Office of the Deputy Mayor for Strategic Policy Initiatives

Chairperson Barron and Higher Education Committee Members:

Thank you for inviting me to submit testimony on this important topic. As you know, the Mayor has asked me to serve as the City's liaison to the City University of New York (CUNY), taking over the role from First Deputy Mayor Tony Shorris. This is a very recent change and I regret that I was not able to appear in person for this hearing; I very much appreciate the opportunity to have my colleagues present this testimony.

Ensuring that classrooms are places where students of all backgrounds succeed is of vital importance to this administration. The Mayor made this clear in his *Equity and Excellence* speech last fall, announcing reforms that he and Chancellor Fariña know will prepare New York City students for college and careers.

At the forefront of this work are New York City's teachers; preparing them to succeed in their work in the classroom is essential to ensuring that our children are ready to thrive as adults. The success of initiatives like AP for All and Algebra for All depends on our teachers.

Our city has a number of public and private teacher preparation programs that have and will continue to produce effective educators. CUNY enrolls over 16,000 in their teacher education programs annually.

An initiative in my portfolio that builds on this work and of which I am especially proud is NYC Men Teach. Through collaboration between CUNY, the Department of Education (DOE), and the Center for Economic Opportunity (CEO), NYC Men Teach will support the preparation, recruitment and professional development of 1,000 men of color. The initiative will benefit both the profession and the diverse students that enter our schools every day. Currently, men of color only account for 8.6% of our entire teaching profession within the City, even though over 40% of our students are Black, Latino and Asian males. This initiative has the potential to impact the lives of millions of young people within the city, as they see more of themselves while they learn. NYC Men Teach also aims to empower teachers with the tools and skills necessary to educate and encourage our future leaders using culturally relevant and data-driven strategies.

As you know, I have overseen the expansion of Pre-K for All over the past two years. Through that expansion, thousands of teachers now educate more than 68,000 four-year-olds across New York City. We have worked closely with colleges, universities, and early childhood experts, such as CUNY, to recruit teachers and provide training and support during the summer and school year for Pre-K for All teachers, teacher assistants, and leaders. This year, over 5,500 educators across all pre-K settings in district schools, NYC Early Education Centers, and charter schools are receiving ongoing professional development aligned to their pre-K program's assigned curriculum. As Chancellor Fariña noted when she kicked off last summer's trainings, "school's never

out for New York City's committed teachers… Improved and consistent training… [will lead to] better results for our 4-year-olds."

The work of collaboration with our universities to improve teacher training is vitally important to this administration and is core to so much of the work we do. This work is personal for the Mayor, so I will close with his own words, from the early days of our Pre-K for All expansion. He said, "No single factor is more important to starting a child's education right than ensuring that child has an excellent teacher. I have seen what a difference it can make firsthand with my own children."

Thank you again for inviting me to testify today. I look forward to working with you and this committee in my new role moving forward.

The City University of New York

Testimony of Ashleigh Thompson
University Associate Dean for Academic Affairs

New York City Council Committee on Higher Education

Are Post-Secondary Institutions in New York City Adequately Training Teachers?

Thursday, January 14, 2016

Good Afternoon.

On behalf of this panel from the City University of New York, I would like to thank Chair Barron, as well as all the members of the Committee on Higher Education, for the opportunity to speak to you on the question of the City University of New York's preparation of New York City teachers.

My name is Ashleigh Thompson, and I serve as University Associate Dean for Academic Affairs for CUNY's Central Office. In this role I oversee Teacher Education programs at CUNY. I am pleased to tell you about our work with students in this important academic and workforce area.

I am joined today by Dr. Mary Driscoll, Dean of the School of Education at City College, Mr. Larry Patterson, Academic Student Support Manager for the NYC Men Teach Initiative at Brooklyn College, and Ms. Raisa Sterling, an English Language Arts teacher at IS 218 in Washington Heights, and a graduate of Hunter College. We're also joined by other representatives from CUNY's Schools of Education in our audience, who will be available to you for any questions.

Together we will give testimony on the question of CUNY's efforts to provide New York City with high quality urban educators, committed to teaching in our City's public schools. Specifically, you will hear about Teacher Education at CUNY; CUNY's partnership with the NYC Department of Education; the DOE's Teacher Preparation Program Report; the NYC Men Teach program and our commitment to developing a diverse teacher workforce; and testimony from one of our graduates about her journey into the classroom.

CUNY enrolls more than 16,000 students in education programs across the University, from associate to doctoral degree programs at 17 campuses. About 7,000 students pursue graduate study, and education is CUNY's largest discipline across master's-level programs. CUNY prepares teachers for certification in nearly every subject area licensed in New York State. [I've brought brochures for you today which lay out the education offerings at CUNY- there are three panels on the front and one on the back for your reference. Since this was printed CUNY has added even more programs.]

National and State policy efforts aim to increase the quality of teachers by exerting pressure on teacher preparation programs. Since 2012, CUNY's Teacher Education Programs have responded to the Regents Reform Agenda set out by New York State Education Department. From supporting faculty engagement with the Common Core State Standards to preparing students for the new teacher certification exams to tackling new accreditation standards, CUNY has been proactive in its efforts to strengthen academic quality. At the same time, our mission requires that we prioritize access and opportunity to the various teacher pipelines that exist at CUNY.

CUNY is the largest provider of teachers to the NYC Department of Education (DOE). For Fall 2015, CUNY graduates comprised nearly a third of new teachers hired by the DOE. CUNY schools were six of the top ten colleges in terms of numbers of graduates hired by the DOE: Queens College and Hunter College were the top two. Applicants from schools such as City College and Lehman College were our most diverse, with more than 60% of these schools' applicants self-reporting a background from underrepresented groups.

In addition to countless local partnerships at the district and school building level, CUNY and the Department of Education meet regularly in a variety of settings, including the CUNY/DOE Steering Committee which guides policy and practice across the institutions. My team within Academic Affairs actively plans with DOE's Office of Teacher Recruitment around anticipated hiring needs and processes. We communicate well and routinely discuss data such as the Teacher Preparation Program Reports, and

our mutual desire to share metrics which give us more information about how we can better support teachers in both pre-service and in-service teaching.

CUNY is engaged in work towards the Mayor's Equity and Excellence Agenda, and supports priorities such as College Access for All and Computer Science for all. For example, CUNY and the DOE are partnering on a pilot this spring to bring middle school students to CUNY campuses for an age-appropriate experience that we would continue to deepen and expand.

Since 1870 when Hunter College was established as the first publicly-funded, tuition-free teacher's college in the United States, the City University of New York has been a leader in educating this great city's children, impacting both PreSchool-12th grade and higher education. CUNY offers a rich range of affordable, high quality degree programs in education to thousands of students who benefit from our continual efforts to improve and innovate.

Thank you.

ADELPHI UNIVERSITY

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January 14th, 2016

Supplementary written testimony to the New York City Council Committee on Higher Education, Chairwoman, Inez Barron.

Jane Ashdown, Dean, Ruth S. Ammon School of Education, Adelphi University. Read by Corinne Donovan, Assistant Dean for Research and Evaluation.

Thank you for the opportunity to provide testimony regarding the question: *Are Post-Secondary Institutions in New York City Adequately Training Teachers?* This written testimony supplements a co-authored article (with Corinne Donovan & Anne Mungai) that has been submitted for the record to the Committee. The article was published in May 2014 in a peer reviewed, online, journal, *The Journal of Curriculum and Instruction,* and is titled: A New Approach to Educator Preparation Evaluation: Evidence for Continuous Improvement?

The question posed by the Committee is clearly an important one to my own institution, Adelphi University's Ruth S. Ammon School of Education. The University is an independent sector institution with a long history of preparing educators to work in New York City public schools. We share the Committee's concern to answer the question about adequate teacher preparation. Adelphi University began its education programming at Adelphi Academy in Brooklyn in the late nineteenth century and now offers the full range of early childhood through adolescence education programming including health and physical education and speech language pathology at its main campus in Garden City with a learning hub at the Manhattan Center in Tribeca. The Manhattan Center education programs are deeply engaged with the New York City Department of Education offering sponsored programs in, for example, childhood special education with a bilingual extension, as well as other programs in educational technology and sport-based youth development.

The 2013 Teacher Preparation Program Reports prepared by the New York City Department of Education (NYC DOE Reports) gave my School the opportunity to examine a set of performance measures previously unavailable. The Report compared the 12 teacher education programs which prepare the highest percentage of new NYC teachers. Adelphi University was compared to 11 other IHEs, 5 of which are in the CUNY system, and the remaining 6 are in the independent sector. The NYC DOE Reports

provided comparative information about the extent to which a cohort of graduates from our programs were teaching in high need schools, in high need license areas, were tenured at first decision point, had unsatisfactory ratings and were retained three years after being hired. In addition, the NYC DOE Reports included an effectiveness rating for a subset of our program graduates based on a student growth calculation ($4^{th} - 8^{th}$ graders). The set of measures included in the NYC DOE Reports was helpful and informative given that outcomes on these measures have not typically been available to teacher preparation programs. However, we believe more work is needed.

The NYC DOE Report notes that the hiring and retaining of effective teachers is inextricably tied to partnerships with the certifying institutions that prepare those teachers; the Report also encourages the use of the measures to assess and refine teacher preparation programs. As authors of the published article referenced above, we shared this same interest in using the NYC DOE Reports (and other data sources) as evidence for program improvement purposes.

As Dean of the School, I was pleased to see that Adelphi University graduates were teaching in high need fields and in high needs schools at similar rates to other new teachers entering the NYC DOE. Our graduates were also staying in teaching at similar rates to other teachers. However, as the analysis reported in our article revealed, it was not possible to directly link the outcomes – positive or negative - from the NYC DOE Report measures with particular aspects of our preparation programs. This was compounded by the fact that the reports were not published in subsequent years, thus preventing an analysis of trends over time. For example, a small percentage (2.3%) of our graduates was rated as unsatisfactory based on classroom observations. A logical improvement goal would be to change our preparation program in order to eliminate such unsatisfactory ratings. Without further details about the rubric used for the classroom observation along with more details about the individual teacher's preparation program course work and clinical experiences, making changes would be speculative and not evidence based.

As described earlier, the NYC DOE Report noted the inextricable tie between teacher preparation programs and the public school system that hires program graduates. Yet the Report suggests that the measures are only for the purposes of improving teacher preparation programs. If we are 'inextricably tied' shouldn't improvement be a collective, systemic endeavor that all stakeholders engage with? At Adelphi University, the majority of our teacher candidates spend an intensive year in a clinical placement in one of our 'model' partner schools including schools in New York City. Rich clinical placements and partnerships are a key component of our preparation programs. Any external evaluation of the performance of our graduates as teachers is not only a reflection of their academic course work, but also of the P-12 school partners, school leaders and mentor teachers who support and evaluate candidates during their student teaching.

This is all to say that the Committee has identified a critical and complex question that requires a much more comprehensive approach to address than currently exists.

Finally I would like to add a further caution to the complexity of evaluating the impact of teacher preparation programs. Teacher evaluation is increasingly tied to the performance of students on standardized tests and in turn that performance is being used to evaluate teacher preparation programs. The mechanism for developing these linkages is a statistical procedure called value-added modeling (VAM) which is controversial. In the interest of the Committee's understanding of the need for evaluation to be fair and free of bias, further information about the appropriate use of VAM can be found at the following link – a statement prepared last year by the American Educational Research Association.

http://www.aera.net/Newsroom/AERAHighlightsE-newsletter/AERAHighlightsNovember2015/AERAIssuesStatementonUseofValue-AddedModels/tabid/16135/Default.aspx

Thank you for allowing me time to present these further supplementary comments.

NYC Council Meeting

1.14.16

Good Afternoon,

I would like to thank all the members of the Higher Education Committee for the opportunity to share my experiences this afternoon. My name is Raisa Sterling and I am a teacher in I.S. 218 on 191st and Broadway. I have obtained a bachelors in English Secondary Education and a Masters in Literacy from Hunter College.

To me, college was solely about creating a future where I'd be financially stable. This was partially due to the fact that less than a hand full of my family members barely made it to college. I grew up in the South Bronx and never really understood the purpose of education, so becoming a teacher was the farthest thing from my mind. I knew that as a child it was a dream of mine, but by the time I finished high school, my confidence was diminished to the point where I couldn't take the idea seriously. To admit, I never truly thought I'd follow through with the education program. I didn't even think I'd get accepted. I kept giving myself ultimatums... If I don't get accepted then it's meant to be, if I make it through a year it's good enough, I've done enough so I should just stop here. Little did I know that all of this came from fear of not being good enough. It continued in this way until I finally met teachers that built my confidence back up, piece by piece. And till this day, I strive to transfer the same experience I had, to my students.

As a Hunter undergraduate student, I was greeted with compassionate professors who noticed my potential and set out to guide and encourage me throughout my journey in becoming an educator. Not only did they give me the confidence I needed to continue with the program, they identified my strengths and explained how they would support me in the long run.

To start, the Hunter program managed to always maintain a balance between developmental and practicum courses. As an undergraduate I received instruction in child development and then was able to see the theory in practice when attending fieldwork and student teaching.

To add, Hunter provided courses which provided a plethora of resources and trained me to construct lesson plans, unit plans, materials, etc. that spoke to student equity. Throughout these courses, professors always went back to the importance of teaching the high need population as well as the need to provide these individuals with a voice. This spoke directly to me as I come directly from that population.

Moreover, with the wave of Common Core alignment, even though it had not yet been fully put in place, professors began to prepare students in anticipation of the standards. When moving into the literacy masters program I became more immersed in the standards as I was to align every unit and assessment to the common core. The notion that I was to use the standards as a guide for my objectives, helped me in developing my instruction as it gave me a better sense of direction. In addition, professors did not solely focus on standards based instruction, they also embedded in me the importance of developing student self-advocacy and gave me a means to meet this goal.

The Hunter Education program focused primarily on preparing me to address the high population of ELLs, Special needs students, and students coming from low-income backgrounds. I learned about differentiation, learning styles, academic language, English acquisition, etc. But one of the most significant aspects of the program was the use of fieldwork and student teaching. Not only was I able to learn about students' developmental stages and the development of instruction, I was able to see all of it in place. Through my fieldwork, I was able to see a variety of teachers and visit an assortment of schools ranging from middle school to high school. This real life experience prepared me in more ways than one as I was able to witness various teaching styles and techniques.

In addition to fieldwork, I was required to participate in a semester of student teaching where I had to experience the pressures of teaching. I developed relationships with the students, created culturally responsive units and lesson plans, and learned how to be organized from my co-teacher. I was also, provided with feedback from my Hunter supervisor, which aided in my growth.

Overall, Hunter used different methods of tracking my progression, from digital portfolios to feedback from observations. This growth model gave me the chance to develop a work ethic that promotes ambition and determination in my pedagogy.

In the end, I use my Hunter experience as a model for my teaching approach and it has taken me far. I have continued to be an effective NYC teacher working in a high need school in upper Manhattan. Even with all of the challenges that come my way, I continue to harness passion for my profession for the simple reason that I continue to make a difference. Hunter has been supportive throughout my time there and continues to be supportive even today. This is why I will always vouch for Hunter's higher education program and am planning to apply for the new doctoral program in instructional leadership.

Thank you.

NYC MEN TEACH

From Black and Latino Male Initiative to NYC MEN TEACH
An evolution in education

Greetings Ladies and Gentlemen of the Committee on Higher Education,

I am Larry Patterson, the former project manager of the Brooklyn College Black and Latino Male Initiative. Working with the BLMI has been one of the most gratifying experiences I've had in my professional career in youth development. The program has grown in size and scope since I started in 2010. BLMI director Nicole St. Clair is one of the most brilliant and dynamic people I have had the great fortune to work with. Under Nicole's leadership the Brooklyn College BLMI was awarded a $99,000 grant and also a $1,000,000 endowment from the Kurz Family Foundation. BLMI now has an annual Herbert Kurz Leadership Academy summer institute and an annual weekend summer retreat that was launched by Ms. St. Clair.

