people. 20% of the  
22 population is dyslexic, and their experience as  
23 publication--public education are usually far  
24 different from mine. My son started out here in  
25 public school here in New York City. By second grade



2 the school noted that he seemed to be struggling with  
3 reading and placed him in an ICT class with an IEP.  
4 We explained to the school how dyslexia runs in our  
5 family, and had him evaluated by a private  
6 neuropsychologist to confirm the diagnosis. However,  
7 at school he continued to be taught with a reading  
8 method that does not address dyslexia. He also  
9 continued struggle and his self-esteem plummeted even  
10 though he had very supportive teachers and supportive  
11 friends. He was so exhausted at the end of the  
12 school day in fourth grade that he was not able to  
13 absorb the extra tutoring we had arranged for him. I  
14 had to pull my son from an amazing and diverse public  
15 education here in New York City, and I was really  
16 lucky to get him a spot at the Windward School where  
17 teachers get significant extra training. But what  
18 about the more than 200,000 other dyslexic students  
19 in New York City schools who were not so lucky?  
20 Dyslexia is a learning difference that manifests as a  
21 learning disability until students are taught with  
22 the proper multi-sensory approaches. 80% of all  
23 learning disabilities as commonly accepted have to do  
24 with reading, and usually fall in the category of  
25 dyslexia and other language based disabilities. I

2 will just use the word dyslexia, but I'm referring to  
3 all language based disabilities. Dyslexia can be  
4 diagnosed early. If teachers and pediatricians  
5 screen for dyslexia in kindergarten or first grade, a  
6 child can be set on the right path for literacy. A  
7 full diagnosis is done by a neuropsychologist. I  
8 won't go into all the science. The main thing to  
9 take away is that dyslexic brains are wired  
10 differently and respond best to direct instruction  
11 with a properly scaffolded, multi-sensory literacy  
12 curriculum taught with a flexible fidelity. The  
13 multi-sensory approach builds neuro pathways in the  
14 brain that are needed for effective reading. This  
15 was developed at Teachers College at the turn of this  
16 last century. There are kids in the private special  
17 ed schools like Windward or Stephen Gaynor or  
18 Churchill that are learning this way even the twelve  
19 to one to one setting or in a one to-one tutoring  
20 setting.

21 Max Brooks, the son of the famous movie  
22 director Mel Brooks, recently testified in Congress  
23 about his own experience with dyslexia. Let me share  
24 a few of his words. "The most important thing to  
25 discuss here is the psychological and emotional

2 gamut. More devastating than the learning disability  
3 dyslexia causes is the blow to your self-esteem  
4 because once you're in that that hole, it can take  
5 you the rest of your life to climb out. There is  
6 nothing more frustrating for a child to work twice as  
7 hard as the other kids and do half as well.

8 Eventually, kids just buy into narrative as I did.

9 Maybe I'm just dumb. I'm clearly not lazy. I'm not  
10 undisciplined. When my teacher said I'm going to  
11 whip you into shape, I would think that's exactly  
12 what I need, a whipping. So how can we as a city and  
13 you as the City Council overseeing how our tax  
14 dollars are spent, do to address the 20% of students  
15 who struggle with dyslexia each day? I'm happy to  
16 report that I'm working with the Office of Community  
17 Partnership at City College of New York and with  
18 professors from Hunter College who understand  
19 dyslexia. Our goal is to create a program, not yet  
20 funded, that will (1) provide services and  
21 programming to inform the pedagogy of teaching  
22 students with dyslexia; (2) provide professional  
23 development of tutors and teachers currently working  
24 for the DOE; (3) educate the whole school community,  
25 superintendents, principals, occupational therapists,

2 counselors and parents; (4) make student evaluations  
3 and diagnoses accessible via the City College's new  
4 School of Medicine and Psychology Clinics; and (5)  
5 establish a policy and advocacy hub to support  
6 parents and other key stakeholders.

7 I decided to take on this challenge  
8 currently as a volunteer when I realized what a  
9 struggle it was for me, an educated mother of one  
10 with a flexible scheduled and a supportive husband.  
11 And I couldn't imagine how a parent of four kids with  
12 no support and two jobs might do the same. I thought  
13 isn't this the job of our schools and our  
14 pediatricians to help? I'm also on the board of  
15 directors with and organization that supports  
16 formerly incarcerated women as they pursue higher  
17 education, college and community fellowships. I  
18 decided to look for information that connected  
19 dyslexia and criminal justice. I found studies and  
20 spoke to the researcher who said that the dyslexia  
21 rate in the prison system is more than twice as high  
22 as the general population, 50%. At the same time,  
23 the rate of dyslexia among NASA scientists is three  
24 times as high, 60%. Clearly, dyslexia does not have

2 to be a prison sentence if students are properly  
3 educated.

4                   So how much would the program we are  
5 proposing cost? My back-of-the-envelop budget  
6 reveals that it would cost the same amount of money  
7 to create a culture for supporting dyslexia with  
8 direct instruction that would have as much credence  
9 in our school system as balanced literacy does now.  
10 And to train 4,000 teachers and 1,000 tutors as it  
11 would cost to ed--incarcerate 72 people for five  
12 years each. And, of course, this doesn't include the  
13 indirect to us that our society incurs when people  
14 are incarcerated and not contributing to their  
15 families or our tax base. Making sure that all our  
16 teachers know about, understand, and help identify  
17 dyslexia is crucial to addressing this population's  
18 needs. Beyond that, we need a corps or reading  
19 teachers that are well trained in multi-sensory  
20 reading instructions who can deliver in the  
21 interventions of most dyslexic needs. While the  
22 upfront cost for these interventions may seem high,  
23 the cost to society for continued generations of  
24 struggling leaders are even much higher.

2 My sister teaches in Arizona and got her  
3 degree at two Arizona universities. She did not  
4 learn about dyslexia in college. She did not learn  
5 about it in her training to be a reading specialist.  
6 She spent her own money to learn it in private  
7 professional development programs while continuing to  
8 pay off her student loans. My research shows that  
9 the lack of training of implementation is not New  
10 York--is not unique to New York or Arizona. In fact,  
11 there is a family at Windward that moved to New York  
12 from Oregon because there was no help dyslexia in  
13 Oregon. It's a nationwide issue. I would hope that  
14 all the education universities in New York City would  
15 like to participate in creating a huge cadre of  
16 teachers who can reach dyslexic kids, and make New  
17 York City a national leader in educating dyslexic  
18 students. So I'm happy that you are using data to  
19 improve teacher preparation. If you could add to  
20 that data set how many teachers are prepared with the  
21 latest research to teach kids with dyslexia, how many  
22 have the opportunity to implement such programs  
23 successfully with support from superintendents,  
24 principals and parents, and the resulting data could  
25 help push the needle nationally and locally to

2 encourage preparation, and would lead to stronger  
3 scores and more importantly more knowledge for those  
4 that too often get left behind. Thank you.

5 CHAIRPERSON BARRON: Thank you. The next  
6 panelist.

7 MAGGIE MOROFF: Good afternoon, Chair  
8 Barron and Council Member Rodriguez. Thank you for  
9 the opportunity to speak with you today. I am Maggie  
10 Moroff. I am the Special Education Policy  
11 Coordinator at Advocates for Children of New York. So  
12 for over years AFC has worked to promote access to  
13 the best education that New York can provide to all  
14 students. In particular, we work with students of  
15 color and students from low-income backgrounds. We  
16 provide direct services. We run a help line that is  
17 very generously supported by the City Council. So  
18 thank you for that. We train and provide and--  
19 provide information for parents and professionals.  
20 We engage in class action litigation and then we  
21 promote policy changes to benefit students with a  
22 variety of needs including students with disabilities  
23 and English Language Learners. I am not going to  
24 read my testimony word for word, but I'm going to try  
25 to hit all of the--sort of the key areas in it. I am

2 very glad to be following Debbie because I think that  
3 our testimony actually goes very well together. So I  
4 am here today to talk to your about how important it  
5 is that the post-secondary institutions in the city  
6 prepare teachers to support the very unique needs of  
7 students who are struggling both with reading and  
8 with behavior. I'm going to take each of those one  
9 at a time. So regarding liter--literacy instruction,  
10 the numbers kind of speak for themselves. We--if you  
11 take a look at the 2015 ELA test scores for both  
12 groups for students with disabilities and English  
13 Language Learners, you'll see that only 27% of the  
14 English Language Learners scored either threes or  
15 fours. Those are for students between third and  
16 eighth grade, threes and fours on the tests. For  
17 students with disabilities, less than 6% of the  
18 students scored proficient on those tests. We  
19 understand that it is ultimately the responsibility  
20 of the Department of Education to make sure that  
21 their teachers are prepared to offer appropriate  
22 evidence-based literacy instruction. But the burden  
23 also falls on the higher education institutions to  
24 prepare their teacher for the workforce. New  
25 teachers need to be ready to hit the ground running,



2 to recognize with the students need additional  
3 targeted reading intervenal--interventions. They  
4 need to know where to turn, and not have to have  
5 provide it themselves very time, but who can help  
6 them out. They need to come to their classrooms with  
7 knowledge of supports and services that might be  
8 available. They need to come in knowing something  
9 about assistive technology and accessible  
10 instructional materials also to support students in  
11 learning literacy skills. If you'll indulge me here  
12 for a second, I have done--I'm older than I look I  
13 hope, and I have done a fair amount in my  
14 professional life, but at one point I was also a new  
15 teacher. I came out of one of the top graduate  
16 programs here in the city, and I have decided that  
17 teaching was the hardest job I've ever had. You sort  
18 of referenced that in your experience before. I was  
19 a highly effective teacher in many, many critical  
20 ways, but what I didn't know how to do was teach my  
21 students how to read. And I felt that deficit every  
22 single day for the years that I taught, and so did my  
23 students who needed extra support. And I asked for  
24 help, but I didn't--it wasn't forthcoming all the  
25 time. So I guess I'm blaming, but the DOE, but I'm

2 also blaming the preparation I came in with. So with  
3 better post-secondary training, heading into my  
4 experience as a teacher, my students and I all would  
5 have been better off, and maybe I'd still be in the  
6 classroom. Regarding behavior supports, teaching  
7 again is never an easy jobs, and teaching students  
8 with behavioral challenges is even harder. That  
9 said, most of the teachers in New York City public  
10 schools at some point are going to have students who  
11 present with behavioral challenges in their  
12 classrooms. And it's probably not just going to be  
13 one time, it's going to be several times. So it's  
14 really critical that the teachers come to the  
15 classroom, again with proper training and expertise,  
16 training to help de-escalate problem behaviors, and  
17 training so that they can teach and support students  
18 in developing more positive behaviors and social  
19 skills. In getting ready to come here before you  
20 today, I took a look at the help line calls that our  
21 office has brought in since September, and over 200  
22 of those have been around families calling where  
23 students were in need of behavioral support in  
24 schools, support that they weren't getting. And as a  
25 result, all kinds of things were going wrong. Those

2 calls, those 200 calls seem really big to us, but  
3 they probably only represent a fraction of the  
4 families in New York City School System who would  
5 really like to see their educators better trained off  
6 to--better trained from the start to support their  
7 behavior needs. Not sometime down the road as  
8 needed, or even more typically, based on the calls  
9 that we get, after the need arises. So, really, in  
10 closing, teachers new to the classroom need to come  
11 to their jobs not just eager to teach our city's  
12 youth, but prepared to teach all children to read.  
13 They can all learn. They really can, and to support  
14 those students with behavioral needs. Thank you.

15 CHAIRPERSON BARRON: I want to thank the  
16 panel for their testimony, and I just have a few  
17 questions because we have many more who will come--  
18 who have come to testify. Yes. Touro College, what  
19 do you say is your formula that's so successful?

20 DEAN SPINNER: A good question. I will  
21 answer it with a personal story. I was born in  
22 Brooklyn, New York and educated through the public  
23 schools of the City of New York, College through the  
24 City of New York and stayed in New York. And I think  
25 that's the story to our success. The people who are

2 our faculty are of the same vintage. They went  
3 through schools in New York City. Many of them  
4 worked for the DOE. Our students are the same. They  
5 are working in the City of New York. They came from  
6 the City of New York. They understand the students,  
7 and they understand the needs, and what it takes for-  
8 -to be a student in the public schools.

9 CHAIRPERSON BARRON: You reference the  
10 fact that you have a high percentage of African-  
11 American graduates with your--with the--Touro ranked  
12 number 1 in the state in awarding masses of education  
13 degrees to Hispanics and African-Americans. Number 2  
14 for graduating Asian-Americans. What are the figures  
15 in terms of the enrollment of the population at your  
16 school in terms of African-American students? What  
17 percentage do you rank them?

18 DEAN SPINNER: There are approximately  
19 21% of our students who are African-American.

20 CHAIRPERSON BARRON: And--and Asians or--?

21 DEAN SPINNER: I don't have that data,  
22 but I can get that you.

23 CHAIRPERSON BARRON: So it's 21% African-  
24 Americans or African-American and Hispanics?

25 DEAN SPINNER: No, African-American.

2 CHAIRPERSON BARRON: And they the go on  
3 to teach in high levels--in high numbers?

4 DEAN SPINNER: In each.

5 CHAIRPERSON BARRON: In the public, in  
6 the DOE?

7 DEAN SPINNER: Correct.

8 CHAIRPERSON BARRON: I would like know  
9 what--what would you say is the ratio, the teaching  
10 ratio at the school in terms of the number of  
11 students in the class for each instructor?

12 DEAN SPINNER: Well, our--our class size,  
13 the ration is 17.7 students per faculty.

14 CHAIRPERSON BARRON: And you have full--  
15 full-time faculty and relation--

16 DEAN SPINNER: [interposing] We have  
17 full-time faculty.

18 CHAIRPERSON BARRON: --to part-time?

19 DEAN SPINNER: Yes, ma'am.

20 CHAIRPERSON BARRON: And what would you  
21 say is the percentage? How many--

22 DEAN SPINNER: [interposing] The state  
23 requires that the majority of our courses be taught  
24 by full-time faculty, and we meet that requirement.  
25 We have many part-time faculty who are not only

2 teaching for us, but also involved in supervising  
3 clinical experiences.

4 CHAIRPERSON BARRON: How long do you find  
5 it takes for most of the students to complete a  
6 course of study?

7 DEAN SPINNER: Approximately three years.  
8 Most of them, if not 90% of them are part-time  
9 students.

10 CHAIRPERSON BARRON: So most of them  
11 complete the course of study even though that's part-  
12 time in three years?

13 DEAN SPINNER: In three years, and summer  
14 is included.

15 CHAIRPERSON BARRON: And summers are  
16 included. And how many hours? Do they do the  
17 minimum number of hours of student teaching or--?

18 DEAN SPINNER: They do a little bit more.  
19 They have field experience. Then they do student  
20 teaching, and in certain programs like in leadership  
21 it's almost 30% higher for the required internship  
22 than the state requires.

23 CHAIRPERSON BARRON: Okay, thank you very  
24 much.

25 DEAN SPINNER: Okay.

2 CHAIRPERSON BARRON: Moving onto  
3 Columbia, I heard you reference something, which I  
4 didn't really see in your testimony. Under function  
5 I think you talked about counseling out students.  
6 Did I hear you say that you counsel students out? TC  
7 programs have implemented--or your stating dates with  
8 students, or additional video recording, pre-serve as  
9 teachers in classroom and counsel--oh, counseling  
10 more students out of the teaching profession. It is  
11 here in your testimony. Could you talk about that a  
12 little bit?

13 DR. MANNING: Sure. From time to time a  
14 few individuals once they start their coursework and  
15 they are placed in internships in schools, they  
16 realize that the best fit them professionally may be  
17 a route different than teaching, and--so before come  
18 to the point of having to take these certifications  
19 exams or take on a class of their own, we work with  
20 them with great support and--so they can really  
21 clarify in their own thinking teaching is the best  
22 fit for them.

23 CHAIRPERSON BARRON: And that counseling  
24 is based on what kinds of criteria. If--if a student  
25 were getting exceptional grades and completing all of

2 those written assignments, and in the setting, in the  
3 field work sort of marginal, which is greater in  
4 terms of helping the student decide if, in fact, they  
5 should be in a classroom?

6 DR. MANNING: Well, there are a number of  
7 metrics, the grades and the courses are a factor, and  
8 then the--the placement in the student teaching, the  
9 clinical experiences in that setting like at Touro  
10 College. There are supervisors, university field  
11 supervisors that go out and observe the student  
12 teachers, and then they have mentor teachers or  
13 they're cooperating teachers in the classroom. So  
14 it's not just one factor that would lead a graduate  
15 student to that decision. Many of our students do  
16 come from other backgrounds. They all have bachelor  
17 degrees in different fields, and then our programs  
18 are for master of arts teaching. So, the entrance  
19 requirements are quite rigorous and the grades that  
20 students earn at the undergraduate level are quite  
21 high. So all of the students are brilliant, but it  
22 takes-- When they get into teaching classes and into  
23 the classroom, some of them, a small percentage  
24 decide that teaching is not the right profession for  
25 them.



2 CHAIRPERSON BARRON: I'm pleased to know  
3 that because not everyone who has the credentials  
4 belongs in a classroom. So I'm pleased to know that  
5 there is that--the recognition of that fact, and it's  
6 actually a part of your testimony that we realize not  
7 everyone who has the degrees belongs in a classroom.  
8 I think that's important.