Prior to becoming part of BLMI I taught in the New York City public school system for seven years so I have an idea of some of the challenges that exist with teaching in public school system. I had very little preparation prior to teaching and received little to no training or mentoring once I started. It was literally a learn as you go experience.

It was not until I started at Brooklyn College as a staff member of the Black and Latino Male Initiative and met Dr. Haroon Kharem who at the time was launching the Urban Community Teachers project that I realized there was a science behind education.

Although my duties focused mainly on BLMI, I was drawn to the UCT program because of the unconventional approach that was being employed to prepare the scholars. There were UCT members that were also BLMI members so there was some overlap of the two programs.

The methods and strategies used to engage the students were innovative and effective. Culturally responsive pedagogy, scholar led seminars, field trips, national conferences and consistent, authentic mentorship. I was able to apply many of these approaches to the BLMI program.

What we found most effective was to use the city as a school by accessing cultural institutions such as the African Burial Grounds, the Schomburg Center for Research in Black Culture, The Studio Museum of Harlem, the Brooklyn Museum of Art and also attended 20th anniversary of the Million Man March to name a few. All of this off-campus engagement resulted in the young men of BLMI becoming more aware of the multitude of resources around them and a greater understanding of how to utilize them to their advantage. Overall these experiences resulted in the scholars becoming more self-aware, sophisticated and empowered. Student academic outcome was also improved by providing access to campus resources like in-house tutoring, personal counseling, advisement and one on one mentoring. The 2012-2013 BLMI cohorts accumulated an average of 18.8 credits, and finished with a 2.93 cumulative GPA. I know that many of the strategies, skills and experience I gleaned from working with UCT and BLMI are transferable to this new initiative.

Led by Mayor de Blasio's Young Men's Initiative (YMI), NYC Men Teach is an engagement and recruitment effort aimed to inspire more men of color to become teachers in New York City. CUNY's NYC Men Teach program will focus on recruiting 600 CUNY students into teacher education programs and assisting them through graduation, certification and hiring. Participating students will receive intensive advisement, academic support and financial assistance. Brooklyn College is one of the nine senior colleges launching NYC Men Teach at CUNY this spring.

With the launch of NYC MEN TEACH there are nuances that need to be considered regarding the cultural norms of our scholars when preparing this next generation of educators. The impact of culture is too important to overlook. The influence of history relating to that culture is also central to the preparation of these new educators. I do not feel these factors have been adequately addressed by post-secondary institutions in a holistic way when preparing educators for an urban environment. In my opinion this has had a detrimental effect on our education process. The good news is that through a program like NYC MEN TEACH we can begin to create a new model.

Thank you for your time and attention.

NYCDOE Teacher Preparation Program Reports
Oversight - Are Post-Secondary Institutions in New York City
Adequately Training Teachers?
Testimony from Teachers College, Columbia University
January 13, 2016

Honorable City Council Members of the Higher Education Committee, thank you for the opportunity to address the question of teacher preparation in New York City, particularly the Department of Education's August 2013 Teacher Preparation Program Reports (http://schools.nyc.gov/Offices/DHR/HumanCapitalData/TPPR) which profiled 12 institutions of higher education that prepare teachers, including Teachers College, Columbia University. I'd like to focus on five aspects in response to this line of inquiry: Function of the report, data collection, validity of the report, teacher work force in New York City, and professional accreditation. Taken together, doubts raised from investigating these aspects lead us to find the reports of limited relevance and impact.

Function

The report used six measures intended to reflect the performance of new teachers from 2008-2012 from the 12 education programs that supplied the most educators to the NYCDOE system during those years: Highest-Need Licenses, Highest-Need Schools, NYS Growth Scores, Tenure Decision, Unsatisfactory Ratings, and Retention. The function and application of these six measures was unclear and were not unequivocally associated with any program changes at Teachers College. The first two measures related to placements of teachers with highest-need licenses in highest-need schools are not truly reflections of classroom performance of new teachers. Student growth scores, also known as Value Added Measures, are now moot throughout the state and country. In December, Governor Cuomo proposed pausing test-based teacher evaluations http://ny.chalkbeat.org/2015/12/10/gov-cuomos-common-core-task-force-calls-for-evaluation-freeze-test-changes/ - .VpahgsArJ-U. Teacher preparation programs on our campus are continuously developing internal improvements. For example, since these reports were published, various TC programs have implemented earlier starting dates for student teaching placements, additional video-recording of pre-service teachers in classrooms, and counseling more students out of the teaching profession. Such improvements focus on preparing better teachers and are not necessarily in response to external reports.

Data Collection

We understood that these reports were to be internal preliminary drafts and found that they were not fully developed for public release. Alumni of Teachers College reported institutional confusion in the survey as both Columbia University and Teachers College appeared as options to identify their institution of higher education. To clarify, Teachers College, one of several distinct colleges at Columbia, is the graduate school of education of Columbia University. Barnard College at Columbia, on the other hand, offers a small undergraduate teacher preparation program. Alumni who identified as graduates of Columbia University on this survey may have completed either a graduate program at Teachers College or an undergraduate program at Barnard College. This lack of differentiation in the survey questionnaire casts doubt on the accuracy of the data collection and reporting.

Validity

Various Disclaimers printed in footnotes of the reports cast doubt the validity of the reports. For example, we find the following statements: "Sample sizes vary across charts because some data are not present for all teachers." "Due to small n sizes, results should be interpreted with caution." "Results may differ from citywide rates reported elsewhere." Retention data, on teachers who were retained in the NYCDOE three years after hiring, may have limited relevance to teachers' preparation coursework and student teaching and more related to factors such as a school's administration and support, geographic mobility, and/or mentoring in the early years of a teacher's career.

Work Force

New York State has been experiencing an oversupply of teachers (http://www.lohud.com/story/news/education/2015/01/23/tough-job-market-teaching-candidates/22235837/). Less than a quarter of the Class of 2012-13 found jobs teaching following graduation. Hence, schools are able to select from an abundant work force and hire the most highly qualified teachers.

Furthermore, according to New York State Education Department data, over 90% of New York City teachers were rated as Effective or Highly Effective in the 2013-14 Annual Professional Performance Review (APPR) Ratings. Consequently, the teaching workforce in New York is quite strong.

TC students are highly employable across the global education community. Many alumni who applied to the NYCDOE between 2008 and 2012 and who had not secured employment by the time of their graduation secured employment in their home states or countries, since these years were during hiring restrictions in New York City. This fact further dilutes these reports.

TC pre-service teachers are indeed adequately and effectively prepared to move into teaching careers. Measures that better address the adequacy of teacher preparation programs may be the new rigorous certification exams implemented in 2014. NYSED data indicates that during the first year of implementation 92% of TC students passed the Educating All Students exam compared to 77% state-wide, and 91% of our students passed the Academic Literacy Skills test compared to 68% of students throughout the state of New York. http://data.nysed.gov/higheredcert.php?year=2014&instid=800000047065

Recently released NYSED data shows than on the new rigorous nationally-scored teacher performance assessment known as edTPA, 188 of 189 (or 99.5%) of program completers prepared at Teachers College passed the New York State cut score, the highest standard among the 12 states that have implemented this new national assessment. https://www.regents.nysed.gov/common/regents/files/HE - edTPA Overview.pdf

TC maintains deep partnerships with K-12 schools in the NYCDOE in which we adequately and effectively prepare teachers. Over the last three academic years, through the Office of Teacher Education, pre-service teachers have completed their student teaching placements in approximately 120 NYCDOE schools per year http://www.tc.columbia.edu/office-of-teacher-education//. Depending on their respective academic programs, teacher candidates at TC spend an average of 280 hours per placement over two, three or four semesters, thereby accumulating vast clinically-rich experiences well beyond the 500 hours mandated by New York State.

Accreditation

Teachers College is fully-accredited by a range of national and state agencies, councils and departments. As of October, 2013 Teachers College was professionally accredited by the National Council for Accreditation of Teacher Education (NCATE) through the year 2020. http://www.ncate.org/tabid/178/Default.aspx?ch=106&CO_ID=14919&state=ny%23

Teachers College has been continuously accredited by The Middle States Commission on Higher Education since 1921. The last comprehensive self-study and site visit occurred in 2006. In 2011, the commission accepted the Teachers College Periodic Review Report, reaffirmed its accreditation, and commended the institution for progress to date and for the quality of the Periodic Review Report. The next evaluation visit is scheduled for the month of March, 2016.

Individual academic programs at Teachers College are accredited by the respective specialized professional accreditation agencies (SPAs). The New York State Education Department has approved 35 distinct initial teacher certification titles across our various Academic Programs at Teachers College.

Conclusion

In conclusion, considering the function, data collection, and validity of these reports; the strength of the teacher workforce; the clinically-rich preparation provided by Teachers College; and the rigor of new certification exams, these reports provide a narrow, inconclusive picture of our alumni and we have found them to be of limited value. We look forward to continuing our leadership in teacher preparation, adequately and effectively preparing teachers to serve the students in New York City and beyond. Thank you for your time this afternoon.

NYC HEARING TESTIMONY

Touro's Graduate School of Education was founded in 1993 as the Graduate School of Education (GSE) and Psychology. In 2009, due to the growth of the program, education was separated from psychology and GSE became a free standing school within the Graduate Division of Touro College.

In the four decades that have passed since Dr. Bernard Lander founded Touro College, the institution has grown significantly and has achieved remarkable success. When launched with its initial class of 35 students, Touro was envisioned as a great experiment in higher education, blending the best of Jewish and secular scholarship in an atmosphere of personal attention and academic excellence.

The Graduate School of Education was established on the basis of a firm conviction that education is one of the most important tools for bringing about continuous improvement in the conditions of life for all people. Its goal was, and remains, to offer exemplary programs to participants who in turn will become exemplary educators. In 1995 upon its first registration with the New York State Education Department, GSE began offering its first teacher education program. Today it is one of the largest schools of education in the State.

Our mission is to prepare a diverse cadre of highly qualified educators. This mission is in keeping with the Judaic commitment to social justice, intellectual pursuit, and service to the community. Our enrollment draws on the constantly-evolving urban community of New York

and reflects an extremely diverse student body, including students from all over the world. GSE remains solidly committed to high quality universal education. Our goal is to offer exemplary programs and to graduate outstanding students distinguished by their academic expertise, ethics and commitment to providing superior leadership in the field of education.

The GSE currently offers eight graduate degree programs and four certificate programs leading to NY state certification. Our current enrollment is approximately 3.000. Last year, GSE awarded more Masters of Education degrees to minority students than any other college or university in New York (527). Touro ranked #1 in New York state in awarding Master of Education degrees to Hispanics and African Americans and #2 for graduating Asian Americans. On the national level, Touro ranked #7 for awarding the most Master of Education degrees to minorities. Overall, #4 for both Hispanics and Asians, and #8 for African Americans. Based on the data supplied by the NYCDOE, the GSE supplies a significant number of teachers to serve in the city's public schools. Of the over 6000 GSE graduates who received their degrees during the period reflected in NYCDOE's 2013 Teacher Preparation Programs Report, 1,029 were from Touro's Graduate School of Education. 371 were hired into NYCDOE high needs schools. Although Lehman College and Mercy College also placed a high proportion of their graduates into high needs schools, their "n" was considerably smaller, that is Lehman's placement was 229 and Mercy's was 367 – significantly lower numbers than Touro's. Both New York University and Teachers College at Columbia also had large graduating class placements within the city. However, neither school placed high proportions of their candidates in high needs schools. Indeed, the total from both institutions is only about equal to Touro's placements. Additional

data verifies Touro's contribution to the city's schools. For example in the area of highest-need licenses (ESL, Math, and Special Education) GSE placed 728 in the highest need license area. During the same period of time, only Mercy College – with 266 – was close to our proportion. Other data also demonstrate Touro's value. For example, only 2% of our 1,029 placed graduates were rated unsatisfactory in their first year. Additionally, 89% of our graduates were still employed by the DOE after three years, and 60% were awarded tenure at their first decision anniversary. This compares to DOE's average of over 3% for teachers receiving unsatisfactory ratings and less than 80% who are still employed after 3 years.

Of the total of 8,632 graduates during the six-year period of 2008-2014, 4,245(49.2%) had worked in NYCDOE schools at some time during their educational careers. An additional 13.8% obtained licenses to teach in the NYCDOE schools, although they never ultimately took jobs in NYCDOE schools. That nearly 50% statistic and the 63% of graduates who were either licensed or employed are evidence of the close relationship between NYCDOE and Touro. Although the percentage of graduates employed in NYCDOE declined over a six year period – principally due to a freeze on new hiring – three GSE programs had more than 70% of their graduates employed at some time in the NYCDOE schools: TESOL (74.9%), Instructional Technology (73.6%) and Special Education in Brooklyn, one of the more popular programs with a consistently large number of graduates. The borough with the largest number of hires was Brooklyn, with 45.7% of the hired graduates, followed by Queens with 20.2%, and the Bronx with 12.7%. Touro graduates were serving at 1,081 (68.3%) of the city's schools during their initial assignment in the NYCDOE schools. While Touro has a

presence in the majority of NYCDOE schools, there are schools with particularly high concentrations of graduates. Of the 201 graduates hired in 2010, 177 (88.1%) were still active in October 2013, after three years of teaching. This compares to the estimated system-wide rate of 70% found in a telephone survey conducted by the New York City Council Investigation Division. For the full 2008– 2012 sample, four out of five Touro graduates hired by the schools were still working full time in the same or other schools on October 31, 2013. Among certification area programs, the percentage of Touro graduates in regular active status on October 31, 2014 was highest in General Education, with 88.5% regularly active retention rate. Special Education Brooklyn, a relatively large program with stable enrollment, was next at 85.3%. In addition, of the 1,582 schools listed on the NYDOE website, Touro Graduates were serving in 1,081 of them, the majority of those serving in the borough of Brooklyn.

Guided by our commitment to diverse and undeserved student populations, our faculty strongly believes in the power of education to improve opportunity and quality of life. The GSE programs seek to prepare diverse, highly qualified teachers, school counselors, and school leaders who are lifelong learners and knowledge developers dedicated to inspiring the same qualities in their own students. Therefore, a consistent focus on *learning from practice* anchors the conceptual and structural framework of the GSE Programs. The concept of learning from practice is also coherently integrated within and across all courses. Learning from practice engenders continual inquiry into, analysis of and reflection on student learning and the practices that most effectively support learning. GSE programs are designed to encourage critical thinking, problem solving,

effective use of technology, multicultural awareness and an understanding of diverse learning needs. Faculty creates links between courses and clinical field experiences that enable our candidates to connect theory and practice. There are four essential interrelated qualities of learning from practice:

- Deep and flexible knowledge of subject matter and of how to teach it
- Understanding of diverse students and of multiple ways in which they learn
- A repertoire of strategies for creating dynamic learning environments that foster academic achievement, and
- Commitment to reflective practice to facilitate ongoing professional learning.

Touro's Graduate School of Education has put these concepts into practice as we serve our teacher education and school leader candidates who, in turn, will utilize that which they gained while at Touro in their own daily classroom experiences.
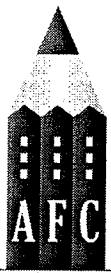
Advocates for Children of New York
Protecting every child's right to learn

**Testimony to be delivered to the New York City Council
Committee on Higher Education
Re: Oversight: Are Post-Secondary Institutions in New York City Adequately
Training Teachers?**

January 14, 2016

Thank you for the opportunity to speak with you this afternoon. My name is Maggie Moroff, and I am the Special Education Policy Coordinator at Advocates for Children of New York. For more than 40 years, Advocates for Children has worked to promote access to the best education New York can provide for all students, especially students of color and students from low-income backgrounds. At Advocates for Children we provide direct services to families; run a Helpline, with the generous support of the City Council, for anyone with questions about education-related rights and responsibilities; train and provide information for parents and professionals; engage in class action litigation; and promote policy changes to benefit students with a variety of needs, including students with disabilities and English Language Learners. I'd like to speak with you today about how important it is that New York City's post-secondary institutions do more to prepare teachers to support the unique needs of students who are struggling to become readers and students struggling with certain difficult behaviors in New York City's public schools.
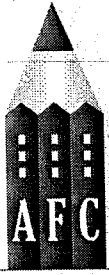
With regard to literacy instruction, the numbers speak for themselves. That's true especially when looking at students with disabilities and English Language Learners, who scored dismally low on the 2015 ELA tests for grades three to eight – with only 27% of English Language Learners scoring a 3 or a 4 on the test and under 6% of all students with disabilities scoring a 3 or a 4. While we recognize that the DOE has the ultimate responsibility for making certain their teachers can offer appropriate, evidence-based literacy instruction, much of the burden falls also on the higher education institutions preparing teachers for the workforce. New teachers must be ready to hit the ground running – to be able, at a minimum, to recognize when students need additional, targeted, evidence-based reading interventions that go beyond those usually provided by general education teachers, and to know where to turn for help when that's the case. Teachers should also enter the profession with a working knowledge of the supports and services that may be available to bolster access to instruction for students with special needs, such as Assistive Technology (e.g. audio players and recorders, FM units, and writing supports as simple as pencil groups or more advanced instruments like tablets and computers) and Accessible Instructional Materials (e.g. materials that convey information using spoken words or alternate texts and communication modes).