9 DR. MANNING: Right, so we address the  
10 concerns of the whole student.

11 CHAIRPERSON BARRON: Good, and it seems  
12 that you have some concerns about the metrics that  
13 we're using, the Teacher Preparation Program that the  
14 DOE talked about, and you cite some of the  
15 shortcomings with the data, the number, the  
16 inconsistency across that. And then would you say  
17 that what you feel is better is better addressed--  
18 measures that better address the adequacy of the  
19 Teacher Preparation Programs. It may be the new  
20 rigorous certification exams implemented in 2014, and  
21 the cite that 92% of your students passed the  
22 educating or students exam compared to 77 statewide.  
23 That's impressive. And then 91 of the students  
24 passed the academic. What is the skills test  
25 compared to 68%? So what is your formula? I asked

2 Touro College, and now I'm asking you what is your  
3 formula in regards to this new state test?

4 DR. MANNING: The formula for what?

5 CHAIRPERSON BARRON: Success?

6 DR. MANNING: Well, the combination of  
7 things that we've been speaking about, the course  
8 work and at our institution, too, as mandated by the  
9 State. The faculty, the majority are full-time at  
10 Teachers College. To be tenured and promoted, the  
11 faculty have to be among the top internationally in  
12 their particular area of research. So that's an  
13 important factor. Our consideration for the whole  
14 student, and not just their work in classes. They  
15 great-they get great supervision, and great clinical-  
16 -clinically rich opportunities. So there's a variety  
17 of actors. I don't know if there's any singular  
18 secret, but it's a variety of factors and great  
19 concern for primarily our graduate students and their  
20 professional trajectory, and the work with the  
21 students and the children in New York City.

22 CHAIRPERSON BARRON: Thank you. I did  
23 have some more questions, but I'm going to ask my  
24 College Council Member Rodriguez if he would like to  
25 pose some questions.

2 COUNCIL MEMBER RODRIGUEZ: [off mic]

3 Thank you [on mic] Chair Barron. I also used to be a  
4 teacher so both of us have education about grants. So  
5 as someone that spent my 13 years at public (sic)  
6 high schools working the ELLs population, my concern  
7 is--and knowing that that's a particular section of  
8 public school that also has been left behind. How  
9 are the trainings that you are providing or the  
10 degree that you are providing in the higher education  
11 institution focusing on the need for the ELLs student  
12 population, the English Language Learners?

13 DR. MANNING: I--I--I'm sorry. I didn't  
14 hear the last part. Which population are you  
15 addressing?

16 COUNCIL MEMBER RODRIGUEZ: The ELLs, the  
17 English Language Learners.

18 DR. MANNING: English Language Learners.

19 COUNCIL MEMBER RODRIGUEZ: Yes.

20 DR. MANNING: Oh, okay. Well, we have a-  
21 -an advanced certificate program where we accept  
22 students who are already are certified by the State  
23 of New York into an advance program that gives them a  
24 certificate, an extension in their license and  
25 certificate for teaching English Language Learners.

2 It's a program that's fairly well populated. It is a  
3 high demand, and it's rather rigorous, and not  
4 exactly easy to get into. It's a program that deals  
5 not only with the problems of English Language  
6 Learners, but the problems and issues having to deal  
7 with the multi-cultural society within which we are  
8 living.

9 COUNCIL MEMBER RODRIGUEZ: Have you been  
10 able to keep track so that you can measure how  
11 effective have been your teachers when they're  
12 working with the ELLs population?

13 DR. MANNING: To date, the only data that  
14 we've had is the success of the--of the faculty of  
15 staying where they are. Many people will put faith  
16 in student centered examinations, and there's been a  
17 great deal of controversy as to measuring success of  
18 the teacher by the success of the--of the student,  
19 but our experience has been and the informal--I have  
20 to say informal measurements that we've done. Our  
21 faculty are very, very successful. Not our faculty,  
22 our students are successful in not only obtaining  
23 positions, maintaining positions and successful in  
24 the classroom, which is the highest grade possible.

2 COUNCIL MEMBER RODRIGUEZ: My concern is  
3 that education is the revolution of our generation,  
4 and when you look at the reality that we face  
5 because, you know, we can have this hearing 20 years  
6 ago, and we can have it now, and we can have it 20  
7 years after. The reality is that we are not  
8 preparing these children as they should. The reality  
9 is that the students who go to school in the under-  
10 served communities, it doesn't matter where that  
11 community is, most of them they are Level 1 and Level  
12 2 from third grade to eighth grade. So here we can  
13 say all the great things that we have done it, but  
14 all of us elective to academics to the teachers to  
15 the parents, we need to take responsibility. I can  
16 tell you this. School District 6 covering all the  
17 schools from the West Highland from 139 Hamilton  
18 Place to the top of Manhattan. The reality that of  
19 our school, which is something that this  
20 administration inherited, 83% of the students,  
21 they're in Level 1 and Level 2 from third grade to  
22 eighth grade. And when they go to high school, that  
23 percentage who graduated, even though they're 9th  
24 graders, they were like Level 4 and 5--

25 DR. MANNING: [interposing] Yeah

2 COUNCIL MEMBER RODRIGUEZ: --in reading,  
3 writing and math. So you take a lot of research and,  
4 of course, I know like I got my master from City  
5 College. I had great professors there. I worked  
6 with all my passion. I did the best I could. My  
7 wife have her two degrees, masters from Teachers  
8 College. She work in the school when you were--when  
9 this was probably in the Bronx. (sic) So we care  
10 for education, and because of that for me I would  
11 like to hear more than just business as usual.  
12 Because it's like the--when the United States trained  
13 their army to fight a war in Iraq or to fight in  
14 Latin America, I assume that they have two different  
15 training. So if we provide a degree to our teachers,  
16 it is a different story when the teacher gave all the  
17 courses. And, of course, a lot of things have to do  
18 with the--how to teach.

19 DR. MANNING: Uh-huh.

20 COUNCIL MEMBER RODRIGUEZ: But the  
21 question is are we also incorporating the different  
22 population that we work with? Because is you place  
23 one of your graduated teachers in a school in any  
24 district the they work for the third and fourth, the  
25 teacher will just assess (sic) them. If you were a

2 teacher at Stuyvesant in Bronx Heights, you get the  
3 best of the best, but if you place one of your  
4 teachers in one of those high schools that they were  
5 1 and 2, but unfortunately they didn't know that it  
6 was Early Child Education, then the teacher will not  
7 be able to be a success in those schools. So, my  
8 question is, you know, how are we, you know, working  
9 from the training perspective in our higher education  
10 institutions to work with the reality that we have  
11 failed. We have made a lot of progress. We're doing  
12 the best we can, but I think that we also have to  
13 address that in a city where we don't have that Early  
14 Child Education--Early Childhood Education, where in  
15 many communities they don't know what it is to get a  
16 top quality after school program, as those qualities  
17 that we will be looking for and place our children.  
18 You also have the hard children. (sic) So what are we  
19 doing there to train, to prepare those teachers who  
20 are going to be ending working in those schools.  
21 That for decades they've been failing, and it doesn't  
22 matter what you save in the school, what you are  
23 providing to your teacher, if they work in a school  
24 in the South Bronx, they have not been able to lift  
25 up the student. If they've been placed in any poor

2 community, they have not been able, and I understand  
3 that is not only the teacher's responsibility. It's  
4 more than that. SO, you know, I have that concern  
5 about when it comes to the training. How are we  
6 working with all those realities? So when the  
7 teacher get the certification they also should be  
8 training on how do we work with all those different  
9 populations that we have?

10 DR. MANNING: Agreed.

11 COUNCIL MEMBER RODRIGUEZ: So what are we  
12 doing from Teachers College?

13 DR. MANNING: Thank you for your  
14 question. Teachers College like Touro College has  
15 the certificate and extension in language teaching--  
16 teaching English Language Learners, and we encourage  
17 many of our teacher candidates to be double and  
18 triple certified. So if for example they're--they're  
19 certified in Early Childhood Education, they may also  
20 be certified in teaching students special needs, as  
21 well as students who are English Language Learners.  
22 Many of the faculty at Teachers College are  
23 questioning the development model for younger  
24 children. You may know that several organizations  
25 have a developmentally--a devel--excuse me--



2 developmentally appropriate practice that they have  
3 published, and--and so some of our faculty are  
4 questioning whether that practice is in conflict with  
5 culturally relevant teaching that you're speaking  
6 about. And so, there are research projects underway  
7 and grants to support this, and also we--again, we  
8 encourage our teacher candidates to take advantage of  
9 the extension certifications in teaching English  
10 Language Learners.

11 COUNCIL MEMBER RODRIGUEZ: Thank you.

12 CHAIRPERSON BARRON: Thank you, Council  
13 Member. I just have a few more questions. You  
14 talked about your student--your child not getting  
15 appropriate services, and that you finally had to  
16 give him a spot. Ms. Meyer, you finally got him a  
17 spot and the Windward School. Did you get any  
18 assistance from the DOE in terms of getting that  
19 placement?

20 DEBBIE MEYER: Yeah, no, they're  
21 receiving that right now.

22 CHAIRPERSON BARRON: Oh, so this is  
23 recently that he's going through--

24 DEBBIE MEYER: [interposing] Earlier this  
25 year.

2 CHAIRPERSON BARRON: Oh, okay, fine.

3 And did they ever acknowledge that--the determination  
4 by the professionals was that your son yes was  
5 dyslexic and needed specific support?

6 DEBBIE MEYER: No, in fact, they said he  
7 was doing very well. My son happens to be what's  
8 called twice exceptional. He's incredibly bright,  
9 and so he seemed like he was doing really well, but  
10 he wasn't actually reading. He could listen and--

11 CHAIRPERSON BARRON: [interposing] Oh.

12 DEBBIE MEYER: --get it all, but he  
13 couldn't read, and if he got to middle school without  
14 being able to read, he was going to fail.

15 CHAIRPERSON BARRON: So that becomes the  
16 behavior portion of what we talked about.

17 DEBBIE MEYER: Yeah.

18 CHAIRPERSON BARRON: Right. It's  
19 distressing to know that someone was trained for a  
20 degree in reading, and didn't know about dyslexia.  
21 That's troubling. Very troubling. How--I don't know  
22 how that could happen.

23 DEBBIE MEYER: [interposing] Well, they  
24 know it exists.

25

2 CHAIRPERSON BARRON: A reading teacher  
3 not--

4 DEBBIE MEYER: [interposing] They know  
5 that it exists, but not how to teach dyslexic kids.

6 CHAIRPERSON BARRON: But that's a part of  
7 what the program is supposed to do to teach you  
8 various methods and approaches, and using a  
9 combination of all of that to have a child  
10 successful. So that's disheartening to know that.  
11 And finally in terms of the last testimony that we  
12 had--I thought I had a question. Oh, yes, you said  
13 that you--I'm sorry--Advocates for Children  
14 testimony--

15 MAGGIE MOROFF: Yes.

16 CHAIRPERSON BARRON: --that you came--  
17 thank you--that you came from one of the top graduate  
18 schools for teachers in this city. I won't ask you  
19 to name them, and was a highly--you were a highly  
20 effective in many critical ways, but you didn't know  
21 how to teach my students to read. But when I went to  
22 graduate school, there were courses teaching reading  
23 and, you know, all of the readings and the  
24 requirements. So did you not take those courses or  
25 did you feel that they weren't adequate? Did you

2 not--were you not required to adapt those strategies  
3 in your field work?

4 MAGGIE MOROFF: Yeah. So that's an  
5 excellent questions. I--what I felt they prepared me  
6 to do was teach the students who were sort of going  
7 to learn to read no matter what so-

8 CHAIRPERSON BARRON: [interposing] I'm  
9 sorry. Teach those children?

10 MAGGIE MOROFF: Teach the students who  
11 were more inclined to learn to read with ease. So  
12 the students were surrounded by a literacy rich  
13 classroom were going to start picking up the words.  
14 The kids who were--if they hearing read-alouds and  
15 following along would do it. But what I didn't how  
16 to do was reach--

17 CHAIRPERSON BARRON: [interposing] Those  
18 starving readers. (sic)

19 MAGGIE MOROFF: --those students who had  
20 more serious needs, and in a way it did--you know,  
21 the students who had learning disabilities or  
22 students, you know, because it's a continuum,  
23 students who may not have been diagnosed, but were  
24 struggling with a lot of the specific pieces.

2 CHAIRPERSON BARRON: And did the school  
3 not have a designated literacy coach? Well, they  
4 didn't have coaches in those days. I was a reading  
5 teacher back in those days. That's what they called  
6 us, a reading teacher. Did they did not have a  
7 reading teacher?

8 MAGGIE MOROFF: They did not. They were  
9 starting to use reading recovery. So they trained  
10 not me, but some of the other teachers. I also had a  
11 principal who moved us around from grade to grade  
12 every year. So didn't get a chance to get good at  
13 something, but the year that I was in a first/second  
14 bridge class, my co-teacher was trained a s reading  
15 recover teacher, and she pulled students out for 15  
16 or 20 minutes a day--

17 CHAIRPERSON BARRON: [interposing] Uh-  
18 huh.

19 MAGGIE MOROFF: --but it was only the  
20 kids with the most very severe needs, right? Those  
21 who were, you know, practically had signs on them  
22 saying help me. But there were so many students that  
23 weren't the top readers and weren't the bottom  
24 readers, but they were really struggling, and needed,  
25 you know, we taught them a lot, and they were happy.

2 They loved our classroom, but they were really--they  
3 were not going to leave second grade at the level of  
4 reading ability that they needed to then move up to  
5 third grade. And, you know, moving from teaching to  
6 read to--I'm going to say it, teaching to read to  
7 read and to learn. Learning to read to teach it  
8 right.

9 CHAIRPERSON BARRON: Right. Okay. Thank  
10 you panel very much for coming and giving your  
11 testimony. We do appreciate it.

12 MAGGIE MOROFF: Thank you.

13 [background comments, pause]

14 CHAIRPERSON BARRON: Well, call the next  
15 panel. David Gerwin, Faculty of Queens College;  
16 Michael Sampson from St. John's University; Alyssa  
17 Sorio, Students for Educational Rights at City  
18 College; and Caryn Donovan or Kareem Donovan out of  
19 Delphi University. [background comments] I want to  
20 thank everyone for staying. We've had some rather  
21 extensive testimony, but I think that it's important  
22 for us to get a thorough understanding of what exists  
23 so that we can begin to make improvements. Would you  
24 raise your right hands, please? Do you swear to tell  
25 the truth, the whole truth and nothing but the truth

2 in your testimony before this body, and to answer all  
3 questions honestly?

4 PANEL MEMBERS: Yes.

5 CHAIRPERSON BARRON: Thank you. You may  
6 begin, and perhaps if you could consolidate or  
7 condense your testimony, that would be very helpful.

8 DAVID GERWIN: It's been a long day.

9 CHAIRPERSON BARRON: Yes, it has.

10 DAVID GERWIN: My name is David Gerwin.  
11 I've been teaching social studies education at the  
12 secondary level at Queens College for 18 years. I  
13 have a Ph.D. in American History, a Master's degree  
14 from Teachers College. I don't know how I'd fill out  
15 their surveys. I--I want to make a few observations  
16 about the chart. One if you--which--which I've  
17 given you a copy of the Queens College chart that  
18 came there. One thing that you won't see printed on  
19 this is that this wasn't done in order to penalize  
20 Queens College or take funding away or to say  
21 something, and I think that's commendable. A lot of  
22 the uses of big data in unproven ways aren't done  
23 with some humility, but they're often before anybody  
24 knows what they're doing. So I want to commend the  
25 DOE for taking a preliminary step. I also want to

2 say something that I think is lacking in these  
3 charts, and in doing that I want to quote Warren  
4 Simmons the Executive Director of Brown University,  
5 Annenberg Institute of School Reform, and also a  
6 graduate of the New York City public schools who  
7 looked at the DOE report cards at a public forum and  
8 said, look, these only are output measures, what  
9 their students are doing. They're not looking at  
10 what the DOE is giving the schools and you won't see  
11 it when you look at this chart. Oh, look, Cuomo  
12 decided to cut half a billion dollars from CUNY--from  
13 CUNY's education budget. There's nothing in here  
14 over the course of time about what inputs have been  
15 given either or by the state to the schools of  
16 education or more importantly perhaps at the school  
17 level to the teachers when they're there. So I think  
18 those are two important things to keep in mind. It's  
19 not a gotcha. It's really an attempt to look at  
20 things, but also these are just outcomes. Not input  
21 measures. That's I think a glaring error. For the  
22 rest of it, you have my written observations. What  
23 I'll say is that if you look, the numbers of people  
24 that they're looking at are incredibly tiny from  
25 Queens that in some cases though they start out with



2 500, they're looking at maybe 200. Or, when they  
3 look at the tension, it's really a very small number  
4 of actual students that they were able to find.  
5 Since I know that my program has graduated just in  
6 the three years, 2007, 2008, 2009, just in secondary  
7 social studies around 200 students that's clearly a  
8 tiny percentage of Queens College. So I--I think  
9 there are real flaws in that chart. Past that, the  
10 other thing, you know, I--I could put some names and  
11 faces on this. I would say for example we have young  
12 men of color who are being hired into schools, and  
13 sometimes there's one--one former student of mine who  
14 stayed last year at a school where 50% of the  
15 teachers turned over. On this chart, that would be a  
16 plus? I--I don't know. I'm--I'm very Correll. (sp?)  
17 I don't know what that will do for his longevity. I  
18 don't know why those other teachers left. So I--I  
19 think those are real concerns. I have a lot of  
20 students who happen to be bilingual speakers of  
21 Spanish, and they get put in bilingual teacher  
22 certifications even though they don't have that  
23 certificate because the city just presses them in.  
24 And then when they're in the rest of the masters  
25 program, they struggle with that. So again, that