On a personal note, years ago I was a new teacher. Although I came out of one of the top graduate programs for teachers in the City, and I was a highly effective teacher in many critical ways, I really didn't know how to teach my students to read. I felt that deficit every day, and those of my students who required instruction that went beyond simply providing a literacy-rich environment suffered for it. With better training

preceding my work as a classroom teacher, my students and I would have all been better off.

Regarding behavior supports, teaching students between the ages of five to twenty one is never an easy job, but teaching students who present with behavioral challenges is an even harder task. That said, teachers in New York City schools will inevitably have students with behavioral needs in their classes – most likely at multiple points in their careers. It is critical those teachers come to their jobs with proper training and expertise to help de-escalate problem behaviors and to teach and support students in developing more positive behaviors and social skills.

In looking over the calls that came into our Helpline since the start of this school year, we have received more than 200 calls from families seeking guidance and support because their children's behavioral needs were not being met at their schools. These 200 families are likely only a small subset of the families throughout the City's school system who would like to see educators better trained to offer appropriate behavioral supports from the day they enter the classroom.

We urge this committee to use its influence to persuade New York City's institutions of higher learning currently preparing the majority of the next generation of New York City's public school teachers to make sure those new teachers are really ready for the hard and valuable work ahead of them. Teachers new to the classroom must come to their jobs not only eager to teach the City's youth, but well prepared to
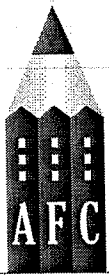
teach all children to read and to help those children who have behavioral needs

succeed in school.

Thank you for your time this afternoon.

Testimony of
DAVID C. BLOOMFIELD
Professor of Education Leadership, Law, and Policy
Brooklyn College and The CUNY Graduate Center

Thank you for this opportunity to address teacher preparation for New York City public schools and the related, no less pressing, issue of leadership preparation. I hold State principal and superintendent certificates along with city licenses for principal, elementary through high school. For almost two decades I have led and taught in teacher and leadership preparation programs on three CUNY campuses. My message is clear. Current teacher preparation reporting requirements being reviewed by this Committee are part of a "gotcha" mentality now in retreat across the country and New York City educator preparation should not be considered apart from prescriptive State certification requirements.

The chokehold of unnecessary reporting and certification requirements has encouraged more and more evasions of quality preparation and promoted perverse admissions policies. Fast track programs proliferate, often with little or no on-site faculty supervision; charter schools provide increasing openings for uncertified teachers and leaders; and the head-spinning, constantly changing array of dozens of supposed competencies and preferred outcomes have reduced these once-honored professions to a set of discrete, quantitatively-convenient data points devoid of connection and context, far removed from actual classroom, school, and district realities.

As you consider the real world of teaching and leadership, I urge you to eliminate many recently enacted reporting requirements. Data-based causal links between teacher preparation and teacher success are largely spurious, more an effort to demonize teachers and preparatory institutions than to aid improvement. Unless absolutely essential to determine early readiness rather than politicized affectations of high standards, these items often present needless hurdles with the potential to bar able applicants from helping children. Real improvement might include extending clinical experiences, tuition relief, and reduced fees. Data outcomes such as eventual student standardized test scores and teachers' retention are not under the control of certification programs and can have negative unintended consequences. Scoring preparation programs on teacher retention, for example, fails to consider candidates' often nontraditional career trajectories and -- especially for women -- interruptions for family responsibilities. New State GRE requirements should be repealed since they will discourage applicants while serving as little more than a sorting and accountability mechanism ill-designed for clinical success.

In short, current reporting requirements, sold to the public as a solution, are part of the problem. They discourage worthy candidates, are viewed by practitioners as sterile protocols without practical worth, and enrich a powerful data collection industry without proven public benefit.

I am hopeful that your engagement with these issues will produce a more able, vigorous, and diverse pool of teachers and administrators for City schools. The public's appetite for tough-for-tough's-sake standards and gothcha accountability procedures is long past. The next step is yours. Thank you for considering these concerns.

Contact:
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New York City Council Higher Education Committee
Hearing on Teacher Preparation
January 14, 2016

Testimony of
DAVID M. GERWIN
Associate Professor, Department of Secondary Education, Queens College/CUNY

Thank you for this opportunity to address teacher preparation for New York City public schools. I hold a NYS permanent certificate in 7-12 social studies education, a PhD in American History and an MA in social studies education. For the past 18 years I've been a social studies education faculty member at Queens College.

I've reviewed the August 2013 Teacher Preparation Report for Queens College, and I want to offer a few comments on that documents, and then some broader remarks on teacher education programs, the teacher certification process in New York State, and the uses of "big data."

First, I'd like to commend the 2013 NYC Department of Education for doing something positive that has become rare in teacher education. They assembled data on new teachers hired from 2008-2012 and presented it to schools of education without any mandates or punitive intent. It was an initial effort to provide some data, and we can sit in this hearing and discuss its value. That is an important, positive step, and it reminds us that we should approach complex systems such as public education with some humility.

Second, I want to emphasize a point made by Warren Simmons (Executive Director of the Brown University Annenberg Institute for School Reform and a graduate of NYC public schools) at forum on the Bloomberg-era NYC Department of Education assessment system (the school report cards). These ratings are "output" based only. They measure "performance" of graduates from a school of education without taking any responsibilities for state "inputs" to the schools of education or NYC Department of Education support for new teachers. It is an abdication of responsibility for their own workplaces for the Department of Education to measure new teachers on these indicies without reporting how many of them had a mentor, how many of them were given three different subject areas to prepare, or immediately placed with the most difficult students, or whether the governor cut the CUNY budget by $448 million. Our ability to prepare student teachers and support them is tied to the resources we receive and how teachers fare in their first years after hiring is tied to the support they receive from the school system. Any attempt to use "big data" that doesn't track these "inputs" into the experience of teacher education students and new teachers is of limited value, particularly if the goal is to develop longitudinal data that can provide some longer term guidance to institutions of teacher education and the NYC Department of Education.

Just a glance at the numbers tell me that these data are incredibly limited and they did not find many of the Queens College graduates that are out there teaching. The math and English test data are based upon a sample of just 77 teachers, and only include math and English

initial certification either as undergraduates or in a post-baccalaureate certificate program). The people in the course are nearly all new teachers in their first or second year of teaching. One student teaches ESL or bilingual classes because she speaks Spanish and was simply placed in an ESL classroom her first year as a teacher. Another surveyed 6 math, science and social studies teachers in her building who have 2 or more ESL classes. All 6 reported wanting ESL training from the DOE but 0 out of 6 had received any training. One graduate from 2014 is in his second year in a Harlem school in a bilingual placement because he speaks Spanish.

An African American male who graduated in 2014 teaches in a school in the old Franklin K Lane building on the Brooklyn-Queens border. He reports that the school lost half their teachers last year and he stayed. This is good for the school, but I sometimes wonder if it is good for him, and if it means that we will retain him in the city schools. I do not know how much support he received as a new teacher. I do know that he failed the edTPA, and was only hired under the safety net this brings me to my next point.

New York State is creating a teacher certification regime based on examinations that do not have any data showing that teachers who score higher on them perform better in the classroom (predictive validity), but that we do know is limiting the number of student teacher program graduates available. We also have great difficulty measuring this damage, but have some indications that it is having the worst impact on teachers from more diverse backgrounds that New York City wants to hire.

In 2013 New York State announced that it was adopting the Pearson edTPA, a $300 examination in which a candidate uploads 11 artifacts from lesson plans to classroom video to student work. Candidates write commentaries directed at 15 different rubrics for a 40-100 page document. New York State set the highest cut scores in the nation, and adopted it with little preparation. One of the reasons that it is very difficult to measure what this examination does to diverse teachers is that the problem is not so much the pass rate as it is the submission rate.

According to NYS data, 27,303 CSTs were taking in all content areas. I do not know if that is 27,000 different individuals or just the number of times anyone took an exam, so it might represent fewer people taking more than one exam or taking an exam two or three times. Over 11,000 students took the ALST and over 10,000 took the EAS.

In contrast, only 4800 candidates submitted an edTPA, or fewer than half of the total number of expected certification candidates based upon numbers taking the ALST or EAS.

In my own social studies program we had 48 student teachers in Spring 2014, and only 24 of them submitted a CST. We had a high pass rate – only two students failed – but our low submission rate deprived New York City of many diverse hires. Our best efforts to look at our candidates demonstrated that students who were first generation college attenders, or who spoke first languages other than English, were less likely to submit an edTPA. We also found out that economic hardship plays a significant role in failure to submit.

performance. The data must be missing many teachers and it tells me nothing about my own social studies program. In fact, the total data includes only 559 teachers who graduated from Queens College teacher education programs and were hired during the four years from 2008-9 to 2011-12, and most categories have smaller numbers. But I know that in Spring 2007 we had 58 graduate social studies student teachers and in Spring 2008 we had 38 graduate social studies student teachers. In spring 2007 we had 21 undergraduate social studies student teachers, in spring 2008 we had 22 undergraduate student teachers. In spring 2009 we had 99 social studies student teachers. In just the beginning of the period under review we had 238 social studies teachers alone who completed student teaching. They were not all hired, and some took jobs outside of New York City. But it is clear that the data the NYC Department of Education obtained is quite limited, and only represents a small percentage of the Queens College social studies graduates alone. The tracking system is clearly limited, and I do not know how it would count a student who graduated from Queens College in social studies education, but earned a special education certificate at a different institution and was hired then. Getting these data are difficult and we need to approach all of this with humility.

Next, I want to share some reactions with you that I have as a Queens College faculty member. Overall, the charts seem positive. Queens College teachers were 2% more likely than average to earn tenure, and 2% less likely to have an extended tenure decision than the average, half as likely to receive an unsatisfactory rating (only 1.4% compared to 3.1%) and 8% more were "effective" based on 4th-8th grade math and English tests. Queens College produced a slightly higher than average percentage of ESL, Math and Science teachers, but 24% fewer special ed teachers than the overall percentage of special ed teachers in the mix of new hires in shortage areas. These numbers look good.

But, these numbers are also difficult to interpret. For example, three years after they were hired the NYC Department of Education retained 92% of the 220 Queens College-certified teachers they found, compared to only 80% of the 4,830 teachers in their overall comparison. Should I be pleased by this, or does it tell me that Queens College graduates have significantly lower economic mobility than other teachers, and perhaps stayed in terrible situations with abusive principles or awful working conditions longer than others. Only 16% of the 550 Queens College teacher education program graduates the DOE found were hired into New York City's "highest needs" schools compared to 30% of the 10,135 candidates hired in this period. I don't know how to parse that. Does it simply mean that Queens College doesn't have many Teach for America students or Teaching Fellows who are directed to higher needs schools in large numbers? Does it mean that my graduates are more competitive for more sought-after positions in more stable schools? Does it mean that NYC high needs schools are not recruiting on my campus? Does it simply reflect Queens as a borough? Is the higher retention rate of Queens College graduates in the system overall tied to the fact that fewer of them went to higher needs schools in their initial three years as teachers?

Let me put some faces to these speculations. I teach a "research in social studies" course in our Masters of Secondary Social Studies Education program (social studies student earn

It is not only the edTPA. In mathematics education the ALST failed a number of students, most often Asian American, whose English language abilities are strong enough to earn a BA in college, and student teach in a middle school and high school, pass the edTPA and the EAS and content test in mathematics, but did pass the ALST and needed a "letter of attestation" to achieve certification. New York State is not doing New York City any favors by imposing exams that have no proven ability to distinguish between how teachers do in the classroom, but are keeping many of our candidates who have completed two full semesters of student teaching from achieving certification.

The NYS legislature, in last year's budget bill, imposed a 3.0 GPA admissions requirement for teacher education. That sounds great, and we generally require that. But it doesn't take into account a student who came to CUNY ill-prepared for college and did poorly in his first two years (or paid a "flat-rate" and then took 7 courses and failed some), or a student who tried to be pre-med before she became a history major, and did well in their majors, or in their last two years in college. This requirement hits first-in-their-family college attendees hard. The requirement that students take the GRE, which has never been used widely in teacher education, is another fee imposed on students. Both will reduce teacher diversity.

In conclusion, I support the development of data, and I'd happily work together with the NYC Department of Education and NYS to look at Queens College graduates, and particularly in my case the social studies graduates. But I think we need to approach this with humility, knowledge of the complexity, and work together to develop measures, and see what we find useful. In contrast, NYS's imposition of untested certification examinations, and new graduate student requirements, are an example of what not to do in teacher education, and the City Council should raise its voice in opposition to these measures.

David Gerwin

Associate Professor of Education, Queens College/City University of New York

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David.Gerwin@qc.cuny.edu
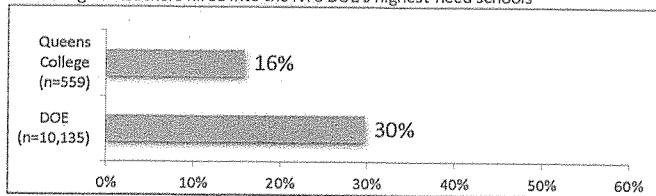
Queens College - CUNY

August 2013

Teacher Preparation Program Report

All students deserve a high quality teacher. The NYC DOE's Teacher Preparation Program Reports build on existing assessments of education training models by focusing on teachers' contributions to our schools after they leave their preparation programs. Because hiring and retention of effective teachers is inextricably tied to our partnerships with the certifying institutions that prepare them, these reports are available for select colleges and universities to better understand how their schools are meeting the needs of the NYC DOE and how their graduates are performing once employed in New York City public schools. Six measures of teacher performance, retention, and supply provide a snapshot that colleges and universities can use to assess and refine their teacher preparation programs.
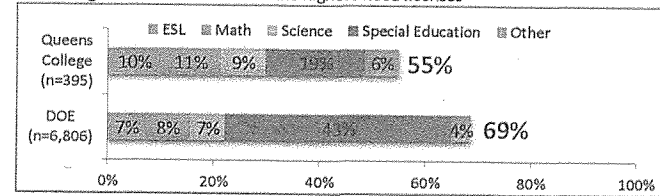
Highest-Need Schools
2008-09 through 2011-12 hires

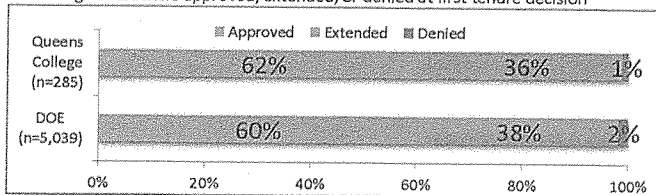Percentage of teachers hired into the NYC DOE's highest-need schools

- Queens College (n=559): 16%
- DOE (n=10,135): 30%

Highest-Need Licenses
2009-10 through 2011-12 hires

Percentage of teachers hired into the highest-need licenses

Legend: ESL · Math · Science · Special Education · Other

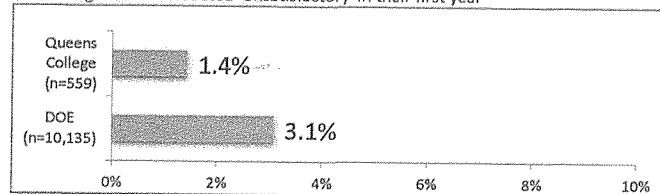- Queens College (n=395): 10% 11% 9% 19% 6% — 55%
- DOE (n=6,806): 7% 8% 7% 43% 4% — 69%