2 kind of issue isn't addressed on the chart. The--the  
3 other thing that I would like to say, which the other  
4 two charts give you, and Teachers College referred to  
5 the new Teacher Certification Exams, he said that  
6 they're very rigorous. They have no predictive  
7 validity. They might be great. They might be  
8 terrible. Nobody has actually looked to see how over  
9 five years teachers who score higher on them do  
10 compared to teachers who score lower on them. And  
11 one area that I--I want to say is a huge concern  
12 particularly at CUNY in ways that may not be at  
13 Teachers College. These tests are expensive. I  
14 think it is 300 bucks for the first chart; \$200 if  
15 you want a question. You don't get--they don't  
16 rescore it. They just look at the statistical  
17 validity of the person who graded it. It's \$100 to  
18 redo a piece of it. What I want to tell you is that  
19 if you look at these sheets that, um, the first year  
20 it was implemented in 2014, if you look at the number  
21 of people who took a content specialty test, that's  
22 27,000 people. If you look at the number of people  
23 who took the Educating all Student test, that's  
24 \$10,000. The Academic Literacy Skills Test that's  
25 11,000. If you look at the number or tests for

2 edTPA, that's 4,800. That means you just lost 5 or  
3 6,000 candidates statewide. What happened? At  
4 Teachers College they may all take that test. At  
5 Queens College I know because of expense and other  
6 reasons in the first year of this I had 44 people who  
7 completed two full semesters of student teaching in  
8 social studies. Only 22 took the test, and the  
9 people who take test, who submitted an edTPA, right.  
10 So that means the people who do not submit an edTPA  
11 are not going to show up. Then in some analysis the  
12 Pearson or Stanford, but I can tell you from my own  
13 anecdotal experience those are students who are first  
14 generation in college. They may be more likely to be  
15 students whose first language is in English, and I  
16 can also tell you that the tests are having other  
17 effects. And I will leave you with this thought: In  
18 mathematics education, Queens College has an endowed  
19 program Time 2000. It's--it's done really innovative  
20 things. They are really great. They have a very  
21 high submission rate on the edTPA, but they have a  
22 number of Asian students who speak other languages  
23 before they speak English. They've gotten a four-  
24 year BA. They do really well in the classroom. They  
25 have a mathematical language of instruction that's

2 precise. They pass the--the Content Specialty Test  
3 in math. They know about educating all students.  
4 They pass the edTPA. The ALST (sic), which is long  
5 reading passages for example right? It knocked out  
6 six of those students who had to use the safety net  
7 to be tested in. So, I want to give you a message  
8 that New York State without having any measures of  
9 the predictive validity of these tests in imposing  
10 them is eviscerating the diversity of the workforce  
11 of really dedicated teacher who are training in our  
12 classrooms.

13 CHAIRPERSON BARRON: Thank you. The next  
14 panelist.

15 DEAN SAMPSON: Good afternoon. I'm  
16 Michael Sampson Dean of the School of Education at  
17 St. John's University. Earlier, we heard a comment  
18 by one expert that said colleges tend to look down on  
19 colleges of education, but I can tell you that St.  
20 John's we're one of the most appreciated. For one  
21 reason, we're an ascension (sic) mission oriented  
22 college, and our outreach really by definition for  
23 our mission is to help the poor and disadvantaged.  
24 And so, what better way can you do that through  
25 excellent education. So that is our mission. That

2 is our call. And, we're doing some great things at  
3 St. John's. For example, over the last two years we  
4 have moved our program from a campus-based program to  
5 a school-based program. We have a new partnership  
6 with the Department of Education New York City called  
7 Rise in which we put our people in the schools for a  
8 full four years with the last year being full-time  
9 student teaching. I think student teaching fails  
10 when we ask someone to go out in one semester and  
11 learn to be a teacher. Because we know that with  
12 dropouts it tends to be because they really don't  
13 understand the culture and the way schools operate.  
14 With our graduates by being there four years, they  
15 do. By four years I mean from the freshman semester  
16 they're out in the schools doing projects, working in  
17 schools and they work with the partner school that we  
18 have. And so, we're finding that this model  
19 dramatically enhances the employment of our students.  
20 For example, if you get a degree in education from  
21 St. John's University, we have a 97% placement rate  
22 and that's very good. I've got to also share with  
23 you that principals and teachers tend to hire the  
24 interns and residents that are in their schools.  
25 Once again, it's because they know who they are. And

2 we've--we ran this as our pilot. We go full time and  
3 follow 2016. So the only way you can get a degree  
4 through St. John's is be willing to spend one full  
5 year as a student teacher. Our programs have been  
6 recognized by the DOE as outstanding. If you look at  
7 the chart that we refers to St. John's, you'll find  
8 that 23% of our graduates are hired into a New York  
9 City DOE and at the highest need schools. Now, what  
10 about the rest of them? Some other--there are other  
11 schools of New York City, but we are a national  
12 program. So we have people from California and Texas  
13 and Florida, and they tend to go back to their home  
14 states. But--but one-fourth of our people do go into  
15 the highest need schools. 94% of our graduates are  
16 retained in New York City DOE after three years of  
17 employment. Less than 1% of our graduates receive  
18 unsatisfactory ratings in the first year, which means  
19 that 99% are being successful. Sixty-nine percent of  
20 our graduates are licensed into the highest need  
21 areas by the Department of Education. So we actually  
22 have our candidates who want to do the areas are in  
23 high need such ELLs, and such as special education.  
24 And then finally, 99% of our graduates are tenured or  
25 extended at the first tenuredization. (sp?) So, if

2 answer the question are se doing a good job of  
3 preparing teachers for New York City schools, the  
4 answer is a resounding yes. But earlier we talked  
5 about traditional and non-traditional means of  
6 becoming a teacher. We're big into both. Of course  
7 we love our campus base program where we go out into  
8 partner schools, but we also realize that there's a  
9 need for people to make career changes. So we're the  
10 biggest partner in the Department of Education for  
11 the teaching fellows in the Partner Teachers Program.  
12 As I speak, if you go outside the city, you'll find  
13 386 St. John students in high need New York City  
14 classrooms learning to be a teacher. How does that  
15 work? Well, they're already a very bright person.  
16 They already have a degree, but what we're doing as  
17 they work in schools is we're teaching them how to  
18 teach, and we're working with mentor teachers. Yes,  
19 mentor teachers who work with them in the schools,  
20 but also to our property (sic) he will go out, and  
21 they also come to our classes at the Manhattan  
22 campus, and they--they go through the traditional  
23 courses. They give them certification. So, this is  
24 a highly successful program, and one that we're  
25 enhancing. The Department of Education has asked us

2 to do even more with English as a Second Language,  
3 ESOL and Special Ed and Early Childhood. But there's  
4 something else. We think that, of course, Queens  
5 will be our--is a mirror of the world. It's the most  
6 diverse place in the country in terms of ethnicities  
7 and people from different countries. So, we also ask  
8 that all of our students spend a semester abroad. We  
9 are fortunate to have a campus in Rome and a campus  
10 in Paris. And so this is the--this is Wednesday so  
11 it's the third day of our students who are in Rome.  
12 They are at our Rome campus. They're--they're taking  
13 three of our regular education classes, though  
14 they're working every day in a Rome elementary  
15 school, a high needs Rome elementary school. You may  
16 not have heard this, but the--the government of Italy  
17 is asking that in the next few years all instruction  
18 in Italy be in English. So this is a tremendous  
19 challenge, and probably unfair, but it's a mandate.  
20 So we're the only university in the United States  
21 that's working with this program, helping kids over  
22 there learn English as a--as a foreign language. So,  
23 that's another way that we're reaching out and making  
24 the experiences broader, because I think that if--if  
25 our students have studied abroad, they understand



2 more what it's like to be a person in another country  
3 where your language is not the majority language.  
4 Now there is a sheet that I'm going--okay, this is at  
5 the very back, but it's over 12 different ways that  
6 we've met Governor Cuomo's direction to revitalize  
7 and redo our programs. So, we've been doing this  
8 since the mandate for Common Core. We immediately  
9 taught our candidates how to work Common Core so they  
10 would experienced in that when they went into the  
11 schools. So, our work is multi-faceted. In addition  
12 to the initial certification programs I've mentioned.  
13 In addition certification program I missioned--I  
14 mentioned, we also have 15 advanced certificates  
15 including a new in TSOL that's really important.  
16 Even out east to our population we have more and more  
17 and more second language learners that are coming.  
18 We have 35 master's degrees in education programs.  
19 We offer a PhD in literacy and an EDD in education.  
20 So this--our belief is that we initially certify  
21 teachers, but then we also have the mechanism for  
22 them to move forward and become masters in their  
23 craft either by earning a master's degree or a  
24 doctorate. So we offer those. We nationally  
25 accredited. You heard testimony before about intake

2 and T-Act (sic) and their new successor tape, and so  
3 we meet those national standards. Of course, all of  
4 our people do pass the edTPA because that's license  
5 requirement, which gives them experience in terms of  
6 the things that a classroom teacher has to do in  
7 terms of lesson plans, and teaching lessons and so  
8 forth. But I think that the thing that I'm proudest  
9 about is our close relationship with the New York  
10 City Department of Education, and how we're true  
11 partners with them in terms of helping them achieve  
12 their initiatives and their dreams. Thank you.

13 CHAIRPERSON BARRON: Thank you. Next  
14 panelist.

15 ALYSSA SORIO: Hi, everyone. My name is  
16 Alyssa Sorio. I'm a student at the City College of  
17 New York and student organizer with United Students  
18 Against Sweat Shops, and Students for Educational  
19 Rights. I would like to answer the question of the  
20 day while painting a picture of the student  
21 experience at CUNY and my college. Students in the  
22 education program at my school are up in arms due to  
23 the budget cuts the college has proposed on top of  
24 the cuts the Governor has proposed. I have personal  
25 friends in the Education Department who are being

2 told that they are unsure of the department's ability  
3 to maintain the program, and are encouraged to switch  
4 majors or to switch schools. City College has a  
5 \$14.6 million proposed budget cut. The Education  
6 Department is one of the hardest hit departments and  
7 the cut would be \$1,444,868 for the Education  
8 Department. Part of this budget disaster is deficit  
9 spending and financial mismanagement. Why should the  
10 future teachers and children of New York City public  
11 schools be accountable for the mistakes of CUNY  
12 Administration. I believe strongly in the power of  
13 public education. Our parents earlier described  
14 higher education as a means of financial stability.  
15 I think that's one component of education. Education  
16 is about expanding your mind, personal growth, and  
17 giving back to the communities that have built you to  
18 the place of graduation. I think a re-investment of  
19 resources into higher education is fundamental in  
20 preparing teachers today. CUNY is one of the last  
21 institutions that are affordable to working class  
22 students. Due to Cuomo's cuts and tuition hikes, we  
23 are losing a huge and important population of  
24 teachers. The teachers that graduate in New York  
25 City public schools, who invest in CUNY then dedicate

2 their lives to teaching children here. They should  
3 be cherished. They build our city just as much as  
4 construction workers, doctors and the people who make  
5 our food everyday. To close, I urge CUNY to  
6 prioritize the needs of students, the teachers in New  
7 York City rather than padding the pockets of  
8 administrators. And I would like to add that CUNY  
9 enrollment since 1980 has dropped 62,000 students.  
10 We have 50% fewer Black and Latino freshmen, and in  
11 my estimate of the million dollars that the Education  
12 division is going to be cut, the college starts at  
13 \$4.2 reduction. So I'm not adjusted to Cuomo's  
14 proposed half billion dollar cut to CUNY. And as of  
15 right now, City College has laid off 91% of part-time  
16 faculty and 24% of full-time faculty, and has halted  
17 capital construction, library and laboratory  
18 acquisitions. So we need resources really bad to  
19 keep up our education program. I urge the New York  
20 City Council to invest direct resources to students  
21 at the college, and I commend Councilperson Barron  
22 for launching this much needed conversation. Thank  
23 you.

24 CHAIRPERSON BARRON: Thank you. The next  
25 panelist.

2 CARYN DONOVAN: Good afternoon. My name  
3 is Caryn Donovan. I'm the Assistant Dean of Research  
4 at Adelphi University. Due to a prior commitment,  
5 our Dean Jane Ashdown is unable to attend today, and  
6 I'm prepared to read her statement on her behalf.  
7 Thank you for the opportunity to provide testimony  
8 today, and this is also written testimony, a  
9 supplement to an additional testimony that we  
10 submitted a co-authored article between myself and  
11 Dean Ashdown and another colleague Ann Mungai (sp?)  
12 that has been submitted to the record. This article  
13 used the data that was provided by the New York City  
14 Department of Education in addition to other data,  
15 and it was submitted and published in a peer reviewed  
16 online journal, the Journal Curriculum Instruction,  
17 and it's called *A New Approach for Educator*  
18 *Preparation Evaluation: Evidence for Continuous*  
19 *Improvement.*

20 The question posed by the committee is  
21 clearly an important one to my own institution,  
22 Adelphi University's Ruth S. Ammon School of  
23 Education. The university is an independent sector  
24 institution with a long history of preparing  
25 educators to work in New York City's public schools,

2 just as we have heard from the other colleagues here  
3 today. We share the committee's concerns when we  
4 answer the question about adequate teacher  
5 preparation. Adelphi University began its education  
6 program at Adelphi Academy in Brooklyn in the late  
7 19th Century, and now offers the full range of early  
8 childhood through adolescent programming in addition  
9 TESOL bilingual extension programs, special  
10 education, health and physical education, and speech  
11 language pathology at its main campus in Garden City  
12 in addition to a learning hub in the Manhattan Center  
13 in Tribeca. The Manhattan Center Education programs  
14 are deeply engaged with New York City Department of  
15 Education offering sponsored programs. An example,  
16 childhood special education with a bilingual  
17 extension, as well as other programs in educational  
18 technology and sports-based youth development.

19           The 2013 Teacher Preparation Program  
20 Reports prepared by the New York City Department of  
21 Education gave my school the opportunity to examine a  
22 set of performance measures previously unavailable.  
23 The report compared the 12 teacher education  
24 programs, which prepared the highest percentage of  
25 New York City teachers. Adelphi University was

2 compared to 11 other IATs five of which are in the  
3 CUNY system, and the remaining six are in the  
4 independent sector. The New York City DOE reports  
5 provide comparative information about the extent to  
6 which a cohort of graduates from our programs were  
7 teaching in high needs schools, in high need license  
8 areas, were tenured at first decision point, had  
9 unsatisfactory ratings, and were retained three years  
10 after being hired. In addition, the NYC DOE reports  
11 included an effectiveness rating for a subset of our  
12 program graduates based on student growth  
13 calculations from fourth to eighth graders. The set  
14 of measures (sic) included an NYC DOE report was  
15 helpful and informative given that the outcomes in  
16 these measures have typically not been available to  
17 teacher preparation programs. However, we believe  
18 more work is needed. The New York City DOE reports  
19 notes that the hiring and retaining of effective  
20 teachers is inextricably tied to partnerships with  
21 the sort of institutions that prepare those teachers.  
22 The report also encourages the use of the measures to  
23 assess and refine teacher preparation programs. As  
24 authors of the published article referenced above, we  
25 share the same interest in using the NYC DOE reports

2 along with other data as evidence of program  
3 improvement purposes. As the Dean of the school and  
4 the Assistant Dean of the school, I was pleased to  
5 see that Adelphi University graduates were teaching  
6 in high needs fields, and in high needs schools at  
7 similar rates to other new teachers entering the New  
8 York City Department of Education. Our graduates  
9 were staying in teaching at similar rates to other  
10 teachers. However, as the analysis reported in our  
11 article revealed, it is not possible to directly link  
12 the outcome whether positive or negative from the New  
13 York City Department of Ed report measures with  
14 particular aspects to our program--to our preparation  
15 program. This is compounded by the fact that the  
16 reports were not published in subsequent years, thus  
17 preventing an analysis of trends over time. For  
18 example, a small percentage, 2.3% of our graduates  
19 were rated as unsatisfactory based on classroom  
20 observation. A logical improvement goal would be to  
21 change our preparation program in order to eliminate  
22 such unsatisfactory rating. But without further  
23 details about the rubric used for the classroom  
24 observation along with more details about individual  
25 teachers' preparation program coursework, in other



2 words, which program they specifically came from,  
3 it's hard to make changes that wouldn't be  
4 speculative and not evidence based. As described  
5 earlier, the NYC DOE report noted the inextricable  
6 tied between teacher preparation programs and the  
7 public school system that hires our program  
8 graduates. Yet, this report suggests that the  
9 measures are only for program purposes of improving  
10 the preparation program. If we are inextricably  
11 tied, shouldn't improvement be a collective systemic  
12 endeavor that all stakeholders engage with? At  
13 Adelphi University the majority of our teacher  
14 candidates spend an intensive year in clinical  
15 placement in one of our model partner schools,  
16 including New York City schools. Rich clinical  
17 placement and partnerships are a key component to our  
18 preparation program. Any external evaluation of the  
19 performance of our graduates as teachers is not only  
20 a reflection of our academic coursework, but also--  
21 also of the P 12 school partners where they do their  
22 student teaching. And work with school leaders and  
23 mentor teachers to support and evaluate the  
24 candidates during their student teaching placement.

2           This is to say that the committee has  
3 identified a critical and complex question that  
4 requires a much more comprehensive approach to this  
5 than currently exists. Finally, I would like to add  
6 a further caution to the complexity of evaluating the  
7 impact of teacher preparation programs. Teacher  
8 evaluation is increasingly tied to the performance of  
9 students in standardized tests, as you've noted  
10 before. And in turn, that performance is being used  
11 evaluate teacher preparation programs. The mechanism  
12 for developing these linkages is specific procedure  
13 called Value Added Monitoring, which is quite  
14 controversial. In interest of the committee's  
15 understanding of the need for evaluation to be fair  
16 and free of bias, further information about the  
17 appropriate use of VAM can be found at the following  
18 link, which is provided here. I appreciate your time  
19 for allowing these further supplementary comments.