Tenure Decision
2008-09 through 2010-11 hires

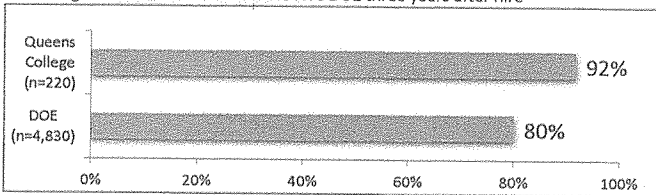Percentage of teachers approved, extended, or denied at first tenure decision

Legend: Approved · Extended · Denied

- Queens College (n=285): 62% 36% 1%
- DOE (n=5,039): 60% 38% 2%

Unsatisfactory Ratings
2008-09 through 2011-12 hires

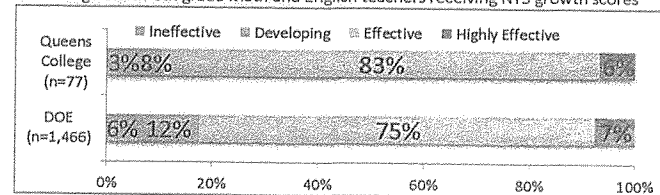Percentage of teachers rated 'Unsatisfactory' in their first year

- Queens College (n=559): 1.4%
- DOE (n=10,135): 3.1%

Retention
2008-09 and 2009-10 hires

Percentage of teachers retained in the NYC DOE three years after hire

- Queens College (n=220): 92%
- DOE (n=4,830): 80%

2011-12 NYS Growth Scores
2008-09 through 2011-12 hires

Percentage of 4th-8th grade Math and English teachers receiving NYS growth scores

Legend: Ineffective · Developing · Effective · Highly Effective

- Queens College (n=77): 3% 8% 83% 6%
- DOE (n=1,466): 6% 12% 75% 7%

The following rules were used in the analyses:

1.) Due to rounding, totals may not equal 100% or the sum of individual components; sample sizes vary across charts because some data are not present for all applicants.
2.) Data set includes new traditional-pathway teacher applicants hired by 10/31 in the years listed; analyses exclude alternative pathway applicants such as the NYC Teaching Fellows.
3.) Teachers were linked to undergraduate/graduate programs using the most recent certification recommendation verified by the New York State Education Department, provided it was granted after 2/2/2004 and prior to 2/1 of the hire year.
4.) Due to changes in departmental hiring policies following the implementation of hiring restrictions in SY2009-10, highest-need license analysis does not include SY2008-09.
5.) Citywide tenure in this report includes first decision only (subsequent decisions among those previously extended not included). In addition, tenure findings do not include teachers from alternative pathways. Therefore, results may differ from citywide rates reported elsewhere. SY 2012-13 tenure results are current as of 7/29/2013.
6.) Highest-need schools include (1) Districts 75 and 79, Young Adult Borough Centers (YABC), and transfer schools, or (2) the top 25% of need as measured by prior year Progress Report peer index.
7.) NYS Growth Scores chart includes 4-8th grade Math & English Language Arts teachers in SY 2011-12 who received a score. Due to small n sizes, results should be interpreted with caution.

New York City Council Higher Education Committee
Hearing on Teacher Preparation
January 14, 2016

Testimony of
DAVID M. GERWIN
Associate Professor, Department of Secondary Education, Queens College/CUNY

NY STATE Higher Ed Certification Data (2013 - 14)

The following data are available to provide the public with program-specific information concerning candidate performance on the new New York State teacher and leader certification examinations between September 1, 2013 and August 31, 2014. In order to ensure the confidentiality of personally identifiable information, results for examinations taken by fewer than ten people have been suppressed.... read more

edTPA

Requires the teacher to complete a student-centered multiple measure assessment of teaching using performance tasks. It is designed to be educative and allows candidates to document and demonstrate his/her ability to effectively teach her/his subject matter to all students.

Test	Number Tested	Percent Passing	Percent in Level 1	Percent in Level 2
All edTPA	4,800	81%	41%	40%
Agricultural Education	—	—	—	—
Business Education	12	58%	42%	17%
Classical Languages	—	—	—	—
Early Childhood	336	84%	52%	32%
Elementary Education	1,560	80%	42%	38%
English as an Additional Language	134	91%	27%	64%
Family and Consumer Sciences	10	100%	50%	50%
Health Education	18	39%	17%	22%
K-12 Performing Arts	263	81%	41%	40%
K-12 Physical Education	184	84%	46%	38%
Library Specialist	20	50%	30%	20%

Academic Literacy Skills Test

Requires the teacher to demonstrate an understanding of evidence found in texts and uses cogent reasoning to analyze and synthesize ideas. The teacher produces complex and nuanced writing by choosing words, information, and structure deliberately for a given task, purpose, and audience.

Test	Number Tested	Percent Passing	Percent in Level 1	Percent in Level 2
Academic Literacy Skills Test	11,371	68%	61%	7%

Educating All Students

Requires the teacher to demonstrate the professional and pedagogical knowledge and skills necessary to teach all students (Diverse Populations, English Language Learners, Students with Disabilities and other Special Learning Needs) effectively.

Test	Number Tested	Percent Passing	Percent in Level 1	Percent in Level 2
Educating All Students	10,263	77%	75%	3%

Content Specialty Test (CST)

Requires the teacher to demonstrate mastery of knowledge in content area they will be teaching. They will be aligned with the NYS Learning Standards, including the Common Core. Beginning in the 2013-14 school year, these exams are being updated in batches to better reflect P-12 college and career ready expectations. For example, beginning in 2013-14, to pass the multi-subject tests candidates will need to pass the Math, English and general education Sub-parts. For more information, see http://www.highered.nysed.gov/tcert/certificate/certexamsnew2014.html.

Test	Number Tested	Percent Passing
All CSTs	27,303	82%

Greetings Everyone,

My name is Alyssia Osorio, I am a student at the City College of New York, and a student organizer with United Students Against Sweatshops and Students for Educational Rights. Today, the question is "Are Post-Secondary Institutions in New York City Adequately Training Teachers?" and I would like to paint a picture of the student experience at my college.

Students in the Education program at my school are up in arms due to the budget cuts the college has proposed on top of the cuts the Governor has proposed. I have personal friends in the education department who are being told that they are unsure of the department's ability to maintain the program, and are encouraged to switch majors or to switch schools. City College has $14.6 million dollars in proposed cuts. The education department is one of the hardest hit departments. Part of this budget disaster is deficit spending and financial mismanagement. Why should the future teachers and children of New York City public schools be accountable for the mistakes of CUNY administration?

I believe strongly in the power of public education. A reinvestment of resources into higher education is fundamental in preparing teachers today. CUNY is one of the last institutions that are affordable to working class students. Due to Cuomo's cuts and tuition hikes, we are losing a huge and important population of teachers; the teachers that graduate New York City Public Schools, who invest in CUNY, and then dedicate their lives to teaching children here. They should be cherished. They build our city just as much as the construction workers, the doctors, the people who make our food every day.

To close, I urge CUNY to prioritize the needs of the students, the teachers, and New York City, rather than padding the pockets of administrators. I urge the New York City Council to invest direct resources to students at the college, and I commend Councilperson Barron for launching this much needed conversation.

Thank you,

Alyssia Osorio

alyssiaosorio@gmail.com

Good afternoon,

I am Dr. Michael Sampson, Dean of the School of Education at St. John's University. I appreciate this opportunity to share with you the work we at St. Johns are doing to prepare outstanding teachers. All students deserve a high quality teacher, and that is why it is our mission is to totally prepare our candidates for success in New York City classrooms.

At St. Johns, we believe that teachers must be trained in real classrooms in the city, and not in a university classroom. That is why we are moving our programs into partnerships with schools and making student teaching not a one semester experience, but a one year internship where our students work in New York City classrooms with a teacher mentor and with the support of our university faculty. RISE is our new initiative that was implemented in the fall of 2015 that makes this a reality. Graduates for our programs are experienced in NYC classrooms and ready to perform at a top level on day one of employment as a teacher.

Our programs have already been recognized by the NYC DOE as outstanding. In the most recent DOE Report card (it is in your handout), you will see six measures of teacher performance, retention, and supply. We excel in this report:

- 23% of our graduates are hired into DOE highest-need schools
- 94% of our graduates are retained in the NYC DOE after three years of employment
- 0.7%, less than one percent of our graduates receive "unsatisfactory" ratings in their first year
- 69% of our graduates are licensed into highest need areas by the DOE
- 99% of our graduates are tenured or extended at their first tenure decision

As you can see, St. John's University creates outstanding teachers for New York City classrooms. But there is more:

We collaborate with the DOE Teaching Fellows and Partner Teachers program. As I speak, 386 St. John's Univeristy students are in high need, NYC classrooms. This partnership program is a career change program that allows us to train new teachers as they teach and earn certification. Graduates of this program are typically outstanding and are hired by the DOE as classroom teachers to serve in high-need schools.

To meet the ever-changing demands of 21st century education in a Common Core environment, even before Gov. Cuomo's directive, SJU has made numerous changes and updates to our programs. Please refer to the handout to the section entitled "Are Post Secondary Institutions in New York City Adequately Training Teachers?" for highlights of our program revisions.

1

Our work is multifaceted.   In addition to initial certification programs, St. John's Univeristy offers more than 15 advanced certificates, more than 35 Masters in Education programs, a Ph.D and an Ed.D. Thus, we are highly involved in helping practicing teachers increase their knowledge and skills to the highest levels.

The School of Education at St. John's University is nationally accredited and meets all national standards of excellence. It is our pleasure and our mission at St. Johns to help improve the lives of our NYC children by partnering with the NYC DOE to provide outstanding teachers for our classrooms.

Thank you very much.

Michael Sampson

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ST. JOHN'S
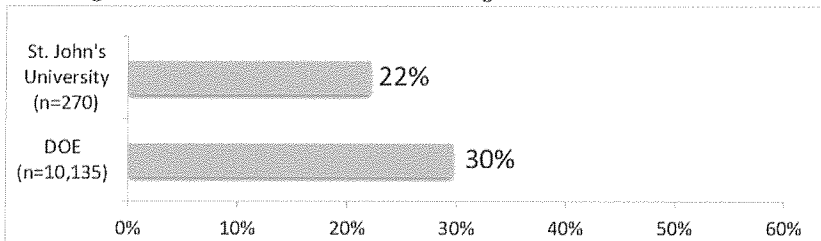UNIVERSITY

St. John's University

Teacher Preparation Program Report

All students deserve a high quality teacher. The NYC DOE's Teacher Preparation Program Reports build on existing assessments of education training models by focusing on teachers' contributions to our schools after they leave their preparation programs. Because hiring and retention of effective teachers is inextricably tied to our partnerships with the certifying institutions that prepare them, these reports are available for select colleges and universities to better understand how their schools are meeting the needs of the NYC DOE and how their graduates are performing once employed in New York City public schools. Six measures of teacher performance, retention, and supply provide a snapshot that colleges and universities can use to assess and refine their teacher preparation programs.
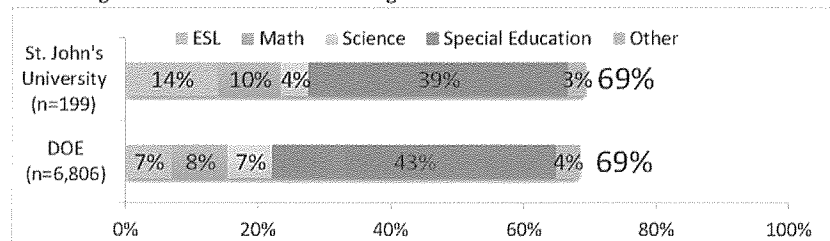
Highest-Need Schools — 2008-09 through 2011-12 hires

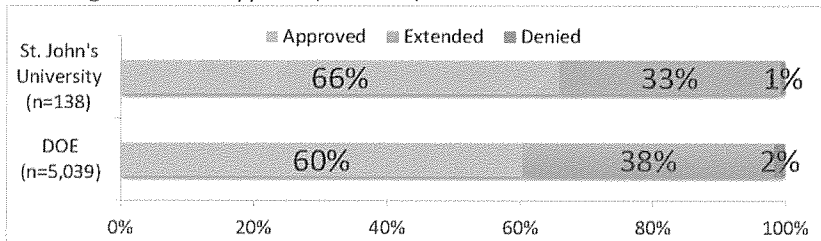Percentage of teachers hired into the NYC DOE's highest-need schools

- St. John's University (n=270): 22%
- DOE (n=10,135): 30%

Highest-Need Licenses — 2009-10 through 2011-12 hires

Percentage of teachers hired into the highest-need licenses

Legend: ESL, Math, Science, Special Education, Other

- St. John's University (n=199): 14% | 10% | 4% | 39% | 3% — 69%
- DOE (n=6,806): 7% | 8% | 7% | 43% | 4% — 69%
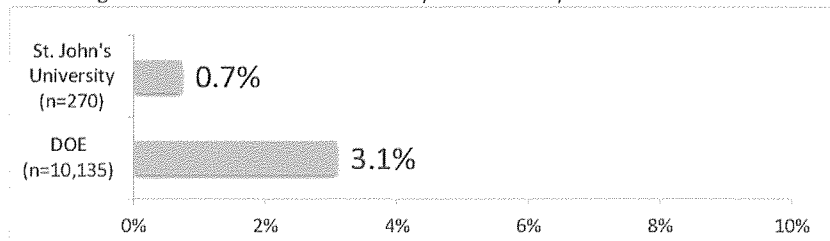
Tenure Decision — 2008-09 through 2010-11 hires

Percentage of teachers approved, extended, or denied at first tenure decision

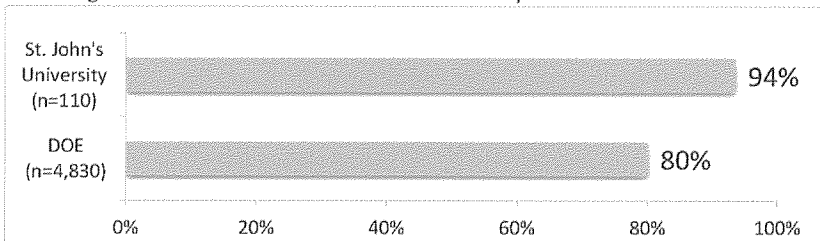Legend: Approved, Extended, Denied

- St. John's University (n=138): 66% | 33% | 1%
- DOE (n=5,039): 60% | 38% | 2%

Unsatisfactory Ratings — 2008-09 through 2011-12 hires

Percentage of teachers rated 'Unsatisfactory' in their first year

- St. John's University (n=270): 0.7%
- DOE (n=10,135): 3.1%

Retention — 2008-09 and 2009-10 hires

Percentage of teachers retained in the NYC DOE three years after hire

- St. John's University (n=110): 94%
- DOE (n=4,830): 80%

2011-12 NYS Growth Scores — 2008-09 through 2011-12 hires

Percentage of 4th-8th grade Math and English teachers receiving NYS growth scores

Legend: Ineffective, Developing, Effective, Highly Effective

- St. John's University (n=65): 6% | 3% | 82% | 9%
- DOE (n=1,466): 6% | 12% | 75% | 7%

Are Post Secondary Institutions in New York City Adequately Training Teachers?

To meet ever-changing demands of 21st century education in a Common Core environment even before Gov. Cuomo's directive, SJU has

- Performed curriculum mapping and curriculum gapping to assure curriculum is in alignment with current standards and needs.
- Continuously adjusted syllabi
- made every attempt to nurture the relationship between faculty in SJC who provide content courses for our students preparing to teach
- Ensured that our faculty model the best teaching and learning practices for our students.
- Developed with ongoing implementation, a full year in-school and student teaching experience to enhance preparation (RISE program)
- A Teaching Fellows and Collaborative Teaching program that continues to serve NYC in ways no other program does: meeting highly sought-after teacher certification areas in high-needs schools which are difficult to staff.
- Been honored that Carmen Farina will be our commencement speaker. It is so appropriate because she will be speaking to the young people who will be populating the NYC teaching force.
- Responded to the needs of local, state and federal agencies where completers are likely to teach based on past hiring and recruitment trends.
- Provided training to prospective teachers that is closely linked to the needs of the local urban and rural schools and designed to meet the state mandated requirements (edTPA, Educating All Students (EAS, Academic Literacy Skills Test (ALST, and the Common Core). Our programs are designed to prepare teachers who are knowledgeable in content and pedagogy and are caring in their work with all children, especially those categorized as special needs, limited English proficient, and from low-income families.
- Many of our undergraduate students participating in Jumpstart and America Reads/America which serves working with inner city and other special and needy populations.
- Preparation that is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
- Preparation for prospective special education teachers so they are prepared in core academic subjects and to instruct in core academic subjects.
- Preparation for prospective general education teachers are prepared to provide instruction to students with disabilities and to students with limited English proficiency.

Higher Education Committee Testimony 1/12/16 draft

Thank you for this opportunity. My name is Debbie Meyer (but of course I am not the famous education reformer Deborah Meier). I am a product of a public university. My father taught at a public university. Based on my own experiences, I have deep respect for public education.

At the same time, however, I am the mother, wife, sister-in-law and aunt to dyslexic people. 20% of the population is dyslexic, and their experiences with public education are usually far different from mine. My son started out in public school here in NYC. By 2nd grade, the school noted that he seemed to be struggling with reading, and placed him in an ICT class with an IEP. We explained to the school how dyslexia runs in our family, and had him evaluated by a private neuropsychologist to confirm his diagnosis. However, at school he continued to be taught reading with a method that does not address dyslexia. He also continued to struggle and his self-esteem plummeted, even though he had very supportive teachers and supportive friends. He was so exhausted at the end of the school day in 4th grade, that he was not able to absorb the additional tutoring we arranged for him. I had to pull my son from public education here in New York City and I was lucky to get him a spot at the Windward School.

But what about the more than two-hundred thousand dyslexic students in New York City's schools who are not so lucky? Dyslexia is a *Learning Difference* that manifests as a *Learning Disability* until students are taught with the proper Multisensory Learning Approaches to Decode (read) and Encode (spell). 80% of all learning disabilities, it

is commonly accepted, have to do with reading [and usually fall in the category of "dyslexia and language-based learning disabilities." I will just use the word dyslexia but I am referring to all language-based learning disabilities.]

Dyslexia can be diagnosed early. If teachers and pediatricians screen for dyslexia in kindergarten or first grade, a child can be set on the right path for literacy. [A full diagnosis is done by a neuropsychologist. I'm not going to go into the science – others can do that or I can send people more information. The main thing to take away is that] dyslexic brains are wired differently and respond best to direct instruction with a properly scaffolded multisensory literacy curriculum taught with a flexible fidelity. The multisensory approach builds the neural pathways in the brain that are needed for effective reading. [There are kids in specialized private schools learning this way in either a 12-1-1 setting or in a 1-1 tutoring setting.]

Max Brooks, the son of the famous movie director, Mel Brooks, recently testified in Congress about his own experience with dyslexia. Let me share a few of his words:

> "…The most important thing to discuss here is the psychological and emotional damage. More [devasting] than the learning disability dyslexia causes is the blow to your self-esteem. Because once you are in that hole it can take you the rest of your life to climb out. [There is nothing more frustrating for a child to work twice as hard as the other kids and do half as well. Eventually the kids just buy into the narrative as I did– maybe I'm just dumb. I'm clearly not lazy; I'm not undisciplined. When

my teachers said 'I'm going to whip you into shape' I would think that's exactly what I need – a whipping….")]

What can we as a city, and you as the Council overseeing how our tax dollars are spent, do to address the 20% of our students who struggle with dyslexia each day? I am happy to report that I am working with City College of New York and with professors from Hunter College who understand dyslexia. Our goal is to create a program (not yet funded) to provide 1) services and programming that would aim to inform the teaching pedagogy of teaching students with dyslexia; 2) provide professional development of tutors and teachers currently working for the DOE; 3) educate the school community – Superintendents, Principals, OTs, Counselors and parents 4) make student evaluations and diagnosis accessible via the City College's School of Medicine and Psychology Clinic; and 5) establish a policy and advocacy hub to support parents and other key stakeholders.

I decided to take on this challenge – currently as a volunteer – when I realized what a struggle it was for me – an educated mother of one with a flexible schedule and a supportive husband – and couldn't imagine how a parent of four kids with no support and two jobs might do the same. I thought – isn't it the job of our schools and pediatricians to help? I am also on the board of directors of an organization that supports formerly incarcerated women as they pursue higher education – College and Community Fellowship. I decided to look for information that connected dyslexia and criminal justice. I found studies and spoke to one researcher who said the dyslexia rate in the prison system is more than twice as high as the general population - 50%.

At the same time, the rate of dyslexia among NASA scientists is 3 times as high - 60%. Clearly, dyslexia does not have to be a prison sentence if students are properly supported.

How much would the program we are proposing cost? My back of the envelop budget reveals that it would cost the same amount of money to create a culture for supporting dyslexia with direct instruction that would have as much credence in our school system as balanced literacy, and to train 4,000 teachers and 1,000 tutors, as it would cost to incarcerate 72 people for 5 years each. And of course that doesn't even include the indirect costs that our society incurs when people are incarcerated and not contributing to their families or our tax base.

Making sure that all of our teachers know about, understand, and can help identify dyslexia is crucial to addressing this populations needs. Beyond that, we need a corps of reading teachers well-trained in multi-sensory reading instruction who can deliver the one-on-one interventions that most dylsexics need. While the upfront costs for these interventions may seem high, the costs to society for continued generations of struggling readers is much higher.

My sister teaches in Arizona and got her degrees at two Arizona universities. She did not learn about dyslexia in college. She did not learn about it in her training to be a reading specialist. She spent her own money to learn in private professional development programs – while continuing to pay off her student loans. My research shows that lack of training and implementation is not unique to New York or Arizona, but is national. I would hope all the higher education universities in New York City would like to participate in creating a

huge cadre of teachers who can reach dyslexic kids and make NYC a national leader in educating dyslexic students.

So I am heartened that you are using data to improve teacher preparation. If you could add to that dataset how many teachers are prepared with the latest research to teach kids with dyslexia, and how many have the opportunity to implement such programs with support from superintendents, principals and parents, it would lead to stronger scores, and more importantly, more knowledge, for those that too often get left behind.

A New Approach to Educator Preparation Evaluation:
Evidence for Continuous Improvement?

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Jane E. Ashdown
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Abstract

The landscape for educator preparation has shifted to accountability models emphasizing performance assessment of teaching, employer feedback reports, newly approved accreditation standards showing impact on K-12 student learning, and expectations of public access to all of this information. This article provides a perspective on the extent to which this change offers promise for improving educator preparation programs and consequently excellence in teaching in K-12 schools. Two accountability reports are used as the empirical evidence for review; one is a pilot institutional feedback report from the Teacher Quality Research Center (Boyd, Lankford, & Wyckoff, 2009) and the second is a new Teacher Preparation Program report prepared by New York City's department of education (NYCDOE, 2013a). Ultimately, a systems perspective is recommended, in which candidates, IHEs, and K-12 schools are involved in the process of how educator preparation is evaluated and how that connects to other aspects of the education profession.

Historically, educator preparation evaluation models have relied on state approval of programs, pass rates on licensure exams, and meeting accreditation standards that privileged operational and descriptive data as a basis for evaluating program quality. That landscape has shifted in educator preparation to accountability models emphasizing performance assessment of teaching practice, employer feedback reports that include growth scores for program graduates based on their students' standardized test scores, newly approved accreditation standards that require evidence of positive impact on K-12 student learning, and expectations of public access to all of this information. This article provides a critical perspective on the extent to which this changing accountability landscape offers promise for improving educator preparation programs and consequently for driving excellence in teaching and learning in K-12 schools as evidence of continuous improvement.

The empirical basis for this article is two reports that establish data linkages between the graduates of one Institution of Higher Education's (IHE) educator preparation program and the school systems where those graduates have been

teaching. The first report is a pilot institutional feedback report from the Teacher Quality Research Center (TQRC; Boyd, Lankford, & Wyckoff, 2009) and the second report is a newly released Teacher Preparation Program report (2013) from the New York City Department of Education (NYCDOE). The overall purpose of the TQRC report is to provide schools and colleges of education in New York State (NYS) with information about where graduates from their teacher education programs are in the teaching profession NYS schools; the purpose of the NYCDOE report is to provide education programs at local colleges and universities (N=12) with a snapshot of their graduates' contributions to the NYCDOE schools after leaving their teacher preparation programs.

Purpose

The assumption behind the reports (Boyd, Lankford, & Wyckoff, 2009; NYCDOE, 2013a) and findings presented here is that for schools of education to improve and produce more effective educators, they need to know what happens when graduates finish their programs and become teachers in the classroom. To examine this assumption in the context of the changing nature of teacher education program accountability, we review the following questions. First, we consider the evidence from a program improvement perspective and try to answer the questions: Which features of teacher education programs do the findings from these reports help inform (e.g., sequence and content of academic course work, full or part-time program design, area of preparation)? Will the findings from accountability reports lead to change and enhance the effectiveness of teacher education programs?

The next question to consider is how the findings from these reports impact clinical practice and the school partnerships essential to educator preparation. Educator preparation is not a stand-alone endeavor, but rather requires cooperation from skilled teachers and administrators in the current K-12 school system. We want to know how information about our graduates arising from these reports impacts decisions about school partnerships and clinical experiences which includes the placement of teacher candidates in classrooms, the selection of teacher mentors, the selection of supervisors, the nature of the supervision, and the impact of candidates' teaching on student learning.

Finally, we consider to what extent the data included in these reports (Boyd, Lankford, & Wyckoff, 2009; NYCDOE, 2013a) are relevant and actionable from an educator preparation policy perspective. The policy intent of the shift toward accountability models is to drive reform in teacher education by making clear distinctions between teacher preparation programs (U.S. Department of Education, 2011). Therefore, do the findings from these reports provide relevant and actionable information with regard to policy decisions, for example about admissions' standards and selection policies for entry into an educator preparation program? Only when information is relevant to the public and the parties involved (e.g., educator preparation programs, participants in these programs, K-12 schools who hire graduates from educator preparation programs, regulatory bodies such as state education departments,

policy makers, taxpayers) does it provide clarity for policy changes and actions needed for teacher education program improvements.

After analyzing data in these reports and addressing this set of questions, we conclude by recommending a systems perspective on accountability in teacher education (Boulding, 1956; Katz & Kahn, 1966; Parsons, 1951). Systems theory, in this respect, considers individuals and organizations as part of a larger open system, where the environment and all parts of the system have an impact on the survival and success of the system. Early theorists in organizational theory and social sciences sought a new and common paradigm that would allow researchers across multiple disciplines to access common terminology (Hillon, 2005). Much of this work is grounded in biological sciences, considering such concepts as energy to sustain a system, homeostasis, entropy, and system cycles (Katz & Kahn, 1966). Parsons (1951) pointed out the defining feature that holds a system together is the integrated values or norms which drive the system. In the current study, we consider educator preparation the system under review and analysis.

The Research Context

Teacher education is under immense pressure to change and improve, pressure driven in large part by the poor performance of P-12 students in the nation's public schools especially when compared to international student achievement outcomes based on recent data from the Organisation for Economic Cooperation and Development Progress on International Student Achievement (OECD, 2010). This concern is accompanied by a persistent failure to adequately address the widening achievement gap among diverse student groups (Wiseman, 2012).

Historically, research studies show that teacher quality varies and that variation in quality is associated with both student success and with compounding disadvantages for low achieving students (Goldhaber & Anthony, 2004; Lankford, Loeb, & Wyckoff, 2002). This variability has put a spotlight on impact and outcomes in teacher education and has resulted in a paradigm shift away from measuring teacher quality and toward measuring teacher effectiveness (Darling-Hammond, 2000) with the achievement test score gains of students a key component. In turn, teacher education programs are increasingly being held accountable for their graduates' impact on student learning as measured in some instances by the use of value-added measures.

Longitudinal databases and the accompanying capacity to track the impact of education program graduates on student learning have been lacking in many states; however, increasing numbers of states are now able to or are committed to doing this (Henry, Kershaw, Zulli, & Smith, 2012). This development is in part leveraged by federal and state stimulus funding and through accountability requirements associated with Race to the Top (RttT) grant awards that require grant recipients to build comprehensive tracking databases and to recruit and retain effective teachers especially in high needs schools and fields (U.S. Department of Education, 2014).

Henry et al. (2012) provided a snapshot of 12 state's RttT proposals with regard to the assessment of teacher preparation programs. Their analysis draws attention to the challenges states face in establishing a "true effect" of a preparation program on student test scores (p. 350). The National Center for Education Statistics (NCES) reports that 41 states along with Washington, DC have each received at least one grant for the development of statewide longitudinal data systems providing evidence of this increasing trend toward tracking and linking data (NCES, 2012).

Gansle, Noell, and Burns (2012) provided findings based on one year's analysis from Louisiana's implementation of a Teacher Preparation Accountability System for evaluating the effectiveness of teacher preparation programs. This was one of the earliest accountability systems to incorporate multiple data points, involve the redesign of university-based teacher education programs, and incorporate an evaluation of new teachers' performance based on their students' achievement on standardized tests. Using hierarchical linear modeling with data from this comprehensive tracking database, the authors estimate the degree to which the students of new teachers from different types of teacher preparation programs achieved more or less than predicted outcomes in key content areas on state achievement tests. Results showed variation in achievement gains between students taught by teachers from different educator preparation programs; however, the authors caution that particular results for an institution do not explain why those results occurred. The teacher preparation program is then left with the challenge of unpacking the data and developing hypotheses about which variables are driving particular outcomes.

Plecki, Elfers, and Nakamura (2012) also examined the extent to which value added measures are a useable source of evidence for improving teacher education programs. The authors used fifth grade teachers' value added scores to investigate whether student achievement varies by teachers' preparation program (in-state versus out-of-state programs) and by years of teaching experience. Although the relation between years of experience and teacher value added scores was significant, outcomes in terms of the relation of value added scores to teacher preparation programs were mixed. The authors concluded with important recommendations about the need for cooperation among multiple stakeholders with regard to accountability, a recommendation that is also considered in relation to this investigation.

The Data Bases

The reports (Boyd, Lankford, & Wyckoff, 2009; NYCDOE, 2013a) referenced as an empirical basis for this article, reflected a trend in longitudinal database development and represent distinct moments in the history of educator preparation program accountability. The TQRC report is the outcome of a pilot study funded through a partnership between an institution of higher education, a state education department, and a philanthropic foundation. The context for this initiative was twofold. Firstly, in 2001, the Carnegie Corporation launched a major reform initiative in teacher preparation called Teachers for a New Era (TNE; Carnegie Corporation of New York,

2001) and offered grant awards to institutions of higher education to implement reforms. These awards were given to selected institutions of higher education (N=11) who were committed to partnerships between their education and arts and sciences programs in the preparation of teachers and also committed to measuring the impact of their education programs in terms of evidence of student learning. This required education programs to rethink their assessment systems with a focus on collecting persuasive evidence of impact on student learning (Fallon, 2006; Kirby, McCombs, Naftel, & Barney, 2005). Secondly, a study of urban public school teachers was undertaken a few years later and examined the effects on student learning of different features of teacher preparation programs (Boyd, Grossman, Lankford, Loeb, & Wykoff, 2009). This study was funded through a partnership between an institution of higher education and several philanthropic organizations and was one of the first studies to use value added modeling to estimate the effects of different teacher education program features in relation to beginning teacher effectiveness. One finding of interest was that preparation programs providing more oversight of student teaching supplied more effective first year teachers to schools.