20           CHAIRPERSON BARRON: I want to thank the  
21 panel. I just have just a few questions. In terms  
22 of the presentation regarding Queens College at CUNY,  
23 CUNY--the City testified in the first panel that  
24 they're working with this report collaboratively with  
25 CUNY, DOE and CUNY are working and they talked about

2 a committee that meets. Are you aware of that  
3 committee that it's the steering committee, are you  
4 aware that that meeting takes place. So have you  
5 heard of that before.

6 DAVID GERWIN: I heard about it this  
7 afternoon.

8 CHAIRPERSON BARRON: Okay.

9 DAVID GERWIN: But I'm a--I'm a line  
10 faculty member who, you know, is--is very involved in  
11 my department level stuff, but I haven't--I've served  
12 on the statewide edTPA taskforce but I haven't done  
13 policy level work for CUNY.

14 CHAIRPERSON BARRON: So you served on the  
15 edTPA Task Force?

16 DAVID GERWIN: Uh-huh.

17 CHAIRPERSON BARRON: Do you want to share  
18 any of what happened with that in terms of what we're  
19 doing here?

20 DAVID GERWIN: Again, I'm very mindful of  
21 the time. I--I would just say that the commissioner  
22 was not so happy to--to have that task force meeting  
23 for own observations, and wanted to very much limit  
24 the scope of the conversations. Dean Ashton is a  
25 member of that. There were--it was very diverse

2 group of people around the table, and there's--  
3 there's actually--because it was negotiated with  
4 NYSED, that this even existed. There's a NYSED  
5 report that put out a broad range of matters  
6 discussed in, and the co-chairs also really did a  
7 much broader report than went to the regents. Um,  
8 and Regent Cashin and others. Commissioner Leo was  
9 at a town hall meeting on December 7th and I  
10 moderated with a lot of faculty on the certification  
11 exams, and we can get detail about that.

12 CHAIRPERSON BARRON: Okay. Perhaps I'll  
13 get that in a little more detail in other time.

14 DAVID GERWIN: Sure.

15 CHAIRPERSON BARRON: I want to thank you  
16 for that, and Dr. Sampson, St. John's University, you  
17 talked about some of your students go abroad to study  
18 for a year. Is that a part of the Teacher  
19 Preparation Program as well, or just generally a part  
20 of what goes on in the school.

21 DEAN SAMPSON: It's been a St. John's  
22 for decades, but I'm the first Dean to make it part  
23 of the education program. And the fortunate thing is  
24 this is free of charge. It's the same charge as if  
25 they're living on campus. So we have donors that

2 have provided scholarships for this, and so the  
3 program costs the same, the dorm costs the same. So  
4 it's available to--to all students regardless of  
5 their socio-economic level. They do have to come up  
6 with the airplane fare, which we tend to help them  
7 with. But--but yes, it's--it's not required of all  
8 students. However, currently 25% of our students  
9 study abroad, and that's general across the  
10 university. And my goal is to be 90% in the school  
11 in the School of Education.

12 CHAIRPERSON BARRON: Okay, and the  
13 testimony from Adelphi you indicated that you're  
14 having some concerns about-- No, that was not  
15 Adelphi. Oh, that was back at Queens College. You  
16 say that there's not predictive validity to those  
17 indicators, to those metrics.

18 DAVID GERWIN: Not the facts (sic). No--  
19 nobody--nobody claims that there's predictive  
20 validity for these, and I could say at the edTPA it's  
21 level. At that taskforce the state never did give us  
22 the data that we sought, and--and that's part of what  
23 I mean by humility around complex measures. The  
24 state never told us the number of people who were  
25 registered in the teach system towards certification,

2 and who would be expected then to maybe take the  
3 edTPA but didn't. So we only have these very rough  
4 estimates.

5 CHAIRPERSON BARRON: Okay, thank you.

6 And to my final two panelists we want to thank you to  
7 coming and presenting and sharing your testimony as  
8 well. Thank you.

9 CARYN DONOVAN: Thank you. [background  
10 noise, pause]

11 CHAIRPERSON BARRON: And we saved the  
12 best for last, right. We're calling our final panel.  
13 We want to thank you for staying, and for being able  
14 to share your information with us. We have David  
15 Sherro (sp?) from DOE, David Bloomfield, CUNY  
16 professor' and Rachel Chapman representing herself  
17 and the Graduate Center. So if you would come  
18 forward. We appreciate your staying.

19 [background comments, pause]

20 CHAIRPERSON BARRON: If you'd raise your  
21 right hand, please. Do you affirm to tell the truth,  
22 the whole truth, and nothing but the truth in your  
23 testimony before the committee, and to answer  
24 questions honestly?

25 PANEL MEMBER: [off mic] I do.

2 CHAIRPERSON BARRON: Thank you. You may  
3 begin.

4 RACHEL CHAPMAN: Good afternoon,  
5 Councilwoman Barron and to the community here. My  
6 name is Rachel Chapman. I'm a doctoral student of  
7 urban education at the Graduate Center, and I'm a  
8 teaching fellow in the Department of Elementary  
9 Education at Queens College. It is an honor and  
10 pleasure to be here to speak in regards to the City  
11 University of New York. I want to thank you and your  
12 fellow council members for your continued hard work,  
13 service, dedication and support of our institution,  
14 in particular the working class students and families  
15 of this great city. I am especially grateful for the  
16 New York City Council Merit Scholarship, and your  
17 continued support for academic excellent--excellence.  
18 I thank you and I encourage you to continue the good  
19 work you do. On behalf of students and adjuncts I  
20 would like to speak on the adequacy of CUNY and  
21 training teachers. For over 10 years I've worked in  
22 various post-secondary institutions. In my tenure,  
23 I have never experience an institution so connected  
24 and dedicated to its students and communities as  
25 CUNY. I stand here on the shoulders of hundreds of

2 students, community members, elected officials,  
3 activists, teacher and parents who through great  
4 courage and dedication have struggled to make CUNY  
5 the educational beat of the city. For the majority  
6 of CUNY's workforce, the struggle is very real.  
7 Higher education perpetuates a two-tired labor system  
8 of full-time and adjunct faculty. The low status  
9 treatment of adjuncts and its consequences have been  
10 ignored for too long. At CUNY in particular adjuncts  
11 receive \$3,000 per course with little job security  
12 and benefits as well as little to no professional  
13 development. As a result, adjuncts seek additional  
14 employment in various post-secondary institutions  
15 just to sustain their livelihood. Decreasing their  
16 ability to adequately prepare for coursework as well  
17 as time spent in student interaction and support, it  
18 is clear that they under appreciation and de-  
19 professionalization of adjunct instructors  
20 jeopardizes CUNY's ability to adequate educate our  
21 students and future teachers. During times of  
22 unprecedented budget cuts in my state government, the  
23 struggles continues and has perhaps culminated to a  
24 point unseen in recent history. We ask you as  
25 community members and council members to continue to



2 support and advocate for CUNY. Finally, we ask your  
3 committee to investigate the extent and quality of  
4 adjunct labor at the City University of New York.  
5 Thank you very much for your time.

6 CHAIRPERSON BARRON: Thank you. Next  
7 panelist.

8 DAVID BLOOMFIELD: Thank you. Good  
9 evening I guess. My name is David Bloomfield. I'm a  
10 professor of Education Leadership Law and Policy at  
11 Brooklyn College and the CUNY Graduate Center. My--  
12 I'll keep it short. You have my written remarks. My  
13 message is clear: Current teacher preparation  
14 reporting requirements and reviewed by this committee  
15 are part of a gotcha mentality now in retreat across  
16 the country. And New York City educate--educator  
17 preparation should not be considered apart from  
18 prescribed state certification requirements. Report  
19 metrics are simplistic and crowd out other more  
20 meaningful measures. In listening to you, Council  
21 Member Barron to Council Member Rodriguez, when you  
22 talk about the number of African-American male  
23 teachers, where is that in the reports? And so we--  
24 we end up focusing on things that are less important  
25 than that on the number of bilingual teachers coming

2 into the system. Where is that on the reports? As  
3 you consider the real world of teaching and  
4 leadership, I urge you to eliminate many recently  
5 enacted reporting requirements. Data based causal  
6 links between teacher preparation and teacher success  
7 are largely spurious, more an effort to demonize  
8 teachers and preparatory institutions than to aid  
9 improvement. Real improvement might include  
10 extending clinical experiences, tuition relief and  
11 reduced fees. Data outcomes such as eventual student  
12 standardized test scores and teachers retention are  
13 not under the control of certification programs, and  
14 can have negative unintended consequences. Scoring  
15 preparation programs on teacher retention for example  
16 fails to consider candidate's often non-traditional  
17 career trajectories and especially for women,  
18 interruptions for family responsibilities. In short,  
19 current reporting requirements sold to the public as  
20 a solution are part of the problem. My analogy  
21 really is to the wasted effort under the Klein and  
22 Bloomberg administration for those student reports.  
23 We've now largely abandoned those because there's a  
24 better way forward. These reporting requirements  
25 discourage worthy candidates, are viewed by--by

2 practitioners as sterile protocols without practical  
3 work, and in which a powerful data collection  
4 industry without proof and benefit. I am hopeful  
5 that your engagement with these issues will produce a  
6 more able, vigorous and diverse role of teachers and  
7 administrators for city schools. The public's  
8 appetite for tough--for tough sake standards and  
9 gotcha accountability procedures is long past. The  
10 next step is yours. Thank you for considering these  
11 concerns.