Both the TNE (Carnegie Corporation of New York, 2001) initiative and the study of urban teachers (Boyd, Lankford, & Wyckoff, 2009) described above placed substantial emphasis on the collection and analysis of evidence about the impact that teacher education candidates and graduates have on student learning as a critical indicator of program effectiveness. The TQRC report under discussion here represents a continuation of that effort to engage more systematically in linking information about K-12 schools and students with graduates of teacher education programs. The Teacher Quality Research Center was housed on the campus of the New York state university system and the TQRC reports were developed through a consultative process with the teacher education community reflected in membership of an advisory group established to provide feedback on report design; one author was a member of that advisory group. The reports were prepared for each approved teacher education program provider in New York State (NYS; N=100), and for the first time provided institutions of higher education with comparative information as well as aggregate measures of student learning. The reports were not publicly available and this was a one-time endeavor as funding was not forthcoming to support multi-year reporting.

The second report discussed here was prepared by a local education authority (LEA), the NYCDOE (2013a), for the IHE of interest. Similar individual reports have also been developed for 11 other IHEs supplying teachers to the NYCDOE public schools as well as a report comparing all 12 IHEs on the selected metrics. All reports are publicly available at http://schools.nyc.gov/Offices/DHR/HumanCapitalData/TPPR. This reporting strategy reflects the increasing capacities of LEAs and state education authorities to collect data and use it to report on variables of interest (Henry et al., 2012). This strategy aligns with current federal education policy exemplified in RttT competitive funding awards to state education departments requiring that teachers be evaluated based on the achievement gains of K-12 students. Similarly, the public

availability of this set of reports aligns with current expectations for transparency in teacher, principal, school, and teacher education accountability.

Table 1 provides a summary comparison of the distinctive design features of each of the reports (Boyd, Lankford, & Wyckoff, 2009; NYCDOE, 2013a) used as the data base to address the research questions. The two reports were produced within a relatively short timeframe, yet it is worth noting the differences in features of access and transparency between them. While the reports share a common purpose, differences in their design reflect the rapidly changing landscape of educator preparation program accountability.

Table 1

Summary Comparison of Educator Preparation Program Accountability Reports

	Boyd, Lankford, & Wyckoff, 2009 (University based initiative)	**NYCDOE 2013a (Local Education Authority initiative)**
Consultation	Advisory group representing IHEs reviewed drafts with study authors	Pre-publication draft shared by LEA with each IHE for feedback
Transparency	All IHEs remained anonymous	All IHEs identified by name
Purpose	To help teacher preparation institutions in program planning, assessment, and program improvement	To help colleges and universities assess and refine their teacher preparation programs
Access	Password protected, zip file in Excel	Available on LEA website in PDF format
Impact on student learning	Uses K-12 school level 4 & 8 grade test scores as a measure of graduates' impact on student learning	Uses individual teacher growth scores based on 4-8 grade student test scores aggregated for each IHE's graduates
Publicity	None	LEA press release and press coverage
Length of report	19 tables	6 tables

In question is whether the right variables are being examined and whether the resulting findings are causally robust and can be used to make significant improvements in teacher education programs (Clotfelter, Ladd, & Vigdor, 2010; Donovan, Ashdown, &

Mungai, 2013). We now consider some of the challenges in using the findings from the TQRC pilot study (Boyd, Lankford, & Wyckoff, 2009) and the NYCDOE Teacher Preparation Program report (NYCDOE, 2013a) for teacher education program improvement purposes in one IHE of interest located in NYS.

Data Analyses by Report

The TQRC report (Boyd, Lankford, & Wyckoff, 2009) integrated data across six sources of information about cohorts of teachers (referred to as program completers) in NYS who completed their educator preparation between 2000 and 2005 and allows tracking of early teaching careers through the 2006-2007 school year. The Teacher Preparation Program Report created by the NYCDOE (2013a) analyzes the performance of 12 teacher education programs that supplied the most teachers to New York City's public school system from 2008 to 2012. The report is the nation's first district-level teacher preparation report to analyze the quality, distribution, and retention of new teachers hired from traditional college and university teacher education programs.

TQRC report. Data from six different information sources were integrated to complete a TQRC report for each IHE as follows:

1. A Personnel Master File includes information on the schools where the program completers teach in the NYS public system.
2. The Exam History File includes NYS certification exam scores.
3. The TEACH file lists teaching certificates awarded by NYS.
4. The Program Completers File includes information about each individual recommended for teacher certification by a NYS approved preparation program.
5. Elementary and Secondary School data file includes demographic information about school populations and accountability status (in terms of need for improvement).
6. The College Board File, which includes SAT math and verbal scores for all program completers who took the SAT in NYS between 1980 and 2000, as well as high schools attended.

The report includes summary data for three comparison groups: a sector grouping (Public or Independent IHEs), a regional grouping based on an IHE's geographic proximity, and a statewide comparison. For purposes of this article, we limit the data presented to the IHE of interest and the statewide comparison.

Ultimately, the report (Boyd, Lankford, & Wyckoff, 2009) included 19 tables of information such as demographics (age, gender, ethnicity), results for program completers on the NYS Teacher Certification Exams and NYS Awarded Certifications, initial employment of program completers (general information; percentages by subject,

grade level, and type of school; and demographic attributes of the K-12 schools where program completers taught), K-12 educational outcomes in NYS public schools where program completers initially taught, location of K-12 schools, and retention data. Results are shared here on variables of interest to teacher education leaders at the IHE of interest as a basis for meeting accreditation standards in the areas of assessment (including employer feedback and evidence of student learning), for implementation of the IHE's conceptual framework, and for overall continuous improvement purposes.

The total number of program completers with enough data available for analysis across the six data sources in the report for NYS was 56,000, and the total for the IHE of interest was 2,559. This is about half of the total number of program completers who graduated from the IHE in that timeframe. The report authors explain that data were missing due to incomplete information or errors in the files (e.g., names and identification codes could not be matched across files).

TQRC results. Table 2 provides demographic information for the IHE of interest compared to the NYS total for the 2000-2005 cohort used for analysis. Demographically, the IHE of interest has program completers who are slightly younger than program completers across NYS; about 24% of IHE of interest program completers are younger than 25, compared to the state average of 13%. The IHE of interest has slightly more female program completers (85% female) compared to the state rate of 75%. The IHE of interest has slightly higher rates of program completers who are Hispanic (6.5%) compared to the state average of 5.8% and White (70.5%) compared to 66.5%. The IHE of interest also has a higher rate of program completers who are recommended for initial or provisional certification (78%) compared to the statewide average of 63%.

Table 2

Demographics of Program Completers, 2000-2005 Cohorts, IHE vs. NYS

	N	IHE	Statewide-NYS
Age			
< 25	612	23.9%	13.2%
25-30	1,012	39.6%	46.8%
31+	934	36.5%	39.9%
Total	**2,558**	**100.0%**	**100.0%**
Gender			
Female	2,165	84.6%	75.4%
Male	352	13.8%	19.0%
Unreported	42	1.6%	5.6%
Total	**2,559**	**100.0%**	**100.0%**
Ethnicity			
White	1,803	70.5%	66.5%
Black	155	6.1%	6.6%
Hispanic	166	6.5%	5.8%
Other	57	2.2%	2.9%
Unreported	378	14.8%	18.1%
Total	**2,559**	**100.0%**	**100.0%**

  The report includes general counts and percentages by subject taught for the first year of teaching in NYS public schools (Table 3). The IHE of interest, for example, has a slightly higher percentage of program completers who teach at the elementary level (35%) compared to the percentage of elementary program completers across NYS (33%). The IHE of interest has the same percentage of program completers who teach math at the state level (5.3%) but slightly lower percentages of program completers in English and social studies. The IHE of interest has a slightly higher percentage of program completers in special education (18.7%) compared to the NYS percentage (16.7%) and a higher percentage of other teaching areas (25.4%) compared to the NYS percentage (18.3%), which includes subjects such as physical education and health.

Table 3
Subjects Taught in First Year of Teaching in NYS Public Schools 2000-2005 Cohorts, IHE vs. NYS

Subject Area	IHE FTE	IHE %	NYS %
Elementary	233.1	35.0%	32.7%
Literacy	17.9	2.7%	3.5%
Special Education	124.6	18.7%	16.7%
English	42.8	6.4%	8.0%
Mathematics	35.5	5.3%	5.3%
Science	14.9	2.2%	8.0%
Social Studies	27.4	4.1%	7.4%
Other Teaching	169.1	25.4%	18.3%
Total	**665.2**	**100.0%**	**100.0%**

When examining the data for program completers teaching in high needs schools, the IHE of interest has a higher percentage of program completers working in schools with the poorest students (see Figure 1). For example, when program completers across the state are rank ordered by the percentage of K-12 students eligible for free or reduced price lunch (FRL), the top 25% of IHE program completers are in schools with 71% or more K-12 students receiving free or reduced price lunch compared to the top 25% of NYS program completers who are in schools with 63% of K-12 students receiving free or reduced price lunch. Similarly, the IHE of interest has a higher percentage of program completers who teach in schools with Black and Hispanic students (see Figure 2). For example, when program completers across the state are ranked by number of K-12 students who are Black or Hispanic, the top quarter of program completers from the IHE of interest and across the state are in K-12 schools with 79% or more Black or Hispanic students (IHE) compared to 63% or more Black or Hispanic students (NYS).
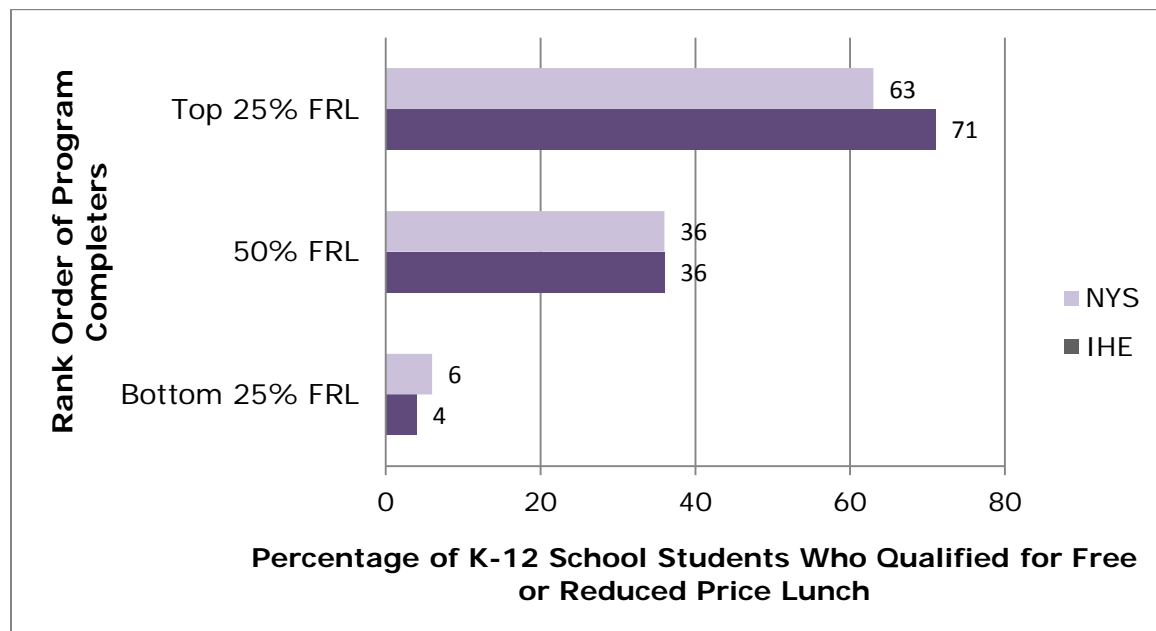
Figure 1. Rank ordering of program completers by the percentage of their K-12 school's students on free and reduced price lunch status.
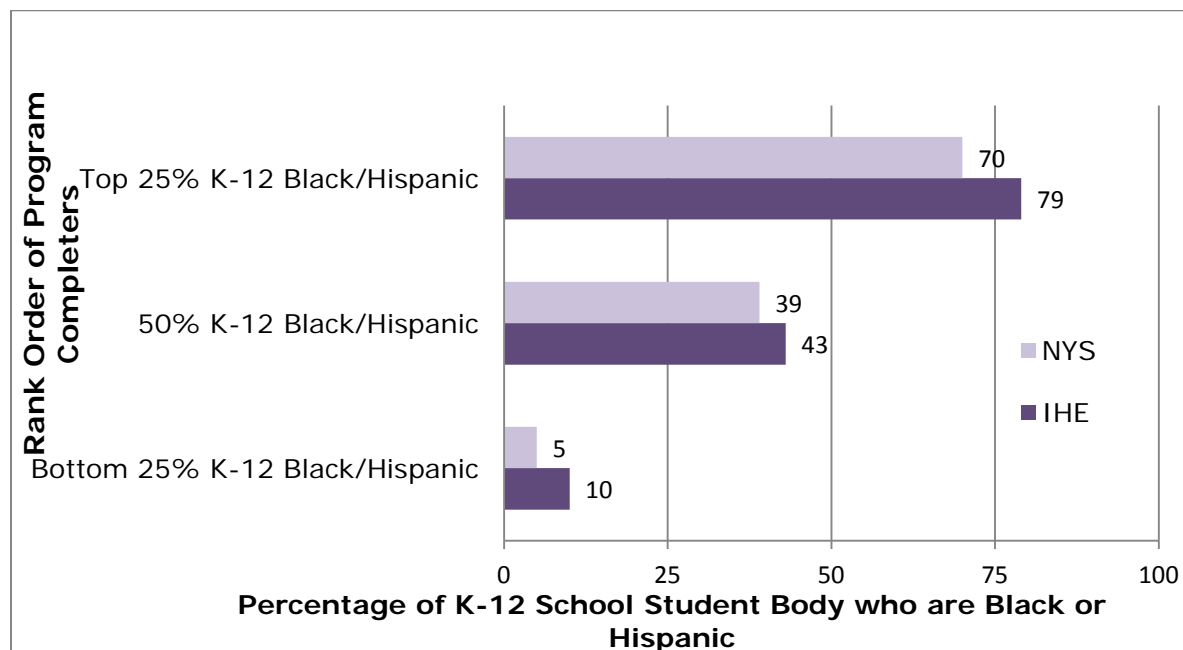

Figure 2. Rank ordering of program completers by their K-12 schools' percentage of Black or Hispanic students.

Retention is presented in the report relative to initial employment in NYS public schools (Table 4). The data reveal that roughly 81% of teachers statewide and at the IHE of interest are still teaching in the NYS public school system three years after initial employment. However, these data must be interpreted with caution, since the number of program completers that are tracked after three years declines by roughly 50% (407 compared to 824) from the number tracked at initial employment. This is the same attrition rate for both the IHE of interest and IHEs statewide. It is difficult to interpret the 81% rate without further context and details about the dataset.

Table 4
Teacher Transfers and Attrition Relative to Initial Employment in NYS Public Schools, IHE vs. NYS

	Initial Employment	1 Year Later	3 Years Later
IHE			
Number of Program Completers	824	769	407
Still Teaching in NYS Public School System		90.2%	81.3%
Teaching in Same District		80.9%	73.2%
Teaching in Same School and District		73.0%	71.3%
NYS			
Number of Program Completers	16,740	15,533	8,565
Still Teaching in NYS Public School System		88.8%	81.2%
Teaching in Same District		79.0%	75.3%
Teaching in Same School and District		72.6%	71.4%

One of the more interesting tables in the report includes Educational Outcomes data for students in NYS public schools where program completers initially teach (Table 5). Outcomes data are reported for students in grades 4 and 8 on math and English Language Arts (ELA) tests, as well as English and math Regents exams (NYS high school proficiency exams by subject). Outcomes on the grade 4 tests indicate that program completers of the IHE of interest teach in schools where the students have slightly higher rates of proficiency compared overall to IHEs across the state. In 4th grade math, the IHE of interest has 80% of students proficient compared to 78% for NYS. In ELA, the IHE of interest has 70% of students proficient compared to 66% for NYS. This trend continues on the grade 8 exams with approximately a 6-point difference. Program completers from the IHE of interest have students with higher percentages performing at the proficient level compared to the state overall. In 8th grade math, the IHE of interest has 61% of students proficient compared to 55% for NYS. In ELA, the IHE of interest has 56% of students proficient compared to 50% for NYS.

The data shown in this report are difficult to interpret with regard to K-12 student achievement since outcomes are presented at a group level. In other words, K-12 student achievement is calculated and reported across an entire grade level for a school where program completers from the IHE of interest teach, and each program completer may be one of several teachers providing instruction at the 4th or 8th grade level.

Table 5
Educational Outcomes of Students in NYS Public Schools Where Program Completers Initially Taught, IHE vs. NYS

Percentage of Student Proficiency Outcomes by Grade	IHE	NYS	Percentage Points Difference
Grade 4 Math Exam	80.1%	77.8%	+2
Grade 4 ELA Exam	70.2%	66.0%	+2
Grade 8 Math Exam	61.3%	55.2%	+4
Grade 8 ELA Exam	55.8%	49.5%	+6
Students Scoring ≥ 65 on English Regents	90.2%	90.0%	
Students Scoring ≥ 65 on Math Regents	85.8%	85.2%	---

As a summary of the TQRC pilot study (2009) results, the IHE of interest has program completers who teach at the elementary level at roughly the same rate as program completers across the state. Program completers from the IHE teach at K-12 public schools that have a greater percentage of students receiving free or reduced price lunch and students who are Black or Hispanic. The K-12 schools with teachers from the IHE show a greater number of students scoring proficiently on the 4th and 8th grade math and ELA exams. Finally, program completers from the IHE persist in the public school system at the same rate as program completers across the state.

NYCDOE teacher preparation program report. The NYCDOE Teacher Preparation Program Report (2013a) not only provides an analysis of graduates from the teacher education programs at the IHE of interest, but also analyzes in separate reports the performance of 11 other IHE teacher education programs that supplied the most educators to the NYCDOE city public school system from 2008-2012 (NYCDOE, 2013b).

All reports are publicly available, and thus, comparative data across teacher education programs can be accessed. In the time frame covered by the report, over 10,000 new teachers were hired by the NYCDOE (N = 10,135) from traditional pathways (e.g., graduated from college and university education programs) with 51.6% (N = 5,229) of new hires graduating from the 12 schools included in the reports. The reports provide analysis of the quality, distribution, and retention of new teachers and focuses on promoting awareness and cultivating productive partnerships between local schools of education and the NYCDOE. Specifically, the reports aim to evaluate the education programs' contributions toward preparing teachers to meet the diverse

recruiting needs of the NYCDOE. The reports describe the hiring and retention of effective teachers as being inextricably tied to partnerships between the NYCDOE and local schools of education as the certifying institutions.

The reports provide metrics in three areas: (1) Meeting the Needs of the NYCDOE, (2) Performance, and (3) Retention. There are a total of 6 measures across these three areas. Representatives from the NYCDOE met with each educator preparation program to review a draft of the report, and there are plans for continued collaboration around the reports and their uses.

NYCDOE teacher preparation program results. In evaluating contributions to meeting the staffing needs of the NYCDOE, two personnel metrics are presented: Highest Needs Schools and Subject Shortage Licenses. The first metric shows the percentage of new teachers hired into the Highest Needs Schools across the city. This includes all schools designated for special education, as well as schools from the top 25% of need as measured by a prior year progress report using a peer index developed by the NYCDOE. Overall, across the NYCDOE, 30% of the 10,135 teachers were hired into highest needs schools, with a range from 16% to 48% hired into highest need schools across the 12 IHEs; the IHE of interest has 24% of program completers hired into highest needs schools out of a total of 264 hired from the IHE across the four years. The second metric presents the number of teachers hired by highest need license area which includes teachers of English as a Second Language (ESL), Math, Science, Special Education, and Other (bilingual and other foreign language certification areas). The NYCDOE hired 69% of new teachers over the past four years into one of the highest need license areas. Across all 12 IHEs from 55% to 92% of graduates' hired held licenses in these areas; the IHE of interest has the third highest rate with 75% hired in highest need areas out of 175 completers hired from 2009 to 2011.

Three metrics are used to assess performance of the recently hired NYCDOE teachers: Tenure Decision, Unsatisfactory Ratings at year one performance reviews, and Growth Scores. The tenure findings identify the percentage of teachers who achieve three different ratings: *approved, extended*, or *denied*. Results in the report only include the first tenure decision point for teachers hired by October 31 in each of three academic years 2008-2009, 2009-2010, and 2010-2011. The mean percent of NYCDOE teachers approved at the first tenure decision point is 60% and ranges from 51% to 67% across the 12 IHEs. The IHE of interest has the highest percentage of approval at the first decision point with 67% approved out of 150 hired from 2008 through 2010. The second metric reports the percent of teachers rated Unsatisfactory in their first year of teaching for those hired in each of four academic years from 2008-2009 through 2011-2012. The NYCDOE average rating of first year teachers receiving an Unsatisfactory is 3.1% across the four years and ranges from .7% to 4.8% across the 12 IHEs. The IHE of interest has 2.3% of its 264 alumni rated Unsatisfactory in their first year teaching.

The third metric used to assess performance is the 2011-2012 Growth Score. For the NYCDOE report (2013a), this score is only calculated for those teaching 4th and 8th grade math and English Language Arts (ELA) during the academic year 2011-2012. The Education Department growth scores are calculated using 4th and 8th grade student scores on state exams in math and ELA. Scores are only calculated for students who have two consecutive years of test data on record and are determined by a statistical model that rates students' growth in each content area relative to other similar students. This growth calculation, therefore, is designed to assess *relative* student growth and not achievement, which prevents teachers from being penalized for students who are not performing at grade level. Growth scores for individual teachers are then calculated by taking the average of student growth percentiles taught by each teacher.

There are four rating levels on the growth score model: Ineffective, Developing, Effective, and Highly Effective. Using only growth scores for 4th and 8th grade math and ELA teachers leaves a limited group of students and teachers being assessed (N = 1,466) relative to the total number of teachers hired (N = 10,135). The report notes that results should be interpreted with caution. The NYCDOE overall reports 82% of teachers are rated in the top two categories: Effective (75%) or Highly Effective (7%). This same rating ranges from 61% to 91% across the 12 IHEs. The IHE of interest has 80% of its 41 math and ELA teachers rated in the top two categories (68% Effective, 12% Highly Effective) based on the growth scores, an overall percentage slightly below the average for the NYCDOE, although it has a higher percentage of graduates rated highly effective compared to the NYCDOE. At the same time, 12% of the teachers from the IHE of interest were rated as Ineffective compared to 6% of the overall NYCDOE teachers; the percentage with ineffective ratings vary between 2% and 14% across the 12 IHEs.

The final metric presented in the NYCDOE report is the retention of teachers after three years of teaching, and therefore includes only those hired by October 31 for 2008-2009 and 2009-2010. The NYCDOE three year retention rate is 80% and across the 12 IHEs ranges from 72% to 94%. The IHE of interest has a retention rate of 83% for its 131 program graduates.

As a summary of the NYCDOE report, graduates from the IHE of interest are teaching in highest need schools at slightly lower rates than for newly hired teachers in the NYCDOE, but a greater percentage of hires are in the highest need subject fields compared to the NYCDOE teachers overall. Graduates from the IHE of interest are retained at about the same rate as the NYCDOE newly hired teachers, are pacing slightly ahead of newly hired NYCDOE teachers overall in first time approved tenure decisions, and are less likely to receive an unsatisfactory rating than NYCDOE teachers. Their ratings in terms of student growth scores pace ahead on highly effective ratings compared to the NYCDOE teachers, but there is a higher percentage of ineffective teachers from the IHE of interest compared to the NYCDOE.

Discussion and Implications

Implications and limitations of the reports are considered for both the IHE of interest and for other IHEs facing the implementation of new evaluation systems for their educator preparation programs.

Implications of the Reports Beyond the Local Context

The results of the reports presented here reference IHEs in one geographic region of the country. However, for IHEs in states that have not yet implemented an educator preparation evaluation system or are facing newly implemented evaluation systems, this particular set of reports is illustrative of both what to expect in terms of increasingly sophisticated measures available for accountability purposes and in terms of the limitations of these newly developing systems.

Of most significance in comparing these reports in terms of measures of impact on student learning is that the earlier TQRC report (2009) uses group level K-12 test scores as one measure of program completers' impact on students' learning in 4th and 8th grade. The NYCDOE report (2013a), on the other hand, uses more advanced teacher impact measures now available, such as teacher growth scores. The shift to this advanced analytical capability allows analysis at the individual teacher level rather than at the group level as the latter approach confounds inferences of teacher effectiveness. While the more sophisticated growth score results are only available for math and ELA teachers at this point, the advanced capability to look at individual teachers facilitates more accurate ratings of individual teachers on their own merit, although these methods remain controversial among researchers and educators alike. For example, Henry et al. (2012) caution about generalizing from state teacher preparation program reports given the challenges of obtaining unbiased estimates of programs' impact on student learning.

More broadly for those IHEs in other states facing newly implemented program evaluation, the TQRC report (2009) reflects a challenge facing many longitudinal data systems, that of following consistent cohorts of teachers across time and geography. As noted in the TQRC report, 50% of the teachers initially tracked into their first teaching position were not in the database three years later. Without inter-state education agency cooperation, it is not clear whether these individuals left the profession, relocated to another school system within the state (e.g., parochial, private, or charter), or simply relocated to another part of the country. An additional complexity is pointed out by Plecki et al. (2012) whose analysis of teacher preparation programs in Washington state related to value added measures revealed a significant, positive relationship between teacher experience and value added scores. The positive relationship did not change in magnitude or significance even after accounting for differences in gender, education level, or race/ethnicity. Novice teachers, with less than three years of experiences, had a lower value-added measure by more than one point each for reading and math. Therefore, if a 50% teacher attrition rate is a reasonable

estimate three years after initial employment *and* if, as Plecki et al. suggest, less than three years into a job teachers have lower value-added measures, it is critical to ask if these new evaluations of preparation programs are looking at the most accurate evidence to measure program effectiveness.

Finally, the ability to link data across multiple systems and take into account various individual factors in order to calculate student and teacher growth scores requires careful and time-consuming work which must be supported by adequate resources. The TQRC (2009) reports were only available for one year due to a lack of further funding. The report results served as a baseline of educator preparation program performance, but without further reports the findings are of limited value from a program improvement perspective. The NYCDOE report (2013a) was produced under LEA leadership that is no longer in place. There is some uncertainty about how the new LEA leadership will act with regard to the development of future reports. It is encouraging from one perspective that this level of evaluation is being promoted; however, the return on investment is not obvious as the extent to which the findings from either of these reports can lead to change and improvement in the effectiveness of teacher education programs is not well established.

Implications for Program Improvement

As we consider the first set of questions posed for these report findings (TQRC, 2009; NYCDOE, 2013a) and examine the evidence from a program improvement perspective, it is difficult to determine which educator preparation program features are implicated by the findings from these reports. For example, the IHE of interest has a higher percent of graduates rated as ineffective compared to NYCDOE teachers overall based on growth scores and a slightly lower percent of graduates rated as unsatisfactory in their first year compared to the DOE teachers overall (NYCDOE, 2013a). A logical program improvement goal for the IHE of interest in the service of producing more effective teachers is to identify program changes that would eliminate the likelihood of any graduates being rated unsatisfactory in their first year teaching and to eliminate the number of teachers rated as ineffective based on student achievement gains. The logical question then is which features of teacher education programs do these findings point to in terms of change? The unsatisfactory rating is based on classroom teaching observations conducted by a building leader, but without more proximal information about the evaluation rubrics used, identifying program changes would only be speculative. The ineffectiveness ratings based on growth scores are for math and ELA teachers only. One possible area for consideration for program improvement is the teaching methods courses (math and language arts) that graduates complete during their preparation program. Another possible action step is to compare educator preparation program features at the IHE of interest with program features at IHEs in the NYCDOE sample with the fewest teachers rated as unsatisfactory and ineffective. It is not clear, however, for either of these possible actions, which features of course work or program designs should be studied and changed in order to achieve the goals identified above.

Results from both reports provide some findings for the IHE of interest that reflect positively on the institutions' mission and core values of social justice and inclusive community. Graduates from the IHE of interest were reported as teaching in highest need schools, in highest need subject fields (e.g., special education), and in schools with greater percentages of children receiving free or reduced price lunch at similar or greater rates than comparative graduates. This appears to provide some confirmation that graduates are reflecting the institution's core values in their career trajectories (e.g., Inclusive Community and Social Justice are two of the core values).

The more recent NYCDOE report (2013a), however, shows that over the past four years, when compared to the DOE overall, a smaller percentage of graduates from the IHE of interest have been hired into highest need schools in the city. Across all 12 IHEs, the range is from 16% to 48% of graduates hired into highest need schools, suggesting that for the IHE of interest there is still room for improvement. An appropriate goal, therefore, might be to at least match the NYCDOE percent hired into highest need schools overall. Of note, the IHE with the biggest percentage of graduates teaching in highest needs schools is itself geographically located in the vicinity of high needs schools. It is well established that teachers typically work close to home and to where they attend school. For the IHE of interest, which has its main campus in a suburban neighborhood, to improve on the percent of graduates teaching in highest need schools would require strategizing about ways to counter this employment trend among teachers.

Implications for Clinical Practice and School Partnerships

It is difficult to determine what the implications are for the design and implementation of clinical experiences and for school partnerships from the reports (Boyd, Lankford, & Wyckoff, 2009; NYCDOE, 2013a). The IHE of interest has two distinct tracks for clinical experiences both of which comply with state regulations, but one of which goes far beyond state requirements and involves a yearlong immersion in the K-12 school environment. The question of whether graduates who participate in this immersion track are more likely to be retained in teaching arises. Similar questions surround how the quality of supervision and mentoring and the characteristics of the student teaching placements associated with the IHE of interest might shed light on the outcomes for graduates who receive unsatisfactory ratings or who are ineffective or conversely highly effective in terms of student growth scores.

In the absence of a roster tracking individual graduates from either report (Boyd, Lankford, & Wyckoff, 2009; NYCDOE, 2013a), it is difficult to know what aspects of clinical practice would benefit from change and improvement. As noted earlier, teacher preparation is not a standalone endeavor, and it would be reasonable to assume, for example, that graduates from the IHE of interest teaching in the NYCDOE might well have undertaken clinical experiences in the NYCDOE public school system. Further then, might it be reasonable to assume that the effectiveness of graduates from the IHE of interest in part reflects the quality of those K-12 clinical placements? If so, actions to

improve educator preparation programs and the effectiveness of their graduates do not rest with IHEs alone. A systems analysis is required to provide greater clarity in understanding which type or types of field experiences help prepare teacher candidates most effectively as they begin their teaching careers (Katz & Kahn, 1966; Parsons, 1951).

Whether considering changes to academic programs for educator preparation or changes to the design of clinical experiences, timing plays an important role in deciding when and how changes are made. For the TQRC report (2009), three-year retention data were not available for May 2005 program completers until 2008. Similarly, K-12 student test data require time for analysis and reporting. Even current state teacher growth scores for 2013 require two consecutive years of test data on file with the state (2011-2012, and 2012-2013) in order to calculate the growth score of students, and in turn, teachers, from one year to the next. Such a time lag impacts the ability to provide *real time* analysis of the education system for any parties involved, including schools of education, K-12 teachers, school leaders, students, and parents. Time also is required to monitor any changes made to evaluate their impact. At best the reports could offer a baseline from which to monitor performance over time; however, only the NYCDOE has indicated plans to continue with the reports; the TQRC report was a one-time effort. Such one-shot reports are severely lacking in their ability to provide meaningful feedback to the educator preparation profession. Systems invariably are a product of the environment and the people in them (Boulding, 1956; Katz & Kahn, 1966; Parsons, 1951; Senge, 1990). Systems, especially if they are to be considered effective, must establish feedback mechanisms and cycles, provide opportunities to set goals, and monitor progress towards those goals (Emery, 2000; Senge, 1990). Senge describes different types of feedback cycles, *reinforcing* or *balancing*, which either (1) reinforce or amplify a process within a system or (2) balance and stabilize a process in a system. In a similar way, the educator preparation in the United States, and specifically in New York State, is a system that needs continuous feedback mechanisms which will help balance or reinforce this profession. If the ultimate goal of educational change is to enhance the quality of teachers, then adjusting entry variables (e.g., licensure qualifications) is one part of the system. Others include adjustments to tenure and promotion decisions. As each of these new or revised processes are put in place, one-shot evaluations will not provide consistent and continuous input to help regulate the system as a whole.