12 CHAIRPERSON BARRON: Thank you. Thank  
13 you and our last panelist.

14 DAVID SUKER: This is David Suker, S-U-K-  
15 E-R. I'm a current New York City Department of  
16 Education teacher located at Queens Plaza North, and  
17 we'd like to call it, it's our Rubber Room. And I'd  
18 just like to say--just answer the question that's on  
19 the first sheet. And I'm just speaking off the top  
20 of my head because I didn't prepare remarks, but the  
21 questions is are post-secondary institutions in New  
22 York City adequately training teachers? And I would  
23 day decidedly no. That is not happening, and I could  
24 tell you I've been in the DOE for 17-1/2 years. It's-  
25 -the state of education in New York City in terms of

2 teacher training and in terms of pedagogy is  
3 atrocious. There's no accepted pedagogy across the  
4 board. Anybody can come up with some idea of what  
5 pedagogy is, but nobody can say exactly what it is  
6 for everybody else. So, when you have teachers going  
7 into classrooms with 15 different ideas of what  
8 pedagogy is within a school, you get a--a flower pot  
9 of--of education, and kids going from schools class  
10 to class, and not following the proper direction.  
11 Okay, just basic things like today in the Rubber  
12 Room, I have all day to discuss nonsense. So today  
13 we actually tried to have a conversation about  
14 pedagogy, and where are some basic tenets of  
15 pedagogy? We should not be cursing our students out,  
16 right? No, we should not curse the students out. We  
17 should not use curse words in front of our students.  
18 Even those are offered to be. (sic) You know, like  
19 I've seen schools--my daughter when to Columbia  
20 Secondary School. The principal would curse all the  
21 time in front of assemblies. The principal will  
22 curse students out. The principal would shame  
23 students, and bully students. His name is Jose  
24 Maldonado. You might have known him. He is the one  
25 responsible for the young girl drowning in Long

2 Beach. So, you know, I don't know--there's so much  
3 inconsistency, and I'll tell you I have a unique  
4 experience because I went to City College in the  
5 1990s from '93 to '98. I did not finish my master's  
6 degree. I was there for a graduate education. I had  
7 previously went to Howard University, and the  
8 University of District of Columbia in Washington,  
9 D.C. where I got my Bachelor's Degree in History. I  
10 came up to New York City to teach kids that were the  
11 most needy in the system because I grew up in New  
12 York. My brother went to juvenile detention centers.  
13 My brother went to prison. So I said let me--let me  
14 do that. So I went to do what I did, went to City  
15 College and got an education. I thought it was great  
16 education. Sue Ruskin was my professor. Stacy was  
17 in my program at the time that--from City College  
18 back here. I--she taught on a model of inquiry-based  
19 education, and that's, you know, back then in the  
20 '90s that was something new, include basic education.  
21 And so, I thought I had a great education, and they  
22 really molded me as a teacher. I, for whatever  
23 reason I went--became a teacher in '98. I did not  
24 finish the program. I came back in the 2000s, 2003  
25 to 2005, and I came back into the same program

2 thinking the programs was going to be very similar.  
3 What I found out is the administration gutted the  
4 program. They turned it from a school of education  
5 into a department of education where all the  
6 professors that were there in the 1990s, were pretty  
7 ex--you know, gotten rid of. Sue Ruskin went over to  
8 Bank Street. A lot of the great professors that--  
9 Ydanis and myself because I--I organized with Ydanis  
10 back in the '90s and we're good friends, all the  
11 teachers were no longer. And it was being taught  
12 with this cook cutter education. Every class was  
13 exactly the same in terms of requirements, and what  
14 was expected of you because the State came in at some  
15 point between '98 and 2003, said this is a crappy  
16 program, and not enough teachers are passing the--the  
17 NYSED test. There are last in HS (sic). They are  
18 doing whatever, and that was a problem. So what they  
19 did was they gutted the programs, and put a cook--a  
20 cookie cutter program in place that I got absolutely  
21 nothing out of. I'm not saying that the professors  
22 weren't good professors, and I had a lot of good  
23 professors, but the way the program was set up was in  
24 a cookie cutter fashion. Which as a professional,  
25 somebody who's trying to get a master's degree who

2 believe in the pedagogy of--of teaching is an insult  
3 to me and my colleagues, you know. If you go into  
4 any--if you sit in any of these classes across CUNY,  
5 I would say across the board you'd probably be  
6 insulted by the way these courses are set up.  
7 They're not set up for master's degree programs. You  
8 would never sit in a course with a graduate kind of  
9 the way you sit in course at City College or Queens.  
10 I can't speak to Queens College but City College.  
11 You're--you're a professional. You're in the  
12 classroom and you're being talked to like this is  
13 your first education course you--you have ever  
14 taught--taken. It's ridiculous, and it's no wonder  
15 we have the program we have. There is--

16 CHAIRPERSON BARRON: [interposing] Can I  
17 ask you to wrap up your comments, please?

18 DAVID SUKER: What is that?

19 CHAIRPERSON BARRON: Can I ask you to  
20 wrap up your comments, please?

21 DAVID SUKER: Sure, no problem. The truth  
22 only can get me so far. I understand that nothing--I  
23 appreciated your husband speaking up yesterday in  
24 front of Cuomo. Truth always needs to be sought to  
25 power, right?

2 CHAIRPERSON BARRON: Okay.

3 DAVID SUKER: So I appreciate that, and  
4 thank you very much, and let your husband know that.  
5 But I would jus like to say if want to change the  
6 system, why not just send out a survey. (sic)  
7 People--two years after people went through the  
8 system, right, went through these teacher programs,  
9 sent out a survey and asked the teachers how well did  
10 these programs prepare you for the job that you're  
11 doing now? I never received that survey, and another  
12 question is, you know, how come we don't have a  
13 rating system of what makes a good teacher? What is  
14 a good teacher? Can you tell me what a good teacher  
15 is? Can anybody tell me what a good teacher is? I  
16 read an article just yesterday--and I'll finish this  
17 up here--about they have programs now to teach  
18 teachers how to show empathy in the classroom. If  
19 you're a teacher and you don't have empathy, what the  
20 fuck are you doing in the classroom.

21 CHAIRPERSON BARRON: [interposing] Excuse  
22 me. No.

23 DAVID SUKER: Like that's the end of my  
24 testimony.

25 CHAIRPERSON BARRON: No.



2 DAVID SUKER: Thank you.

3 CHAIRPERSON BARRON: We're going to have  
4 profanity. You just sat there and talked about  
5 instructors in school using profanity. I'm not  
6 allowing it.

7 SERGEANT-AT-ARMS: [off mic]

8 DAVID SUKER: [off mic] What the fuck are  
9 you doing?

10 SERGEANT-AT-ARMS: Sorry, sir, you can't  
11 use that type of language. So leave.

12 DAVID SUKER: I've been showing  
13 absolutely--

14 CHAIRPERSON BARRON: You can leave.

15 DAVID SUKER: [off mic] I've been shown  
16 no empathy in your system, and I've

17 SERGEANT-AT-ARMS: Do you want to--

18 CHAIRPERSON BARRON: I have to. (sic)

19 SERGEANT-AT-ARMS: Sir, you have to  
20 leave.

21 DAVID SUKER: [off mic] I am stepping  
22 out. I am stepping out. There is blood [sic] in the  
23 room right now. Why don't you investigate that?

24 [pause]

25

2                   CHAIRPERSON BARRON: So those of you who  
3 are here, I apologize that that occurred. Couldn't  
4 stop it, but I will not tolerate it. To the  
5 panelists that are here we know that there is no  
6 connection. You just happened to be lumped together,  
7 but we do thank you for coming, and for sharing your  
8 thoughts. We will, of course, continue to wage the  
9 battle that we have. We know that higher education,  
10 teaching children to be success and encouraging them  
11 is certainly what we're to have moving forward if  
12 we're going to improve our society. And yes, we do  
13 need to include those factors in terms of reports. I  
14 we say we want to have more African-American men, we  
15 need to include that in the data that we're looking  
16 at for that regard. So once again, I thank you for  
17 coming, and that concludes this hearing. Thank you  
18 so much. [gavel]

19                   DAVID BLOOMFIELD: Thank you.

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C E R T I F I C A T E

World Wide Dictation certifies that the foregoing transcript is a true and accurate record of the proceedings. We further certify that there is no relation to any of the parties to this action by blood or marriage, and that there is interest in the outcome of this matter.



Date January 22, 2016