Considerations for Policy Implications

Finally we consider the extent to which either of these reports (Boyd, Lankford, & Wyckoff, 2009; NYCDOE, 2013a) provides relevant and actionable information for making broad policy changes with regard to educator preparation programs.

The current education reform agenda at both federal and state levels is focused on making every high school graduate ready for college or a career (U.S. Department of Education, 2011). As noted earlier, the assumption behind this agenda is that more rigorous accountability models will drive improvements system-wide.

It is not obvious, however, that either report discussed here has had or will have an impact on educator preparation policies or on policies relating to other components of the system. In part we hypothesize that effecting changes is difficult within a system and associated accountability model that is highly segmented, and that policy changes occur within, rather than across, system components. For example, the NYSED has already taken action to make revisions to the licensure process in the state, partly through the addition of a performance assessment, edTPA, that requires candidates to submit a portfolio with sections on planning and preparation; evidence of teaching practice, including video segments; and assessment of their own impact in the classroom. The state education department has also made revisions to the in-service teacher performance review process via the Annual Professional Performance Review (APPR), which requires multiple points of assessment, including leader and peer observations, growth scores, and other local evaluation metrics. These two evaluation tools, edTPA and APPR, are not linked to provide a developmental trajectory of teaching, however, and each only provides feedback within one particular component of the system: teacher education programs *or* the K-12 school.

In addressing results from these reports (Boyd, Lankford, & Wyckoff, 2009; NYCDOE, 2013a) regarding clinical experiences and school partnerships, we noted that additional information that could be useful to assess the quality of pre-service preparation is tracking where teachers conduct their clinical practice component of their preparation. Many have argued that this component of pre-service preparation is critical, as highlighted in recommendations set forth by the report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning commissioned by the National Council for Accreditation of Teacher Education (2010). One significant policy change that could emerge by examining evidence from each report from a system perspective is to require all student teachers to be placed only with those teachers rated as highly effective. For the first time, these new accountability models could allow cross-sector policy changes. It is now possible to identify highly effective teachers, and it would be possible to track outcomes over time from a policy change that paired teacher candidates with those most effective in the classroom. Considering and using information from multiple components of the state education system could enhance effectiveness within the system overall. In this case, selecting

highly effective mentor teachers could enhance the ability to transition entry-level teachers into the profession.

In summary, neither the TQRC (Boyd, Lankford, & Wyckoff, 2009) nor the NYCDOE (2013a) report appears to have had any direct influence on NYS educator preparation policy changes. As noted above, the TQRC report was a one-time effort, but it has likely served as a precursor to a new feedback report that the NYSED plans to issue for each IHE across the state in the coming year. It is not clear which variables and metrics will be used for these new state reports, and the NYSED would do well to review recommendations from Henry et al. (2012) regarding concerns about accuracy and fairness.

Overall there is a lack of a system perspective with regard to the evidence emerging from these new accountability models. What is clear is that educator preparation accountability will continue to be the subject of ongoing reports such as the ones discussed here, and thus, they reflect a policy trend in state wide comprehensive database development.

Conclusion

In reviewing both reports (Boyd, Lankford, & Wyckoff, 2009; NYCDOE, 2013a), it is clear that the evidence for program improvement is sparse and that causality is difficult to determine. In fairness, neither report set out to provide a comprehensive set of causal linkages for program improvement purposes. It is also clear from a review of the reports' findings that the reports are limited in impact because, by their design, the responsibility and accountability for preparing effective educators is placed largely at the foot of IHEs rather than treated from a system perspective as an endeavor involving multiple stakeholders.

We recommend treating educator preparation from a system perspective involving candidates, IHEs, K-12 schools, and policy makers across a timeframe from program entry to early career. A system perspective could lead to more productive outcomes from accountability reports. For example, the absence of a systems approach to the evaluation of educator preparation programs means that program elements that might be most critical to producing effective teachers, such as the quality of faculty and program design, the quality of the clinical placement, the quality of the supervision, and the selection of mentor teachers do not fit neatly into currently available measures, but rather fall into gaps that currently exist in the accountability system. Plecki et al. (2012) in the conclusion to their study noted the need for cooperation among and across programs and institutions about "what elements matter" (p. 331), and therefore what variables and measures should be consistently obtained and used as a basis for improvement. This level of cooperation would help move educator preparation program accountability beyond a task undertaken by one agency *about* another agency.

A further recommendation is that all stakeholders should have the opportunity to develop specific questions to investigate. Neither report (Boyd, Lankford, & Wyckoff, 2009; NYCDOE, 2013a) presented here was driven by the development of specific questions about preparation program improvements by any of the stakeholders involved. For example, Plecki et al. (2012) were able to use a state database to address specific questions of interest concerning teachers' value-added scores in relation to years of teaching experience. Again, this would involve cooperation and collaboration among stakeholders about developing both the questions and suitable measures.

As noted there have been several changes in reporting capabilities in the four years between these reports. These changes include enhanced transparency and greater public access to information about program completers. A second major change is the capability to track impact in the classroom to individual teachers, allowing evaluation at an individual rather than group level. While facets of this process are controversial, we believe that the capability in and of itself is useful to help answer the question of teacher effectiveness. While there has been increased sophistication in the development of such measures to capture teachers' impact on student learning, this article points to a lack of sophistication in the processes by which educator preparation accountability is being developed. We recommend a system approach, driven by specific improvement questions, developed through collaboration around the critical dimensions of effective teaching.

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About the Authors

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Anne M. Mungai, **PhD,** is a Professor of Education, Chair of the Curriculum and Instruction Department and Director of the graduate Special Education program at the Ruth S. Ammon School of Education, Adelphi University, New York. Her research agenda over the last several years has revolved around the concept of multicultural issues, Special Education inclusion issues, staff development, gender issues, and learning. She is the author of the book *Growing up in Kenya: Rural Schooling and Girls*, the co-editor of the *books Pathway to Inclusion: Voices from the Field*, and co-editor of *In the Spirit of Ubuntu: Stories of Teaching and Research.* She has published articles on Multicultural Education and issues of Special Education Inclusion. Dr. Mungai has served as a consultant to several schools that have started inclusion and has provided service to schools as a professional developer and field researcher in the area of cognition and classroom instruction with racially, ethnically, and linguistically diverse populations. Email: MUNGAI@adelphi.edu

New York City Council Hearing
Mercy College School of Education
Programmatic Changes – 2012-2016

Pursuant to the publication of the *New York City Teacher Preparation Report* (2012), the Mercy College School of Education has implemented a series of improvements in key areas. Many of these changes impact positively the quality of candidates who apply for positions in New York City classrooms. Specific areas include:

Accreditation

- Earned **dual accreditation** (NCATE/CAEP), revising all programs to meet accreditation requirements.

Admissions

- Will require an **admissions test** in the fall. The writing component will be used to screen and strengthen potential candidates.

Assessment

- Tracked the progress of our candidates through **program milestones**.
- Understood performance of candidates in **different modalities** (e.g., face-to-face versus online).
- Closed the loop by **using data** to target areas of improvement in our programs.
- Measured our effectiveness **realizing the mission** of Mercy College, which is to provide effective services for candidates who are often a first-generation college population.
- Tracked whether candidates are gaining experiences working in **diverse settings**.
- Tracked our candidates' performance on the **state certification tests**.
- Gathered candidates' perceptions of **our effectiveness in meeting our goals** as they exit the program
- Identified **struggling candidates**.

Clinical Practice

- Hired a **Director of Clinical Placement** to manage the clinical practicum component of our programs.
- Developed a **Clinical Practices Handbook**.
- Redesigned clinical placement courses to include **more focus on the edTPA**.

Curricula and Programs

- Developed a **variety of new programs** (e.g., Bilingual Extension, Educational Studies).
- **Updated** other existing programs (e.g., Leadership).
- **Standardized** all course syllabi.
- **Integrated technology** into all courses.
- **Collaborated** across schools to improve curricula.
- Developed cohorts of international **Austrian students**.

Extracurricular Support for Students

- Developed extensive series of **certification test workshops** for students.
- **Mapped curriculum** to support skills required for certification tests.

Faculty

- Hired five **new faculty** members.
- Hired additional **tenure-track faculty.**
- Provided more **professional development** opportunities for faculty.
- Provided **mentors for courses.**
- Developed four **Fulbright Scholars.**
- **Incorporated adjunct faculty** through course mentors and regular adjunct events.

Grants

- Awarded **STEM Education Grants** Totaling More than $2 million - Noyce Teacher Scholarships— Project MISTI (NSF) and WIPRO Science Education Fellowship.
- Awarded **Title V** STEM Grant.
- Awarded **Race to the Top Grant.**
- Awarded **Title II Grant**.
- Working with Yonkers School District on **Math/Science Partnership grant.**

Other

- Developed an online academic journal – the **Global Education Review (GER).**
- Developed improved **SoE website content** (e.g., all faculty now have online vitae and the website is more user-friendly).
- Developed **SoE Newsletter**.
- Expanded the **Bronx Parent Center**.
- **Collaborated** to develop programs with the Middletown Teacher Center, Liberty Teacher Center, Wappinger Falls School District, United Federation of Teachers (UFT), and the New York State United Teachers (NYSUT).

For additional information, please contact Interim Dean Nancy N. Heilbronner:

(914) 674-7648

nheilbronner@mercy.edu

Jan 14, 2016 Committee on Higher Education
City Hall

Dear Esteemed Council Members,

My name is Rachel Chapman. I'm a doctoral student of Urban Education at the Graduate Center and teaching fellow in the Department of Elementary Education at Queens College. It is an honor and pleasure to stand here before you to speak in regards to the City University of New York. I want to thank you for your continued hard work, service, dedication and support of our institution and in particular, the working class students and families of this great city. I'm especially grateful for the NYC Council Merit Scholarship and your continued support for academic excellence. Thank you and I encourage you to continue the good work you do.

On behalf of students and adjuncts, I would like to speak today on the adequacy of CUNY in training teachers. For over ten years, I've worked in various post secondary institutions. In my tenure, I've never experienced an institution so connected and dedicated to its students and communities as CUNY. I stand here on the shoulders of hundreds of students, community members, elected officials, activists, teachers and parents who, through great courage and dedication, have struggled to make CUNY the educational beat of this city.

For the majority of CUNY's workforce especially, the struggle continues and is very real. Higher education perpetuates a two-tier labor system of full time faculty and adjuncts. CUNY is guilty of this and the low status treatment of adjuncts and its consequences have been ignored for too long. With $3K per class, little job security and benefits as well as little to no professional development, adjuncts seek additional employment in various post secondary institutions to sustain their livelihood. Decreasing their ability to adequately prepare for coursework as well as time needed for vital student interaction and support, it is clear that the under appreciation and deprofessionalization of adjunct instructors jeopardizes CUNY's ability to adequately educate our students and future teachers.

During times of unprecedented budget cuts from our state government, the struggle continues and has culminated to a point perhaps unseen in recent history. We ask you as council members to continue to support and advocate for CUNY and to join us in our fight to keep CUNY an institution dedicated to advancing the working class people of New York City. Finally, we ask your committee to investigate the extent and quality of adjunct labor at the City University of New York and its adequacy in preparing students and future teachers. Thank you for your time.

Respectfully,

Rachel J. Chapman
rchapman@gradcenter.cuny.edu

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor   ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: David Bloomfield, CUNY Professor

Address: _____

I represent: self

Address: _____

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

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☐ in favor   ☐ in opposition

Date: _____

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Name: DAVID SUKE

Address: _____

I represent: DOE

Address: _____

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

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☐ in favor   ☐ in opposition

Date: 1/18/16

(PLEASE PRINT)

Name: Rachel Chapman

Address: 87-05 165½ St. 3E Jamaica NY 11432

I represent: myCap and Graduate Center

Address: 365 5th Ave NY NY

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THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

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Date: _____

(PLEASE PRINT)

Name: _Corinne Donovan_

Address: _____

I represent: _Adelphi University_

Address: _South Ave. Garden City, NY_

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

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Date: _01/14/2016_

(PLEASE PRINT)

Name: _Alyssia Osorio_

Address: _____

I represent: _Students for Educational Rights_

Address: _at City College_

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

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☐ in favor   ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: _Michael Sampson_

Address: _41 Clover, Roslyn H+s_

I represent: _St. John's Univ_

Address: _800 Utopia, Queens NY_

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THE COUNCIL
THE CITY OF NEW YORK

| Appearance Card |

I intend to appear and speak on Int. No. _____ Res. No. _____

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Date: _____

(PLEASE PRINT)

Name: David Gerwin

Address: 2JJ W10 8th St. 3B7

I represent: Faculty member at Queens College personal...

Address: 65-30 Kissena Blvd

THE COUNCIL
THE CITY OF NEW YORK

| Appearance Card |

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 1/14/2016

(PLEASE PRINT)
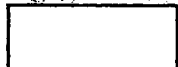
Name: Debbie Meyer

Address: 217 W 136th Street

I represent: DYSLEXIC PEOPLE

Address: _____

THE COUNCIL
THE CITY OF NEW YORK

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☐ in favor ☐ in opposition

Date: 1/14/16

(PLEASE PRINT)

Name: DWIGHT MANNING

Address: 525 W. 125th NYC

I represent: TEACHERS COLLEGE

Address: OFFICE OF TEACHER EDUCATION

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THE COUNCIL
THE CITY OF NEW YORK

| Appearance Card |

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☐ in favor ☐ in opposition

Date: 1/14/16

(PLEASE PRINT)

Name: Harold Spinner

Address: ?? Maple Chin Sing Na 115

I represent: Touro College

Address: 23rd St. NYC

THE COUNCIL
THE CITY OF NEW YORK

| Appearance Card |

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Maggie Murolt

Address: 151 West 30th St

I represent: Advocates for Children of NY

Address: _____

THE COUNCIL
THE CITY OF NEW YORK

| Appearance Card |

I intend to appear and speak on Int. No. _____ Res. No. T2016-3918

☐ in favor ☐ in opposition

Date: 1/14/16

(PLEASE PRINT)

Name: Michaela Daniel

Address: CH.

I represent: DM Richard Buery

Address: CH

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I intend to appear and speak on Int. No. _____ Res. No. *T2016-3918*

☐ in favor   ☐ in opposition

Date: *1/14/16*

(PLEASE PRINT)

Name: *Charissa Townsend*

Address: *City Hall*

I represent: *Dm Buery*

Address: *City Hall*

THE COUNCIL *CUNY Panel 1 of 4*
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor   ☐ in opposition

Date: *1/14/16*

(PLEASE PRINT)

Name: *Ashleigh Thompson, Univ. Assoc. Dean for Academic Affairs*

Address: *205 E. 42nd St.*

I represent: *CUNY*

Address: _____

THE COUNCIL *CUNY Panel 2 of 4*
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☑ in favor   ☐ in opposition

Date: *JAN 14 2015*

(PLEASE PRINT)

Name: *MARYERINA DRISCOLL CUNY*

Address: *ITS 165 E 118 St NY NY 1003*

I represent: *CUNY/City College of NY*

Address: *160 Convent Ave Harlem NY*

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THE COUNCIL *Cuny Panel*
THE CITY OF NEW YORK
3 of 4

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor   ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Lawrence K. Patterson

Address: 325 Clinton Hill Brooklyn NY 11205

I represent: Brooklyn College CUNY

Address: 2400 Bedford Ave BK. NY 11210

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THE COUNCIL *Cuny Panel*
THE CITY OF NEW YORK
4 of 4

Appearance Card

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☐ in favor   ☐ in opposition

Date: 1/14/16

(PLEASE PRINT)

Name: Ms. Raisa Sterling

Address: _____

I represent: Hunter College Alum

Address: _____

➤ *Please complete this card and return to the Sergeant-at-Arms* ◄